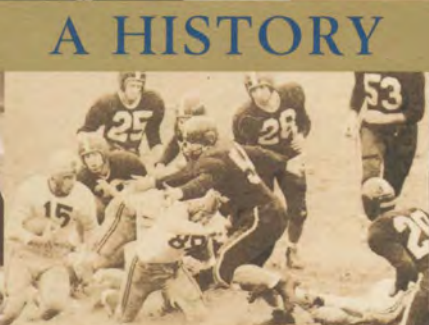




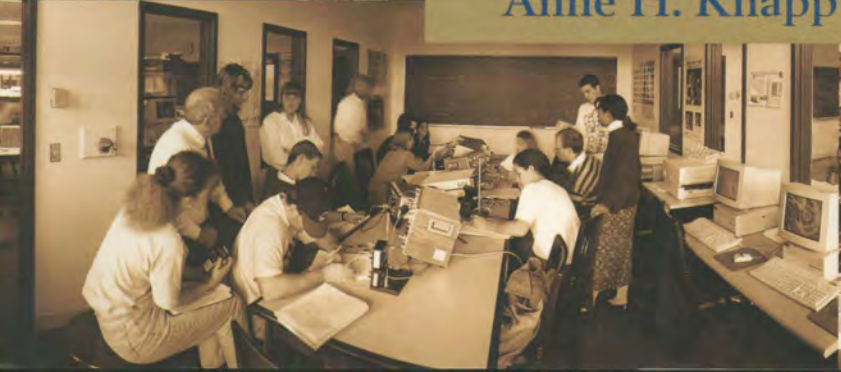
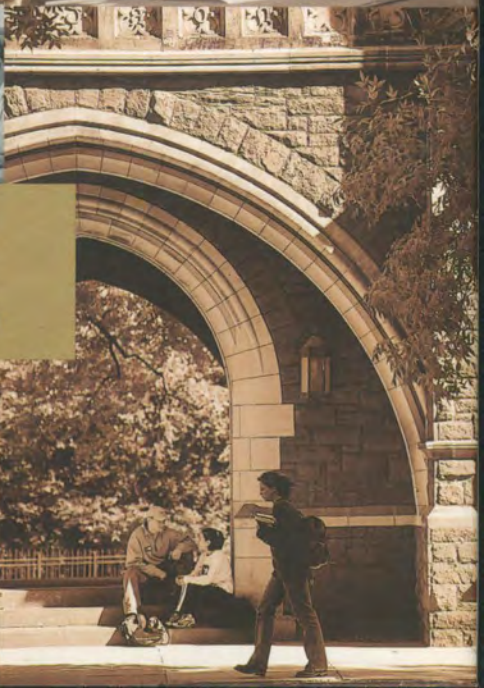
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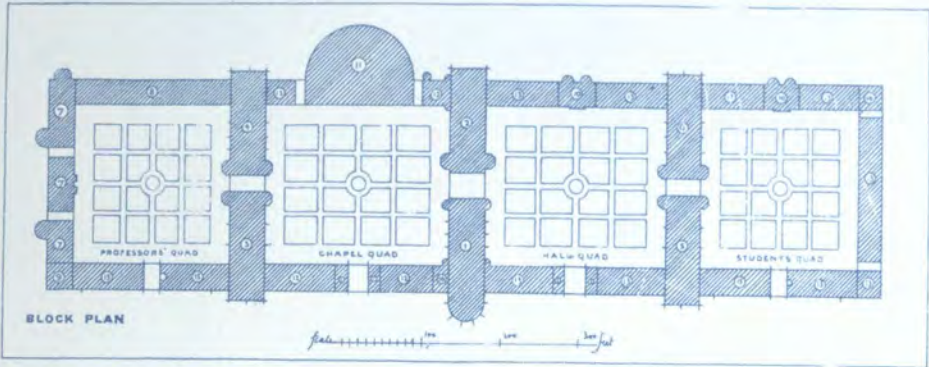
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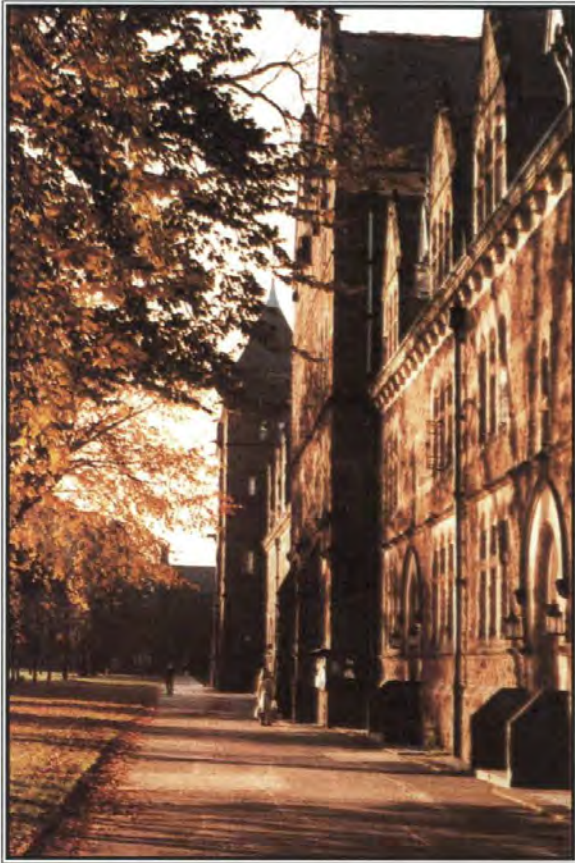


Peter J. Knapp
in collaboration with
Anne H. Knapp



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The Long Walk at Trinity College

Trinity College
in the
Twentieth Century



A H I S T O R Y

By

Peter J. Knapp
College Archivist
Trinity College

in collaboration with

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Archival Research Associate
Trinity College



TRINITY COLLEGE

Hartford, Connecticut

2000

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TABLE OF CONTENTS



FOREWORD	v
PREFACE	vii
ACKNOWLEDGMENTS	xi
CHAPTER I <i>A Century in Retrospect</i>	1
<i>Presidents of the College During the 19th and Early 20th Centuries</i>	1
<i>Trinity College Timeline: 1823 – 1920</i>	15
CHAPTER II <i>Greater Things in Store</i>	51
<i>Revitalization of the College Begins</i>	52
<i>The Expansion of Trinity</i>	71
<i>A Decade of Accomplishment and the Onset of War</i>	91
CHAPTER III <i>The Dawn of a New Era</i>	117
<i>A New Administration and Postwar Expansion</i>	118
<i>The College Regains its National Character</i>	127
<i>Popular Lecturers and the “Full Professors”</i>	144
<i>Support for Research and Trinity’s Response to National Uncertainty</i>	151
CHAPTER IV <i>Tradition and Progress</i>	177
<i>Funston’s Twilight and the Second Hughes Interlude</i>	177
<i>The Jacobs Years Begin</i>	184
<i>A Second Natural Constituency</i>	200
<i>Alumni, Parents, and Convocations</i>	214

Continued

CHAPTER V	<i>New Directions 'Neath the Elms</i>	237
	<i>The Physical Plant Expands</i>	238
	<i>Student Activities and Social Life</i>	257
	<i>The Academic Program and the Faculty</i>	278
	<i>Administrative Reorganization, Distinguished Visitors, and the Barbieri Endowment for Italian Culture</i>	295
CHAPTER VI	<i>Currents of Change</i>	327
	<i>A Decade of Student Activism; A New President Takes Office</i>	329
	<i>The Sit-In and Its Aftermath</i>	344
	<i>Coeducation, Long Range Planning, and the Advent of Information Technology</i>	365
CHAPTER VII	<i>Prelude to the New Millennium</i>	467
	<i>The Campaign for Trinity, the College's Infrastructure, and Aspects of Student Life</i>	467
	<i>Presidential Succession and Strategic Planning</i>	486
	<i>Wide-Ranging Academic Initiatives, the Campus Master Plan, and a Neighborhood Revitalization Partnership</i>	500
	<i>Presidents of Trinity College: The Line of Succession</i>	526
	PERSONAL NAME INDEX	527
	SUBJECT INDEX	549

FOREWORD



As Trinity prepares to meet the challenges of the 21st century, we are fortunate to have this comprehensive portrait of its history in the 20th century. The century just ended was also full of challenges. The fact that the College met them successfully, in the process becoming a stronger, better, more highly regarded institution, is a source of pride for all who are associated with Trinity, and creates optimism about the future.

Trinity College in the Twentieth Century, A History captures the spirit of an institution that has grown up with the country. It provides a detailed account of Trinity's growth as a premier liberal arts college: its internal struggles, curricular debates, responses to new intellectual currents, and adjustment to such developments in the wider society as the emergence of mass higher education in the decades following World War II and the surge of student activism in the 1960s. To their credit, the authors also have placed the College's history in the context of events beyond the campus gates. This expansive vision, at once internal and external, deepens and enriches our understanding of Trinity's history while shedding revealing light on the larger world of higher education. By their conscious engagement with the task and their earnest work over several years, the authors of this book pay honor to Trinity.

As one of the oldest colleges in the country — 177 years old as I write this in early 2000 — Trinity has an obligation to lead and to set the pace in education. Through the years its presidents, faculty, students, staff, and trustees have shown the capacity and the motivation to be innovators in their respective fields. Our professors routinely have been among the first to try out a new technology or pedagogy, to do original research, to make history with their discoveries, and even to invent new products that benefit society. They have been singled out for the highest professional honors, including Pulitzer prizes, Guggenheim fellowships, and other prestigious awards.

At the same time, Trinity faculty have held steadfastly to their most important work, the central mission to which they have devoted their lives — teaching and

mentoring our students. Through their dedication and professionalism, they have prepared students to lead fulfilling and accomplished lives. Trinity alumni are today, and have been throughout the College's long and proud history, leaders in virtually every field of life.

Trinity is a magical place. Its history reflects the quest for excellence and truth that gives meaning to the liberal arts tradition. Combining a commitment to learning for its own sake with an institutional commitment to community and nation, Trinity stands proud at the turn of a new millennium. It is rooted in a city that constitutes a remarkable educational resource, clear about its liberal arts mission, and confident it can sustain the position it achieved over the last century as one of the nation's foremost undergraduate colleges.

All of us thank the authors as well as the many alumni, faculty, administrators, and friends of Trinity for their efforts in creating this magnificent work. They have provided Trinity with the great gift of knowing not only one's place in history, but also one's responsibility to it.

Evan S. Dobbelle
President

PREFACE



In 1967, the Trinity College Press published *The History of Trinity College, Vol. I*, by the late Professor of History, Emeritus, Glenn Weaver, a specialist in colonial and Revolutionary-era America perhaps best known for his *Jonathan Trumbull: Connecticut's Merchant Magistrate, 1710 - 1785*, and also the author of an illustrated history of the city of Hartford and several institutional histories of Hartford-based corporations. The book provides a comprehensive account of the College from its founding in 1823 to the end of World War I, together with a synopsis of the period from 1920 to U.S. entry into World War II.

During the post-World War II decades, every facet of Trinity's institutional life underwent sweeping change and development (as did American higher education as a whole). A period of such fundamental importance obviously deserves thorough study. As early as the 1970s, there was talk of commissioning a second volume of the College history. It was not until 1982, however, that President James F. English, Jr., Hon. '89 asked Professor Weaver to undertake the work. As initially conceived, the book would briefly recap Trinity's first century, provide expanded coverage of President Remsen B. Ogilby's administration (1920-43), and then focus in detail on the period from the end of the War through the early 1980s, encompassing the presidencies of G. Keith Funston '32, Hon. '62, Albert C. Jacobs Hon. '68, and Theodore D. Lockwood '48, Hon. '81.

Professor Weaver promptly began research on the College history, while simultaneously preparing a book on the Italian presence in colonial Virginia. His retirement in 1987 enabled him to devote all the more attention to the Trinity project. However, its completion was not an institutional priority in the late 1980s and early 1990s. In 1994, Interim President Borden W. Painter, Jr. '58, Hon. '95 restored the project to a firm footing with the goal of having the history appear in conjunction with Trinity's forthcoming 175th anniversary. He appointed an advisory committee chaired by College Archivist Peter J. Knapp '65 to exercise editorial oversight. Professor Weaver took up the task with renewed dedication, but in 1996 declining health made it

impossible for him to continue with it. The College Archivist was then asked to bring the book to completion, and he agreed to do so in collaboration with his wife, Anne H. Knapp M'76. They proceeded with the guidance and support of a reconstituted editorial advisory committee composed of Professors Painter and Edward W. Sloan III of the History Department, Associate Academic Dean and Lecturer in History J. Ronald Spencer '64, and Director of Publications Roberta N. Jenckes M'87.

Professor Weaver made an invaluable contribution before his withdrawal from the project. By that time he had drafted five chapters, bringing the story through the 1950s, and begun a chapter on the 1960s. The greater part of this material appears in the finished product, although much of it has been reorganized and revised as a result of new research findings, the evolving conceptualization of the volume, and the need to give it a unified authorial voice. Regrettably, Professor Weaver passed away in January 2000, prior to the book's publication.

Soon after Peter and Anne Knapp began work, an institutional decision was made to extend the history to 1998, Trinity's 175th anniversary year, instead of concluding with the inauguration of President English in 1981. This very substantially increased the amount of research and writing they had to do and necessitated an adjustment in the timetable for publication. It also presented them with the delicate task of writing about the very recent past — a task requiring intellectual finesse, discriminating judgment, and no little tact.

Trinity College in the Twentieth Century, A History opens with a concise review of Trinity's first 100 years and a timeline (adapted by the Knapps from a chronology that Robert S. Morris '16, M'17, Hon. '65 prepared in the early 1950s) tracing important events between the institution's founding and 1920. It then proceeds to recount the complex, multifaceted process of growth and change that ultimately transformed Trinity from the "Hartford local," as it was called early in the 20th century, into one of the country's leading liberal arts colleges. Like *The History of Trinity College, Vol. I*, of which it is the lineal descendant, the book is expansive in scope, taking as its domain everything from presidential administrations to athletics, the wartime V-12 program to curriculum reform, expansion of the physical plant to student activism, coeducation to neighborhood involvement. Its pages are filled with the people — faculty, administrators, students, trustees, alumni, and friends — who, decade after decade, have cherished Trinity and helped sustain its special character. In short, this is a richly informative portrait of the institution in the modern era. Complementing the text is a large number of illustrations taken from the College's visual archives and depicting subjects across the entire span of Trinity's history.



Johann Droysen once observed that "History is the 'Know Thyself' of humanity — the self-consciousness of mankind." Institutions, like people, need to know them-

selves, to be conscious of whence they came, of how they have been shaped over time, of what makes them distinctive, of where they fit into larger patterns of historical development. This may be particularly true of institutions of higher education, where the influence of tradition is always strong, precedent is often a guide to action, and each generation of students and scholars builds on the achievements of its forebears. It is, then, fitting that Trinity has made an institutional commitment to knowing its past. The publication of *Trinity College in the Twentieth Century, A History* brings this commitment to impressive fulfillment.

J. Ronald Spencer '64
For the editorial committee

TRINITY COLLEGE IN THE TWENTIETH CENTURY

ACKNOWLEDGMENTS



Writing the history of an institution as complex as Trinity College during a century as eventful as the 20th would have been impossible without the cooperation and good will of numerous individuals who have helped to make that history. It is, then, a most agreeable task to recognize and thank all those who contributed to the project. They have our sincere appreciation and will, we hope, take the same satisfaction from the book's publication that we do.

We wish, first, to acknowledge the crucial role played by the late Professor of History, Emeritus, Glenn Weaver, who, before ill health forced his withdrawal from the project, did the basic research on the Ogilby, Funston, and Jacobs years and produced five draft chapters. These are materials on which we have drawn heavily. Professor Weaver's decision not to have his name appear on the title page as co-author does not diminish our, or the College's, gratitude for the work he did between the book's inception in 1982 and 1996. Without his efforts, the task of bringing the book to fruition would have been much more formidable. We regret deeply that Professor Weaver passed away before the volume's publication.

We are grateful to President Evan S. Dobbelle for his strong and enthusiastic support, the Rev. Dr. Borden W. Painter, Jr. '58 for reinvigorating the project at a critical juncture, and former President James F. English, Jr. for his continued interest. The members of the editorial advisory committee read the manuscript carefully, making many helpful suggestions and comments, and were a source of constant support and encouragement. Comprising the committee were: the Rev. Dr. Borden W. Painter, Jr. '58, Professor of History and Director of Italian Programs; Dr. Edward W. Sloan III, Charles H. Northam Professor of History; J. Ronald Spencer '64, Associate Academic Dean and Lecturer in History; and Roberta N. Jenckes M'87, Director of Publications and Editor of the *Trinity Reporter*, whose advice and assistance regarding the manuscript and questions related to publication were invaluable. Other readers were Dr. Mark W. McLaughlin, Director of Marketing, whose suggestions were extremely helpful, and Victoria H. Beristain, friend and neighbor, for whose incisive

comments and encouragement we are profoundly grateful. Mary Elizabeth Burns M'93 deserves special thanks for converting the manuscript to electronic form with extraordinary patience and calm.

The staff of the Trinity College Library gave unstinting and indispensable support to the project from start to finish. In particular, we appreciate the backing of Dr. Stephen L. Peterson, College Librarian, who made valuable suggestions in connection with the manuscript, and Dr. Jeffrey H. Kaimowitz and Dr. Alesandra Schmidt Woodhouse, colleagues in the Watkinson Library, who have been especially supportive in countless ways. We also wish to acknowledge the assistance of Brian Kennison, former Systems Librarian, and Vincent Boisselle, Librarian for Information Systems and Services, who provided technical help with computer-related questions, and Administrative Librarian Mary H. LaPorte M'76 and Administrative Library Assistant Rosanne R. Kozak, who helped in many ways.

Numerous faculty members prepared memoranda on various issues, responded to specific questions, or made suggestions later incorporated into the manuscript. In this connection, we wish to thank: Visiting Lecturer in Italian Studies and Assistant to the Director of Italian Programs John H. Alcorn; the late Associate Professor of English, Emeritus, Richard P. Benton; Associate Professor of Classics James R. Bradley '57; Professor of Mathematics, Emerita, Marjorie V. Butcher; John J. McCook Professor of Modern Languages, Emeritus, Michael R. Campo '48, Hon. '96; Associate Professor of History John H. Chatfield '64; G. Keith Funston Professor of American Literature and American Studies and former Dean of the Faculty Jan K. Cohn; George M. Ferris Professor of Corporation Finance and Investments Ward S. Curran '57; Professor of Theater and Dance Judy Dworin '70; Lecturer in Modern Languages Phyllis English; Gwendolyn Miles Smith Professor of Art History Alden R. Gordon '69; Drew A. Hyland, Charles A. Dana Professor of Philosophy and Director of the Trinity Center for Collaborative Teaching and Research; Associate Professor of Psychology and Associate Director of the Counseling Center Randolph M. Lee '66; Professor of Philosophy Richard T. Lee; Professor of Political Science Clyde D. McKee, Jr.; James J. Goodwin Professor of English, Emeritus, J. Bard McNulty '38; Scovill Professor of Chemistry Ralph O. Moyer, Jr.; Professor of Theater Arts, Emeritus, George E. Nichols III; Karl W. Hallden Professor of Engineering, Emeritus, and former Dean of the Faculty Edwin P. Nye; Professor of History and Director of Italian Programs Borden W. Painter, Jr. '58; sometime Visiting Lecturer in History Richard M. Ratzan '67, M.D.; Karl W. Hallden Professor of Engineering, Emeritus, August E. Sapega; Charles A. Dana Professor of Biology Craig W. Schneider; Associate Director of Athletics and Associate Professor of Physical Education Robin L. Sheppard M'76; and Charles A. Dana Professor of Mathematics, Emeritus, Robert C. Stewart.

Two exemplary faculty figures in Trinity's modern history merit special mention: the late Northam Professor of History and Secretary of the College, Emeritus, George

B. Cooper Hon. '83, scholar, friend, and mentor; and the late Seabury Professor of Mathematics and Natural Philosophy, Emeritus, and Dean of the College Harold L. Dorwart, who was eagerly looking forward to the publication of this volume, and whose comprehensive and meticulously organized papers as Dean were crucial in unfolding the story of the student sit-in that occurred at Trinity in the spring of 1968. Three other deceased members of the Trinity community — Martin W. Clement '01, Hon. '51, long-time trustee and benefactor of the College; Arthur H. Hughes M'38, Hon. '46, Professor of Modern Languages, Emeritus, former Dean of the College, and twice Acting President; and John A. Mason '34, the esteemed Alumni Secretary — all made significant contributions at the time Professor Weaver was in charge of the project.

Many members of the administration and staff contributed memoranda, responded to questions, or offered helpful suggestions and encouragement. Thanks go to: President Evan S. Dobbelle for his personal insight on the wide-ranging initiatives he has undertaken on the College's behalf; Senior Vice President for Operations and Planning Linda S. Campanella; Director of the Southside Institutions Neighborhood Alliance (Retired) Ivan A. Backer; Director of Donor Relations (Retired) Margaret T. Carroll; Secretary to the President and Board of Trustees Frances M. Casasanta; Jennifer D. Destefani, Assistant to the Vice President of Community and Institutional Relations; former Director of Alumni Relations Eugenie M. Devine and her staff, especially Assistant Director of Alumni Relations Nicole A. Tateosian '96, Julie H. Cloutier, Jenny A. DeRosa, Erin F. Hanley, and Amy N. Heacock; Assistant to the President Maureen Field; Assistant to the Dean of the Faculty Elaine J. Garrahy; Acquisitions Librarian and Social Science Bibliographer George R. Graf M'83; Director of Alumni Relations and Secretary of the College, Emeritus, Gerald J. Hansen, Jr. '51, who is widely regarded as "Mr. Trinity"; Dr. Bernard L. Hecker, former Director of Academic Computing and the Teaching Technology Project; Noreen E. Hills of the Donor Relations staff in the Development Office; Assistant Dean of Students Kimberly E. Jones '91; Special Assistant to the Vice President for Development and Alumni Relations Brian W. Kelly; Sports Information Director David A. Kingsley; Secretary to the Dean of the Faculty Nina C. Lynch; Order Librarian (Retired) Lee F. McCallum for her contribution of research material; William M. Mahoney, Jr. '99 for information on the Lemon Squeezer; Administrative Assistant in Special Academic Programs Marilyn A. Murphy; Vice President and Treasurer Robert A. Pedemonti '60, M'71; Dr. Paul T. Rhinehart, former Assistant Registrar; Director of the Trinity College Poetry Center (Retired) Amelia G. Silvestri; Dr. Kent W. Smith, Director of Institutional Research; Associate Academic Dean and Lecturer in History J. Ronald Spencer '64, who was a source of constant encouragement and generously shared with the authors his keen and wide-ranging knowledge of Trinity; Vice President for Community and Institutional Relations Kevin B. Sullivan '71; former Associate Administrative Dean John S. Waggett '63; Assistant to the Director of Athletics Janet K. Willard; and Dr. David Winer, Associate Professor

of Psychology and former Dean of Students.

In addition, we wish to thank the following: former presidents Theodore D. Lockwood '48 and James F. English, Jr. for their courtesy in allowing the College Archivist to conduct oral history interviews with them at the close of their presidencies; former College Librarian Donald B. Engley; Brownell-Jarvis Professor of Natural Philosophy and Physics, Emeritus, Robert Lindsay for his recollections and compilation of research papers; Alfred M. C. MacColl '54 for information on the Chapel organ; Elizabeth H. McCue and Lucy E. Myshrall, retired members of the Alumni Office staff, for the scrapbook on the Women's Club of Trinity College; David L. Schroeder '47 for providing information on the founding of radio station WRTC; Margaret Mair M'95, former Watkinson Library intern; Benjamin A. Stich '96, Watkinson Library student assistant, who helped proofread the first segment of the manuscript; and many others in the Trinity community who expressed interest and wished us well in our endeavor. Thanks, too, to those family members who were unfailingly supportive.

The illustrations appearing in *Trinity College in the Twentieth Century, A History* highlight specific aspects of the College's development that are discussed in the text. It has not, therefore, been possible to depict (or mention) all faculty, administrators, staff, trustees, alumni(ae) and others who constitute the Trinity community, past or present. For gifts of photographs or material reproduced in the form of photographs we are indebted to: the late Martin M. Coletta, Esq. '26 and Peter M. McAvoy, Esq., Director of Gift Planning and Coordinator of Leadership Gifts, for the panoramic view of the student body photographed in the fall of 1923; Conrad G. Fleisher (V-12) '45 for the photograph of Trinity's Navy V-12 unit in formation; M. Newell Gerdes for the 1872-1873 *Ivy* yearbook; and Edward B. Wright for the 19th-century faculty portraits that belonged to his ancestor, James D. Smyth, Class of 1874. Other photographs were supplied by: the late Associate Professor of English, Emeritus, Richard P. Benton; John J. McCook Professor of Modern Languages, Emeritus, Michael R. Campo '48; the College's Coordinator of Publications Services Kathleen H. Davidson; Lecturer in Modern Languages Phyllis English; James H. Mullen, Jr., former Vice President — Executive Director of Project 2002; Rene J. Pincince of the Gilbane Building Co., Inc.; Karl W. Hallden Professor of Engineering, Emeritus, August E. Sapega; and Associate Professor of Physical Education, Emeritus, Robert D. Slaughter. We are grateful for technical assistance to the Director of the Audio Visual Department Philip J. Duffy '84, Peter K. Weidlein of Peter Weidlein Photography, and the staff of Kula Professional Photofinishing Laboratories, Inc. of Hartford. We are also beholden to Watkinson Library student assistants Jennifer C. Baptiste and Rachel K. Henderson, both of the Class of 2002, for preparing the electronic text of the captions accompanying the illustrations. Captions for a number of the illustrations of athletic teams and student organizations are reproduced as they appear in the *Ivy* yearbooks. Credit for photographs has been given when appropri-

ate information appears on the originals. At the time the archival photographs credited to *The Hartford Courant*, the *Hartford Times*, and the *Manchester Herald* were taken, they were made available to the College for its use in publications.

We wish to thank particularly those individuals who were instrumental in transforming the text into a book: the College's Coordinator of Publications Services, Kathleen H. Davidson, for proofreading the text; Ann C. Morrissey M'91 for compiling the index; Mary Crombie and Douglas H. Geer, Jr. of Acorn Studio for their inspired assistance in the design of the book; and Stephen R. Stinehour and the staff of the Stinehour Press for their dedication to the highest standards of printing and book production.

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Many are those, living and dead, who have contributed to making Trinity a distinguished institution of higher education. This book is a testament to their dedication. We are in their debt for what they have done not only to help bring this book to fruition but also to sustain and advance the College.

Peter J. Knapp '65
 Anne H. Knapp M'76
 Trinity College
 Hartford, Connecticut
 February 2000

✿ Notes to the Reader:

A † following an endnote indicates that information supplementing the text accompanies the source citation. Endnotes appear at the conclusion of each chapter.

Illustrations appear in gatherings within each chapter. A Roman numeral and Arabic sequence number in the text refer to an individual illustration.

The last two digits of the year an alumnus or alumna graduated from Trinity appear in the text after each mention of the individual's name, with the indication of the appropriate century provided by the context. Master's degrees appear as M.A.

or M.S. followed by the two-digit year, and are cited only at the first occurrence of a name, either in full or as M if there is an accompanying illustration of an individual. In the latter case, the full degree citation appears in the caption of the illustration. The receipt of an honorary degree from the College is noted at the initial reference to a name by the abbreviation Hon., and in the absence of an accompanying illustration, the specific degree such as M.A., M.S., D.D. (Doctor of Divinity), LL.D. (Doctor of Law), etc. is given followed by the two-digit year. If there is an illustration, Hon. M. with the two-digit year follows the name for master's degree recipients, and Hon. with the two-digit year is given to indicate an honorary doctorate. The full degree citation for honorary master's and doctoral degrees appears in captions. The reference to a name in the index includes full citations of degrees.

CHAPTER I

A Century in Retrospect



Known originally as Washington College, Trinity owes its existence to several prominent clergymen and laity of the Episcopal Church, who conceived the new institution as a counter to Yale University's Congregationalist domination of higher education in early 19th-century Connecticut. On May 16, 1823, Trinity received its charter from the Connecticut General Assembly, and in the ensuing years has become one of the country's most distinguished national liberal arts colleges. Eleven presidents provided leadership of Trinity prior to 1920. Brief assessments of their administrations illuminate the major events in the institution's life during that period and offer the background for examining the development of the College in the 20th century.

For much of the 19th century, the most important figure at American colleges was the president. The link and mediator between trustees, faculty and the student body, he administered student discipline, carried on public relations with the local community, maintained communication with alumni, raised funds, and often served as a faculty member, in some instances holding an endowed professorship. Indeed, it may be said that the president kept a college alive. According to Joseph Kauffman, a historian of American higher education, until the beginning of the Civil War, "the early college president was the college. Its identity became a reflection of his character, leadership, and personal success."¹ The growth and increasing complexity of higher education in the United States in the post-Civil War era gradually brought a corresponding expansion of administrative responsibilities that a president alone could not handle, and required the delegation of various functions to a range of newly created institutional officers. In the smaller colleges, however, the president continued to be the central figure.²

Presidents of the College During the 19th and Early 20th Centuries

The College's principal founder and first president (1824-1831) was the Rt. Rev. Thomas Church Brownell, Bishop of the Episcopal Diocese of Connecticut (*I-1*). He largely determined the earliest curriculum, assumed ultimate responsibility for locating

the institution in Hartford, presided over construction of the College's first two buildings on the campus near the Park River (*I-2*), and created the bonds that existed between Trinity and the Episcopal Church for much of the 19th century. As Bishop of Connecticut, Brownell saw his new college as a means of offering the full advantages of higher learning to Connecticut Episcopalians and others who were then the victims of Yale's Congregational exclusiveness. Accordingly, Brownell was careful to stipulate in the College's charter that the institution would forever forbid the imposition of a religious test upon any student, professor, or member of the Board of Trustees.

Brownell's undergraduate training at Union College, where science was then receiving more than ordinary consideration, found its reflection in the new college's curriculum, which came close to giving the sciences parity with classical learning. Although the prevailing American academic tradition was then too deeply rooted to permit the introduction of such proposed technical courses as agriculture and engineering, the College's early curriculum was remarkably flexible for its time. Attempts to offer advanced professional instruction in law, medicine, and theology, and to raise the institution to "university" status, were unsuccessful, largely due to limited financial resources. Pressures from Brownell's growing diocese to devote full time to his pastoral duties prompted him to resign the presidency in 1831. He had seen the College successfully through its earliest years, and had helped it overcome an initial period of financial uncertainty. He also had broken Yale's monopoly on higher education in Connecticut, forcing that institution to liberalize its own policy on admitting non-Congregationalists to full academic privileges.^{3†}

Brownell's successor, the Rev. Nathaniel Sheldon Wheaton (*I-3*), had served as a founding trustee, and visited England in 1823-1824 to secure support for the College. Only moderately successful in raising funds, he returned with books that were the nucleus of the College's library. Wheaton became Trinity's first full-time president (1831-1837). His close association with Christ Church, Hartford, where he had previously been the rector, fixed a certain parochialism upon the College, a local interest reflected in an interlocking directorate between the College's Board of Trustees and the Christ Church Vestry, and in the custom of holding Commencements at what would later become Christ Church Cathedral. Although a devotee of classical learning, and somewhat inclined temperamentally toward the fine arts, Wheaton continued the scientific emphasis which Bishop Brownell had introduced. An eminently successful fund-raiser, Wheaton secured the first permanent endowed funds, including those of the Hobart and Seabury professorships, which did much to assure the College's permanence. He also contributed from his own modest wealth to the endowment of both the chapel and the library.

The Rev. Silas Totten (*I-4*), who taught mathematics and natural philosophy (science), was Trinity's senior professor at the time of his election to the presidency. During his 11-year tenure (1837-1848), considerable internal strife plagued the College, in particular, sharp disagreements between rival factions of the Episcopal Church who were

seeking control of the institution. Totten sided with the losing, conservative, Low-Church group, and because of this association, his administration came to be regarded, perhaps unjustly, as ineffectual. In 1845, the High-Church victors were able to bring about a reorganization of the College's administrative structure, introducing elements from the English university colleges. These included the creation of a House of Convocation as a College body representing trustees, faculty and alumni; the introduction of a Board of Fellows; and the change in the institution's name from Washington College to Trinity College. In addition, ties with the Episcopal Church became stronger as the result of action on the part of the Board of Trustees in establishing the office of chancellor, a post entailing general oversight of the College, but with special emphasis on moral and spiritual matters. Nominally introduced in 1845, and first held *ex officio* by Bishop Brownell, the chancellorship became formalized in 1849 by a charter amendment, which also stated that the Bishop of Connecticut would serve as chairman of the Board of Trustees. It was during the Totten years as well that the alumni were first able to exert any real influence on College policy. In addition, in 1845, Trinity took its place in the wider fraternity of academic scholarship by becoming the eighth institution of higher education in the country to establish a chapter of Phi Beta Kappa.

The Rev. John Williams '35, Hon. '49 (*I-5*), was the first alumnus to become president (1848-1853). During his brief tenure as rector of St. George's Church in Schenectady, New York, Williams had taught a small class of candidates for Holy Orders. These young men followed Williams to Trinity, where he incorporated this instruction into the College's program as the Faculty of Theology. After a brief period, the latter was detached from the College and became the Berkeley Divinity School. Williams's favorite discipline, however, was history, and that field of study first gained a place in the curriculum during his administration. The president was popular with the students, the faculty, and his fellow clergy of the Diocese. Indeed, the clergy admired him so greatly that he accepted election as the Suffragan (Assistant) Bishop of Connecticut. Although a teacher by temperament, he felt obliged to resign the presidency in favor of his new position in the Diocese. He continued, however, to lecture on history at Trinity for almost a quarter of a century, and held the office of vice chancellor and then chancellor of the College until his death in 1899.

The Rev. Daniel Raynes Goodwin (*I-6*) came to the presidency of the College from a professorship of modern languages at Bowdoin. Among the distinctive features of his administration (1853-1860) were a new emphasis on modern languages in the curriculum, a short-lived program of studio instruction in fine arts, and in response to the opportunities of America's industrial revolution, more elaborate course offerings in chemistry, and the endowment of the Scovill Professorship of Chemistry and Natural Science. Goodwin's presidency, however, experienced considerable turmoil. Financial difficulties threatened the College's future, and friction among faculty members and discontent over salaries contributed to low morale. Dismayed, Goodwin submitted his resignation, but withdrew it at the request of the Trustees, remaining in charge of the

institution during the country's economic recovery following the Panic of 1857. He finally left Trinity in 1860 to accept a professorship at the University of Pennsylvania. The Trustees appointed a senior faculty member as his successor.

Samuel Eliot, Hon. M '57 (*I-7*), professor of history since 1856, was the first layman to serve as president (1861-1864).^{4†} He was inaugurated on April 8, 1861 at a decidedly inauspicious time in the nation's history. Seven southern states had already seceded from the Union, the Confederate government had been established, and the siege of Fort Sumter was underway. All but two southern students went home on orders from their state governments, and the size of the student body declined from 70 to 36. Wartime inflation, Eliot's inability to raise funds, his ineptitude in dealing with such student matters as compulsory chapel attendance, and the sudden death of his youngest child prompted him to request that the Trustees accept his letter of resignation, a document, which, in an extraordinary arrangement, he had submitted at the time he agreed to assume leadership of the College.

The Trustees turned to the Rev. John Barrett Kerfoot, Hon. '65 (*I-8*), who came to Trinity from the College of St. James in Baltimore County, Maryland, an institution he had headed since 1842, and which had closed because of the War. During his brief presidency (1864-1866), he tried to transplant the paternal, family-life system that had prevailed at St. James, but the students would have none of it. Kerfoot soon accepted election as Bishop of the Diocese of Pittsburgh. His tenure at the College left its mark in the expansion of formal studies in religion, and an orientation of chapel services that was distinctly High-Church.

The Rev. Abner Jackson '37, M '40, Hon. '58 (*I-9*), at one time a member of Trinity's faculty, and for 15 years president of Hobart College, restored order, academic standards, and confidence in the College. During his administration (1867-1874), Trinity experienced the full development of the fraternity system, and an almost endless proliferation of student organizations and societies. Competitive sports such as rowing and baseball vied for student support, and morale rose to new heights. At the center of all this activity was Jackson, the master organizer and teacher, Churchman, athlete, fund-raiser, and inspirer of young men. His conviction that a bright future awaited Trinity helped persuade the Trustees to sell the College's campus (*I-10*) to the City of Hartford as the location of the State Capitol. With equal force, Jackson influenced the selection of the Rocky Ridge site for Trinity's new campus. It was an expansive tract culminating on the west in a prominent ridge, one of the city's distinctive geologic points of interest, and known during the Revolutionary War as Gallows Hill, where a sympathizer with the British was executed for treason. Jackson's vision of Trinity led him to select the eminent British architect William Burges (*I-11*) to design an imposing array of buildings, regarded as the essence of Victorian Collegiate Gothic architecture (*I-12*). Unfortunately, Jackson did not live to see his dream become reality, dying suddenly on April 19, 1874. The Trustees selected a senior professor to head the College, once again with disappointing results.

The Rev. Thomas Ruggles Pyncheon '41, M '44 (*I-13*), whom the students referred to as "Old Pynch" with something less than affection, accepted the presidency. During his administration (1874-1883), he struggled with the problems of moving the College to its new campus. Somewhat austere, he had difficulty in gaining the full confidence of the students. His effectiveness was undermined by intense student dissatisfaction with strict trustee and faculty enforcement of regulations governing undergraduate conduct. Pyncheon's major achievement lay in reducing the extravagant campus plan that Burges had proposed to a more manageable and affordable scale. He accomplished this in collaboration with Francis H. Kimball (*I-14*), a local architect whom the Trustees had previously engaged to supervise construction of the College's new buildings. From their joint efforts emerged the Long Walk, consisting of Seabury Hall, Northam Towers, and Jarvis Hall (*I-15, I-16*).

The Rev. George Williamson Smith, Hon. '87 (*I-17*) modernized and secularized Trinity during his presidency (1883-1904). His efforts at modernization included the introduction of course electives and academic departments, the elimination of Classics as a basic requirement for *all* degrees, and a relaxation of admission standards in order to enroll increasing numbers of students at a time when many colleges were equating size with quality. Smith felt that the College's ties with the Episcopal Church impeded progress and deterred students from seeking admission. Gradually he lessened and deemphasized the ties, amending the charter to eliminate the Bishop of Connecticut's involvement with Trinity as *ex officio* chancellor and chairman of the Board of Trustees, and thereby claiming that Trinity had become "secularized." The secularization, however, resulted in the substantial loss of financial support from the Episcopal constituency, and Smith was unable to find new resources in the Hartford community. When he proposed in desperation that Trinity become a state-supported institution, the indignant Trustees placed Smith on terminal leave, and appointed as acting president, for a one-year term, the Rev. Dr. Flavel Sweeten Luther '70, M '73, Hon. '04 (*I-18*), the College's popular professor of mathematics, and a senior faculty member.⁵

Professor Luther accepted appointment as Trinity's 11th president in 1904, and during his administration (1904-1919), he proceeded to go well beyond his predecessor's policy of secularization by attempting to substitute YMCA-type student religious activities for those of a distinctively Episcopalian nature. In politics, Luther was an ardent progressive, and had won election to the Connecticut State Senate for two terms on the Republican ticket. He arranged for Trinity to confer an honorary Doctor of Science degree on his long-time friend, Theodore Roosevelt, at Commencement in 1918. Under Luther's leadership, the curriculum placed a stronger emphasis on scientific and technical disciplines, including engineering, and the College held two fundraising campaigns. Although the alumni contributed generously, it was despite their growing uneasiness at the increasing number of students from Hartford and surrounding communities who were enrolling at the College, a trend that had begun in the 1890s during President Smith's administration. By 1918, 50 percent of the under-

graduate body came from the Hartford area, leading many alumni to fear that Trinity was well on the way to losing its national appeal, and that the fraternities would consequently decline in popularity.

America's engagement in World War I disrupted Trinity's academic and social life by depleting the student body and faculty for military service and the war effort. Civilian undergraduates were replaced by poorly prepared cadets who were members of a Students Army Training Corps unit stationed at the College for the War's duration. Regarding himself as a war casualty, and exhausted at the age of 70 after 36 years of service to Trinity, Luther submitted his resignation in December 1918, to take effect July 1, 1919. While the search for Luther's successor began, the Trustees appointed as acting president Professor Henry Augustus Perkins (Physics), Hon. '20 (*I-19*), a senior faculty member, who held the post until Remsen B. Ogilby assumed the presidency on July 1, 1920.

Endnotes

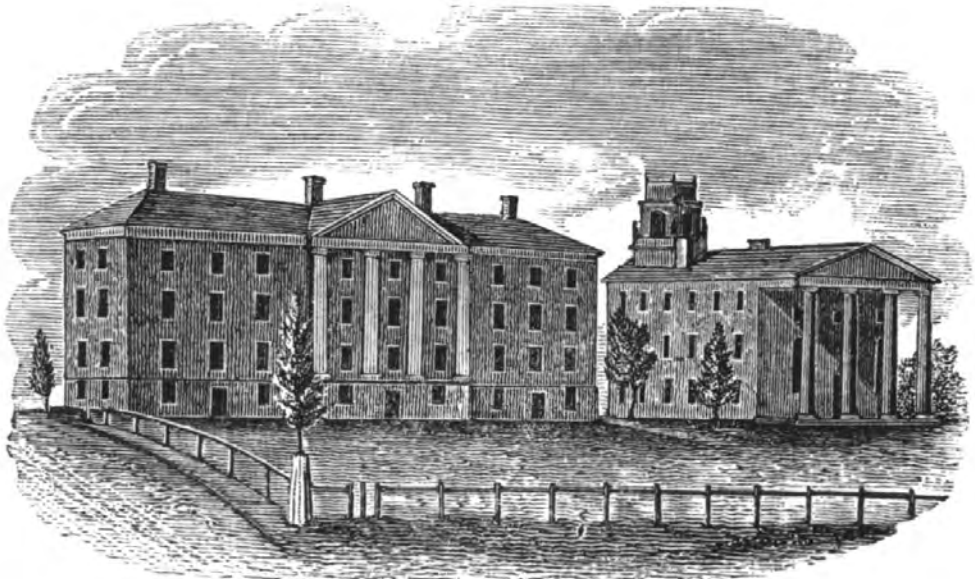
1. Joseph Kauffman, "The College Presidency — Yesterday and Today," *Change* 14, no. 3 (1982): 12-19.
2. *Ibid.*
3. The assessments of Trinity's presidents are based largely on Glenn Weaver, *The History of Trinity College, Volume One* (Hartford: Trinity College Press, 1967).
4. Samuel Eliot was the grandfather of the distinguished historian, Samuel Eliot Morison.
5. Flavel S. Luther was held in the highest regard by the Trinity community. In 1896, the Trustees took the unusual step of granting him a Ph.D. in course. Although the subject area of the doctorate was not recorded, it undoubtedly was in mathematics, the field that had been the focus of his academic career. *Trustee Minutes*, June 24, 1896.



Figure I-1
Rt. Rev. Thomas C. Brownell



Figure I-3
Rev. Nathaniel S. Wheaton



Eastern view of Washington College.

Figure I-2
Washington College in the mid-1820s

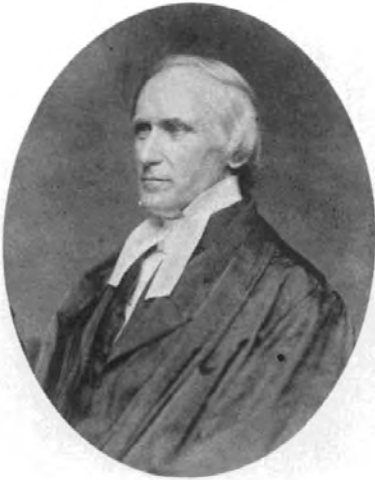


Figure I-4
Rev. Silas Totten

Smyth Gift



Figure I-5
Rev. John Williams, Class of 1835
Hon. S.T.D., 1849



*Ever and truly yours,
D.R. Goodwin*

Figure I-6
Rev. Daniel R. Goodwin



*Your faithful friend
Saml Eliot*

Figure I-7
Samuel Eliot, Hon. M.A., 1857

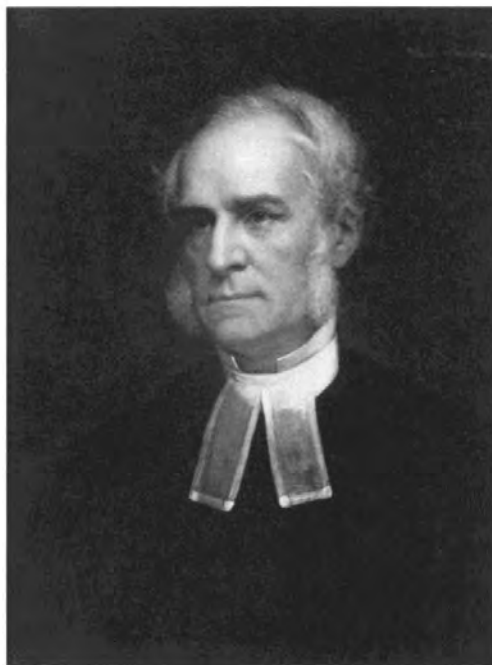


Figure I-8
Rev. John B. Kerfoot, Hon. S.T.D., 1865

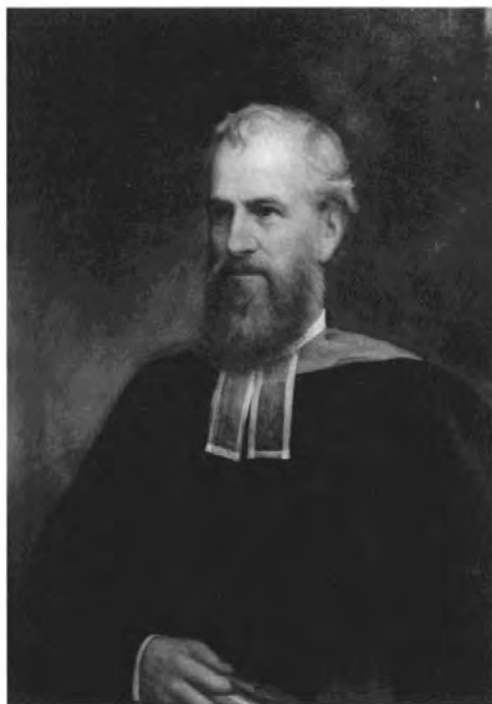


Figure I-9
Rev. Abner Jackson, Class of 1837
(M.A., 1840; Hon. D.D., 1858)



Figure I-10
Trinity College, circa 1870



Figure I-11
William Burges

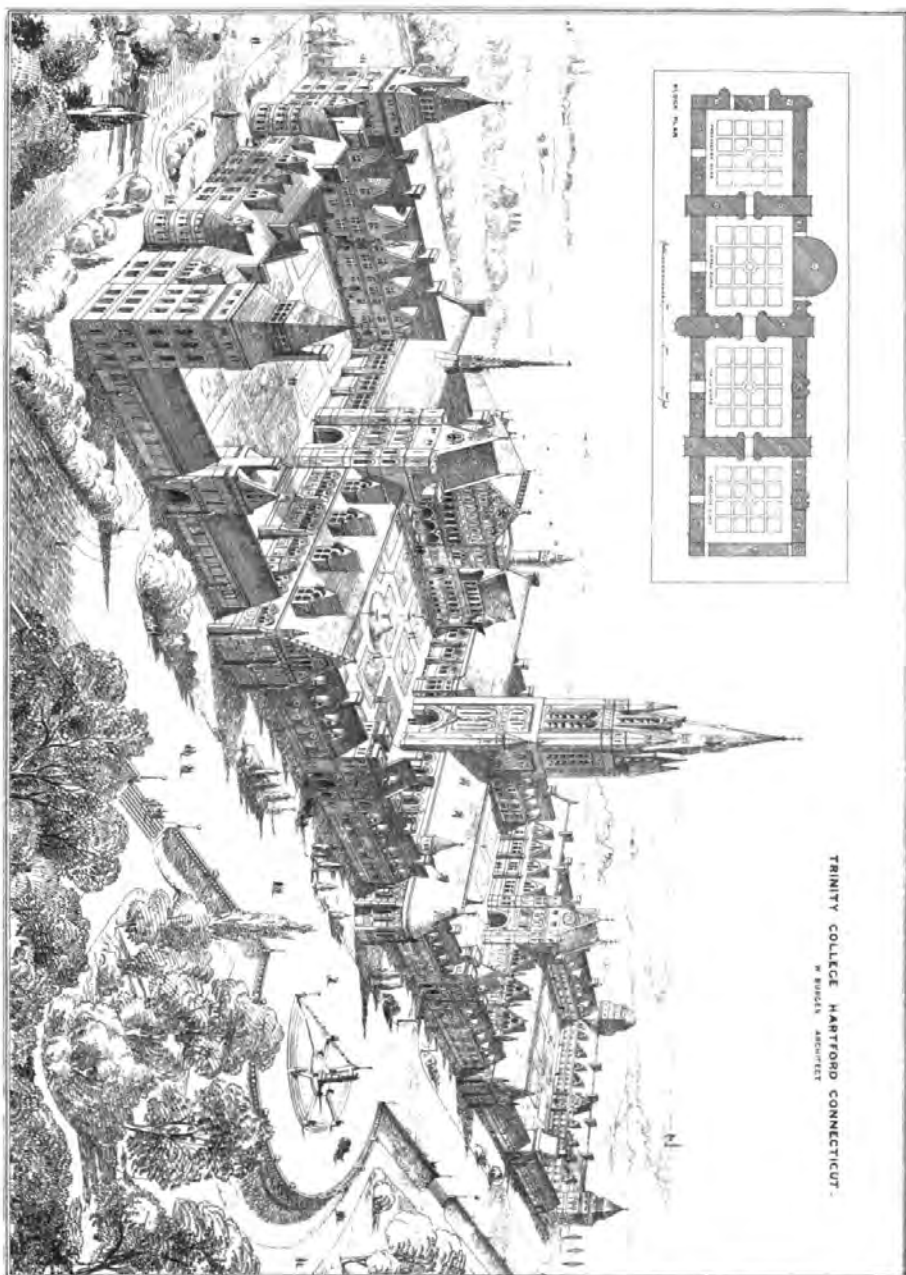


Figure I-12
Final Proposal for Trinity College by William Burges, 1874

Smyth Gift

Figure I-13
Rev. Thomas R. Pyncheon,
Class of 1841, M.A., 1844

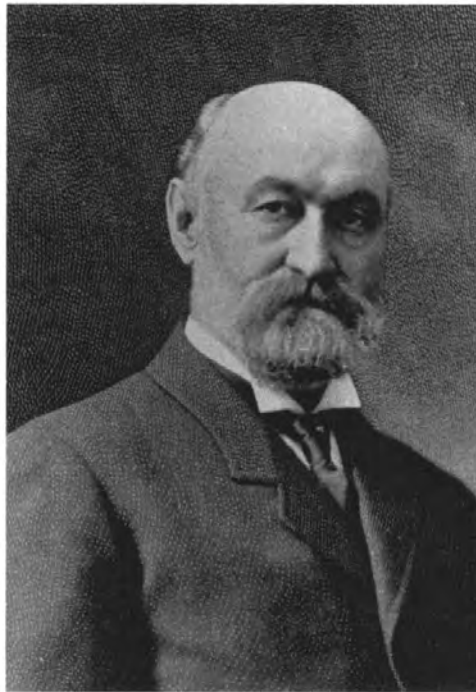


Figure I-14
Francis H. Kimball

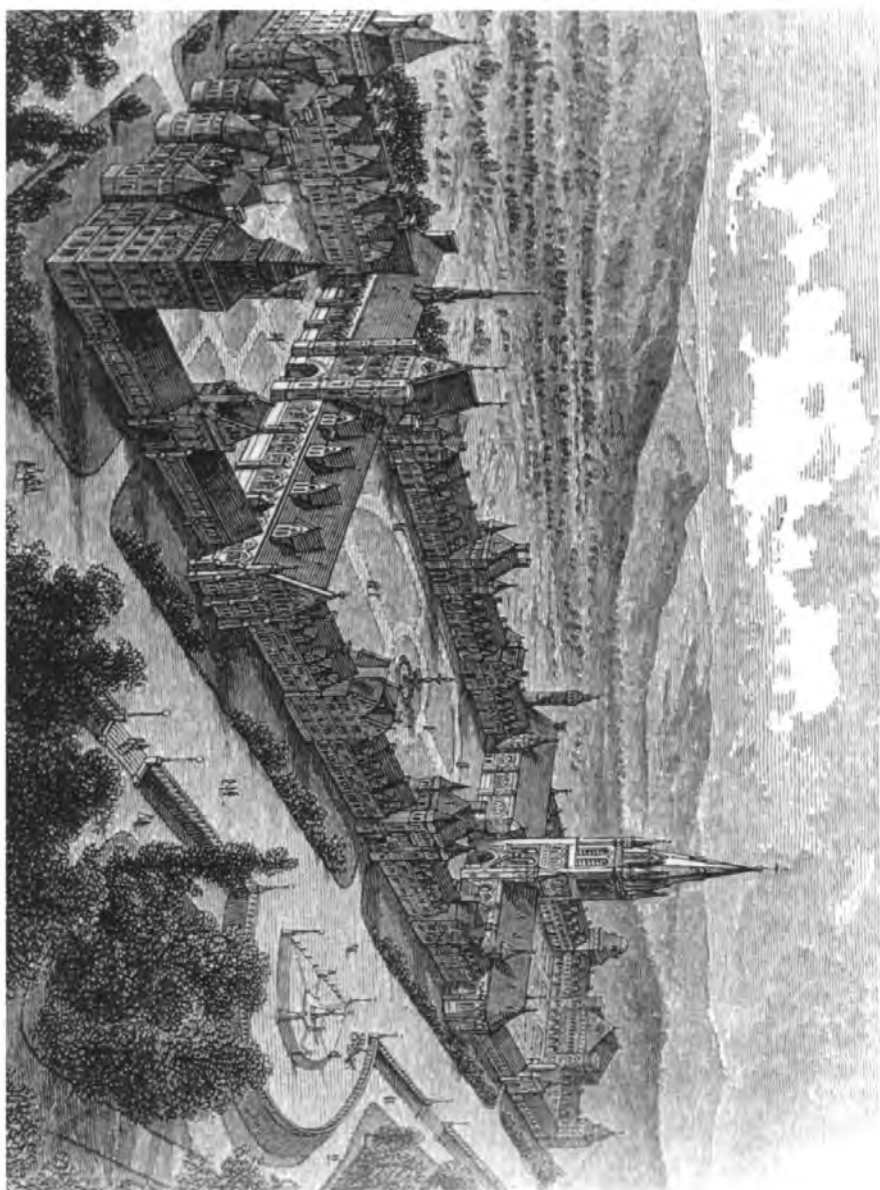


Figure I-15
Proposal for Trinity College by Francis H. Kimball, 1875



Figure I-16
The first elements of the Long Walk: Scabury (left) and Jarvis, 1878

TRINITY COLLEGE TIMELINE: 1823 – 1920

The following timeline points to major events in the history of the College during its first century, and is an adaptation of an extensive and detailed chronology of Trinity compiled in the early 1950s by the late Robert S. Morris '16, M '17, Hon. '65, a trustee.

- 1823** ✦ The Connecticut General Assembly grants a charter to Washington College on May 16. The new college becomes the second in Connecticut, the 13th in New England, and the 61st in the nation.
- ✦ The Board of Trustees meets for the first time at Middletown on July 8 to begin the process of securing funds for the new college.
 - ✦ The citizens of Hartford agree to contribute financially to the College on condition that the Trustees locate it in the city.
 - ✦ The Rev. Nathaniel S. Wheaton, one of the College's founders, travels to England in September to secure funds and to obtain books for the library. Although only modestly successful in raising funds, he assembles a small collection of books, which he sends to the College in advance of his return in November 1824.
- 1824** ✦ On May 6, the Trustees select Hartford rather than Middletown or New Haven as the location of the College because the city's interest in the new enterprise is "most cordial." Gifts of support from the community soon include pledges of labor and materials for construction of a dormitory and a lecture room building.
- ✦ The Trustees elect the Rt. Rev. Thomas Church Brownell, the College's principal founder, as its first president. He serves until 1831.
 - ✦ In June, the Trustees acquire a 14-acre site in downtown Hartford for the College's first campus. Construction work begins on a dormitory and on a building containing lecture rooms and a chapel. The campus later becomes the site of the State Capitol.
 - ✦ On July 20, Charles Sigourney Hon. M.A. '45 writes to Thomas Jefferson on behalf of the Board of Trustees inquiring about the organization of the University of Virginia, which had received its charter in 1819. Jefferson replies at length on August 15 with general advice on several matters, including the curriculum, stating that "I have thus given you, Sir, as full a view of our incipient institutions for the education of our citizens as can yet be given," and concludes "with every wish . . . for the prosperity of your undertaking."
 - ✦ During the summer, the Trustees appoint a faculty of five to provide instruction, with President Brownell assisting. The Trustees also adopt a course of study and a system of undergraduate discipline. The College begins its first

academic year on September 23 with a student body consisting of one senior and one sophomore who have decided to complete their studies at the new institution, six freshmen, and one student taking a limited number of courses.

- ✦ While construction proceeds on the College's buildings, students attend classes in the basement of the Baptist Meeting House at Temple and Market Streets. They use a private home on Main Street as a dormitory.
 - ✦ The undergraduates organize the Atheneum Society for "the literary improvement of its members, especially in Declamation, Composition, and Extemporaneous Debate," and adopt a constitution the following year. With an emphasis primarily on debating, the Society barely survives the Civil War, continuing until 1870. It then reappears briefly toward the end of the century and returns again during the years from 1929 to 1943, and 1948 to 1973. Undergraduates revive the organization in 1992.
- 1825 ✦ Seabury Hall (lecture rooms, chapel, library, and museum) and Jarvis Hall (dormitory) are ready for use.
- ✦ Students form a chapel choir, which becomes the oldest student organization in continuous existence.
- 1826 ✦ Student expenses are: \$11 per term for tuition; \$3.50 per term for room rent; \$1 per term for use of the library; and \$2 per term for incidental expenses, including room sweeping, bell ringing, fuel for recitation rooms, and printing. In addition, "there will be occasional assessments for damages." Board is available with "private families contiguous to the College. Boarding may be had, in such families, at one dollar and fifty cents per week, and no Student is permitted to give more than that sum. The students provide for themselves bed and bedding, furniture for their rooms, fire-wood, candles, books, stationery, and washing."
- ✦ A botanical garden and greenhouse with "an extensive collection of exotick [*sic*] plants" expand the College's instructional facilities and support the lectures on botany which a member of the faculty, George Sumner, M.D., offers.
 - ✦ The Rt. Rev. Alexander Jolly, Bishop of Moray (Scotland), becomes the College's first honorary degree recipient. The Trustees confer the degree of Doctor of Sacred Theology upon Bishop Jolly *in absentia*, thereby commemorating the Church of Scotland's consecration of the Rev. Samuel Seabury in 1784 as the first bishop of the Episcopal Church in the former American Colonies.
- 1827 ✦ Nineteen students withdraw from the Atheneum Society to form a friendly rival, the Parthenon Society, which continues until 1870. The two organizations debate one another frequently.

- ✦ At its first Commencement, the College confers 10 baccalaureate degrees and three honorary degrees.
- ✦ Commencement exercises occur initially in Central Congregational Church (1827-1829). Other locations include Christ Church (1830-1860), St. John's Church (1861), Allyn Hall (1862-1867), Roberts' Opera House (1868-1887), Proctor's Opera House (1888-1890), Foot Guard Hall (1891-1892), the renovated Proctor's Opera House (1893-1898), and Parsons Theatre (1899-1900). Commencement occurs for the first time on the Summit Campus in 1901. It is held for many years in Alumni Hall, and later in front of Northam Towers or in the Field House.
- 1828 ✦ Students, mainly from the South, organize Theta Beta Phi, the College's earliest fraternity. It continues into the early 1830s.
- 1829 ✦ Students organize a local fraternity, I.K.A. In 1917, I.K.A. becomes the Sigma Chapter of Delta Phi, thus ceasing to be the oldest existing local fraternity in the country (*I-20*).
- 1830 ✦ The Trustees establish the Seabury Professorship to perpetuate the name of the first bishop of the Episcopal Church in America. The chaired professorship's association with a specific area of study alters slightly over time, and no faculty member holds the chair until it is adequately funded. In 1837, the Rev. Duncan L. Stewart Hon. M.A. '45, Hon. LL.D. '61 becomes the first Seabury Professor of Mathematics and Natural Philosophy.
- ✦ The College awards its first academic degree to a black person in preparation for his work as a missionary and educator. The Rev. Edward Jones (*I-21*), an alumnus of Amherst, is ordained a priest by Bishop Brownell, and receives the Master of Arts degree in course. In Freetown, Sierra Leone, Jones becomes Principal of the Fourah Bay Christian Institution, later known as Fourah Bay College of the University of Sierra Leone.
- ✦ James Williams, later known as "Professor Jim," becomes the College's first general factotum. Born a slave, he had become a free man, and after extensive travels, came to Hartford in the employ of Bishop Brownell. He remains at the College until his retirement in 1874 (*I-22*).
- 1831 ✦ In August, the alumni form an organization known as the Association of Alumni of Washington College. The Association becomes part of the House of Convocation upon the latter's establishment in 1845.
- ✦ President Brownell resigns to devote himself exclusively to his duties as Bishop of Connecticut. However, he continues to serve as a trustee and later as chancellor of the College until his death in 1865. His successor is the Rev. Nathaniel S. Wheaton, Rector of Christ Church, Hartford, who remains president until 1837.

- 1832 ✎ Students organize the Phi Kappa fraternity in October. It becomes the Phi Kappa Chapter of Alpha Delta Phi in 1877.
- ✎ The Trustees establish the Hobart Professorship, and begin to secure funds to support it. The professorship's association with a specific area of study changes over the years. The Rev. Silas Totten is the first faculty member to hold the chair, which is designated initially as the Hobart Professorship of Rhetoric and Oratory.
- 1833 ✎ *The Hermethenean* (The Interpreter) appears under the sponsorship of a club known as the Incogniti, whose date of formation is unknown. Reportedly the first of its kind in the country, the magazine serves "as an exponent of the sentiments and ideas of the undergraduates." Six issues of Volume I appear between October 1833 and March 1834.
- 1837 ✎ President Wheaton resigns to return to the calling of a parish priest, and becomes rector of Christ Church, New Orleans. His successor is the Rev. Silas Totten, a member of the faculty, who serves until 1848.
- 1840 ✎ The faculty consists of the president, five professors, one lecturer, and one tutor.
- 1843 ✎ Students form the Beta Beta, or Black Book Society, a literary and social organization. It becomes the Beta Beta Chapter of Psi Upsilon in 1880 (*I-23*).
- 1845 ✎ In May, the Trustees successfully petition the Connecticut General Assembly for a change of the institution's name from Washington College to Trinity College. Reflecting the influence of the Oxford Movement among High Churchmen in the Episcopal Church of America and a desire on the part of many alumni who wish for a closer tie with the Church, the change of name also prevents confusion of the College with four other institutions of higher education bearing the name "Washington," located in Kentucky, Maryland, Pennsylvania, and Tennessee.
- ✎ The Trustees establish the House of Convocation, an organization consisting of the Trustees, faculty, all graduates of the College including recipients of honorary degrees, and fellows. The latter are members of a newly created advisory body concerned with matters related to the curriculum and undergraduate discipline, and later to other areas of college life, which the Trustees designate the Board of Fellows. With its membership appointed by the Trustees and the alumni, the Board of Fellows serves the College continuously through modern times. The House of Convocation exists until 1883 when its composition changes and its name becomes the Association of the Alumni of Trinity College.
- ✎ The Trustees create the office of Chancellor, to whom is entrusted in a visiting capacity "general supervision of the whole academic body, with special

reference to the moral and religious interests thereof." The Bishop of Connecticut holds the post *ex officio*.

- ✦ John Brocklesby, Hon. M '45 (I-24), Seabury Professor of Mathematics and Natural Philosophy, establishes the Beta of Connecticut Chapter of Phi Beta Kappa. It becomes the eighth chapter to exist in the United States.
- ✦ The College completes construction of a second dormitory, Brownell Hall.
- 1846 ✦ The earliest known celebration of an annual ritual, the "Burial of the Conic Sections," occurs. Instituted by the Sophomore Class, it marks completion of their last requirement in mathematics. Later referred to as the "Burning of AnnaLytics," the "Conflagratio Conicorum," the "Concrematio Conicorum," and "Cremation of Mechanics," the ritual is discontinued in the early 1890s (I-25).
- 1848 ✦ Unhappy with the changes inspired by High Churchmanship that the College had instituted in 1845, President Totten resigns. His successor is the Rev. John Williams '35, the first alumnus to become president. He serves until 1853.
- 1849 ✦ President Williams becomes Hobart Professor of History and Literature.
 - ✦ An amendment to the College Charter formalizes the office of Chancellor, and stipulates that the Bishop of Connecticut, in addition to his *ex officio* function, serve as chairman of the Board of Trustees.
 - ✦ William Courtney Adams ("Uncle Billy") joins the College staff to assist Professor Jim. His long service to Trinity ends with his death in 1902 at the age of 74.
- 1850 ✦ In the early 1850s, members of the junior and senior classes organize the Grand Tribunal, a mock court and rudimentary form of student government designed to maintain order among freshmen and sophomores. The Grand Tribunal exists until 1890.
 - ✦ Undergraduates organize the Epsilon Chapter of Delta Psi (St. Anthony Hall), the first chapter at the College of a *national* fraternity. For many years it uses rented space in downtown Hartford. In 1878, it occupies its new chapter house on the Summit Campus.
- 1851 ✦ The College introduces a Department of Theology, which in 1854 becomes Berkeley Divinity School in Middletown.
 - ✦ Edward B. Hughes of New Haven, a freshman in the Class of 1855, brings the first ivy plantings to the campus, obtained from sprigs at Trinity Church, New Haven. By 1872, the Class Ivies cover the walls of Jarvis and Brownell Halls.

- 1853** ✎ President Williams resigns to become Suffragan (Assistant) Bishop of Connecticut. His successor is the Rev. Dr. Daniel Raynes Goodwin of Bowdoin, who serves until 1860 and also becomes the Hobart Professor of Modern Languages and Literature.
- 1854** ✎ In January, citizens of Hartford vote to develop 30 acres of property to the north of the campus for use as a park.
- ✎ Two trustees, John and William Scovill of Waterbury, establish the Scovill Professorship of Chemistry and Natural Science. The Rev. Thomas Ruggles Pyncheon '41 becomes the first faculty member to hold the Scovill Professorship (1854-1877).
- 1855** ✎ The Cabinet (the College Museum) reportedly contains one of the finest collections of shells in the country.
- ✎ Alumni from the Classes of 1827 to 1855 number 454 (393 living and 61 deceased). The occupations of alumni are predominantly clergyman, attorney, and physician.
- ✎ Class Day exercises occur for the first time. Established to celebrate the accomplishments of the graduating class and to emphasize the lasting bonds of friendship, the ceremonies take place until 1878 near a small white oak that President Totten planted in front of Jarvis Hall. Class Day continues as an annual event until the late 1960s.
- 1856** ✎ Trinity becomes a charter member of the Association of Colleges of New England.
- ✎ Rowing becomes the first organized competitive undergraduate sport with the formation of the Minnehaha Club. The first contest is with the Undine Boat Club of Hartford. Trinity wins the first race and the Undine Club is victorious in the second race. The Minnehaha Club continues until the Civil War.
- ✎ The College introduces running water in its buildings. Water was previously available from a well.
- 1857** ✎ An early version of football becomes a sport on campus when the freshmen and sophomores engage in what becomes, for a brief period, an annual contest. The first competition with an off-campus opponent occurs the following year when Trinity loses three matches to a local team from Hartford.
- ✎ The Class of 1857 inaugurates the "Lemon Squeezer" tradition by presenting the Class of 1859 a large mock lemon squeezer. The Squeezer is a prize the graduating class awards to a rising class "whose aggregate excellence in scholarship, moral character and the qualities requisite to popularity is the highest," and symbolizes the implement Professor Jim uses in the late 1850s,



Figure I-17

Rev. George W. Smith, Hon. LL.D., 1887



Figure I-18

*Rev. Dr. Flavel S. Luther, Class of 1870
(M.A., 1873; Ph.D., 1896; LL.D., 1904)*

David, Wyllie & Olsson



Figure I-19

*Jarvis Professor of Physics Henry A. Perkins
Hon. Sc.D., 1920*

I. K. A.



1829.

Figure I-20
The I. K. A. shield

Fourah Bay College, University of Sierra Leone



Figure I-21
Rev. Edward Jones, M.A., 1830



Figure I-22
James Williams (Professor Jim)

BETA BETA.



Figure I-23
The Beta Beta shield



Figure I-24
Seabury Professor of Mathematics and
Natural Philosophy John Brocklesby,
Hon. M.A., 1845



Figure I-25
Burning of the Cones

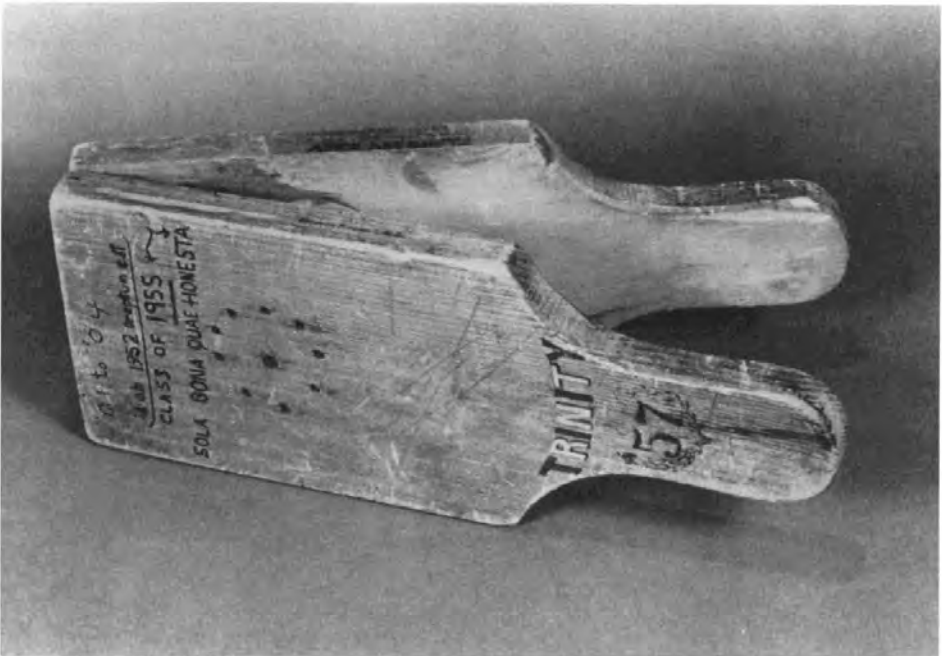


Figure I-26
The 1857 Lemon Squeezer

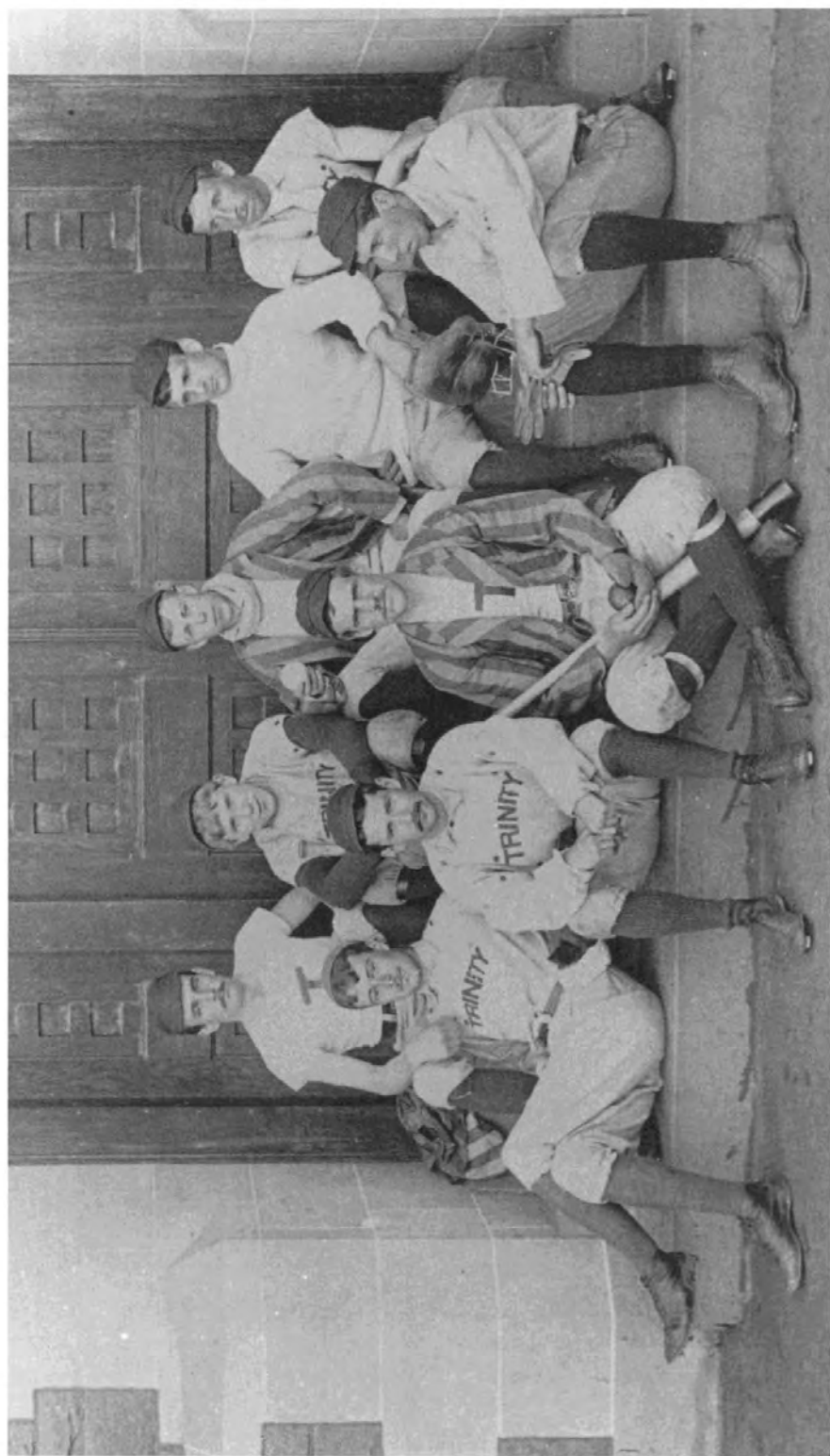


Figure I-27
Baseball Team, circa 1870s

THE TRINITY TABLET,

Volume 1.
Number 1.

TRINITY.

TERMS: { One Year, \$1.50
Single Copies, .15

Hartford, Conn.,

Alta et non mirabilis sed bona dolens efferentia.

April, 1868.

HORACE: LIB. I. CARMEN IX.

Several poetical translations from Horace have appeared in late numbers of the College Courant, none of which, we venture to say, exceed the following in closely adhering to the original, and in merit as English verse.

Scant show proud Socrates' brow
Whitened o'er with drifted snow;
While the frater's grinning laugh
'Neath its wintry load droops low!
And the monastic interest sends
Crystalline in icy bands.

Conquer Winter! Let the beard,
Fined with fire-wood, brightly burn,
Thalassarch, come, with mirth,
Reaching down the Sabian ars,
Fill an overflowing measure,
Now's the time for wine and pleasure.

To the gods resign the rest,
Far, when they have lulled the storm,
Raging fierce o'er ocean's breast,
Not the sailor's giant form,
Nor the helm-ock, reared fast,
Gonave before the northern blast.

Be the morrow what it may,
Still, with grateful heart, enjoy
What kind fortune gives to-day,
Nor shudder these duskin, O boy,
Capit's soft and flowing chain,
And the dancer's winding train.

Since no hateful fiend of white
Mets thy wealth of curling brows,
Seek the restlessness, when Night
Spreads her mantle o'er the snow,
Languishing through the silent hours
To the fountain's sparkling showers.

Happy to be sweetly child,
When the long-ung shrieks hoarse
Where some merry girl lies hid,
Snatch the frolic pluck away
From her beads of dainty wiles,
While she playfully rains.

O. '69.

ULTRA TENDENCIES OF THE AGE.

For the last few centuries everything has been progressing so rapidly that we can scarcely appreciate the merit which is sometimes found holding back. All our conceptions of improvement are connected with rapid and ceaseless advance. In the retrospect we see some things which are pleasant and romantic, but are apt to think that for real good they must be changed. If the minds of men have of late become so much expanded and developed, if those theories and systems which prevailed a few generations back, are now exploded, and in science and art such perfection has been attained, surely there must be need of more intellectual religious, more theoretically-perfect

forms of government, and more utopian systems for the regulation of education and manners. This seems to be the tendency of the age. Far be it from us to deny or depreciate reforms and radical change when it is for the better; but there is danger that we may be carried too far. The current of speculation and experiment has for so long a time been receiving increasing swiftness that there is danger of its overflowing its banks and devastating the country instead of watering and refreshing it. It can scarcely be restrained within the accustomed bounds, and we may fear mischievous results. The "governor" forms a too insignificant part of the machinery of the popular mind. Its regulating influence is feebly felt in this hurrying, restless age.

In religion men are fast losing sight of the old land-marks. Puffed up by self-conceit, they would subject the Eternal and Perfect to their own finite and perverted judgment. They mistake for the discovery of a masterly intellect, a skeptical and incredulous spirit, altogether base and contemptible. A too ready belief may mark a shallow and feeble mind, but not more than does this conceited "Free thinking."

In literature we also see indications of evil. Within the last few years works have been issued which cast in the shade even our old dramatist; not, perhaps in the coarseness and open offensiveness of expression, but certainly in the spirit which pervades them. Reeking with the fumes of sensual passion and, in many instances, full of the foulest blasphemy, they not only command a ready sale, but those who express the abhorrence of them are accused of narrow-mindedness and intolerance to genius. The evil effects produced are underrated, and it is claimed that the bad is produced from a man's own evil mind and not from the book. "To the pure all things are pure." True! But where shall we find the pure? Not in these days can we expect to find them anywhere. Men are human, and it is human to err. If we handle pitch how shall we escape defilement?

But it is with the College world that we have more particularly to do, though these other things may be interesting to us all. We are happy to say that one good feature of the day, is the great encouragement given to institutions of learning. In almost all our colleges the endowments are being increased, additions made to the buildings, and last but not least, there is in many places an agreeable rise in the number of students. But even here there are some things which seem to us a little wrong. Evidences of novel and unproved theories for the regulation of studies and students, are sometimes to be observed. It is scarcely necessary to say that we are in general opposed

to innovations in the old beaten track of college studies, not to changes in the standard but in the time honored course.

In the first place there seems to be a tendency to undervalue the classics, and more abstract mathematics. Some years ago the question was gravely discussed, whether it were not desirable to abolish the classics altogether. Some enlightened son of America argued that they were totally opposed to the spirit of Christianity and American independence. The controversy called forth an excellent article from Pres. Felton, in which he showed most conclusively that the charges against classical studies were groundless. Nothing of importance was effected by this attack on the long established curriculum, but ever since there have been evidences that the current was setting more and more in the new direction. Straws they are but they serve as indices. The majority of people don't seem able to appreciate anything which does not put money into a man's pocket, or at least information into his head. By "information" probably most folks mean a smattering of natural science, history, &c. We don't profess to know exactly what it does mean. The mental discipline, severe drilling necessary to bring the mind to its greatest perfection are not once thought of. The American ideal of a college seems to be a place where a young man goes to "finish his education," to do up his studying. When he comes out he is expected to have nothing more to do in that line. The remainder of his life can be devoted to making money, and what he learned at college must take him through. Our idea of a college is just the opposite. A man should go there not so much to learn any particular thing as to get complete control of his mind, to learn the depth and power of it, and to bring it to its highest working perfection. It should be a sort of mental gymnasium, in which all the faculties are trained and exercised, till they become strong and dexterous. The first thing to do is to get the mind completely in hand, and then to increase its capacity for labor. Now the experience of ages shows that no studies are better calculated to effect these ends than the classics and higher mathematics. They have for centuries formed the exercises by which the mental qualities have been perfected. Anything that looks like undervaluing them, seems to us a downward step, and scarcely one of our institutions of learning would suffer from devoting increased attention to them, even at the expense of more popular studies.

Giving to a student the selection of the study which he shall pursue, doesn't seem calculated for good, either. He will be apt to select that one which is best suited to his taste and is most readily learned, and this is generally the very one.

Figure I-28
Inaugural issue of The Trinity Tablet



J. C. Dexter; Smyth Gift

*Figure I-29
Statue of Bishop Brownell, circa 1900*



Gerdes Gift

*Figure I-30
William J. (Bill) Duffy, circa 1918*

TRINITY



Esto Perpetua.

PUBLISHED BY THE JUNIOR CLASS.

1872-1873.

*Figure I-31
Inaugural issue of The Trinity Ivy*



Figure I-32

St. Anthony Hall by Associate Professor of Fine Arts Mitchel N. Pappas, circa 1954



Figure I-33
Trinity Cricket Club, 1880-1881



Figure I-34
The Long Walk, circa 1883

when he begins the annual custom of preparing punch for the Senior Class on Class Day preceding Commencement. The class receiving the Squeezer is expected to pass it on in turn (I-26).

- 1858 🍷 In July, Trinity joins with Brown, Harvard, Yale, and Dartmouth to hold a regatta in Springfield, Massachusetts. One of the country's earliest intercollegiate rowing competitions, the regatta is cancelled following the drowning of a Yale team member, which occurs during a practice session.
- 1860 🍷 The College's financial difficulties and friction among faculty lead to President Goodwin's resignation and his acceptance of a professorship at the University of Pennsylvania. His successor in early 1861 is Professor Samuel Eliot, who remains in office until 1864.
- 1861 🍷 During the Civil War, 105 Trinity men serve in the Union and Confederate forces. Sixteen fall in battle, including Brigadier General Griffin A. Stedman '59 (Petersburg) and Brigadier General Strong Vincent '58 (Gettysburg).
- 1864 🍷 Grief over the death of his youngest child and concern about the College's continuing financial plight cause President Eliot to resign. His successor is the Rev. John B. Kerfoot, who serves until 1866.
- 1866 🍷 President Kerfoot resigns to become Bishop of Pittsburgh. Professor John Brocklesby serves for one year as acting president.
- 1867 🍷 The Rev. Abner Jackson '37, president of Hobart College, accepts appointment as Trinity's eighth president, and remains in office until his sudden death in 1874. Jackson also becomes Hobart Professor of Ethics and Metaphysics.
- 🍷 Benjamin Franklin Anderson joins the College staff to assist Professor Jim and Uncle Billy Adams. Anderson serves until 1882, and his death occurs in 1887.
 - 🍷 Baseball becomes an organized sport at Trinity (I-27).
- 1868 🍷 The first baseball game with another organized team results in a victory: Trinity 54, the Americus Club of Hartford 17.
- 🍷 Students adopt the colors of dark green and white for use on sports uniforms.
 - 🍷 The first edition of *Carmina Collegensia* appears. Compiled and edited by Henry Randall Waite, and published by Oliver Ditson & Co., this collection of songs of American colleges includes 14 Trinity songs.
 - 🍷 The first issue of *The Trinity Tablet* appears in April. Primarily a literary magazine, but also containing campus news, it is published until 1908 (I-28).

- ✦ Students organize Po Pai Paig, a “secret society,” which continues until 1891. Members of this “deviltry” club refer to themselves as “Demons, Arch Fiends, Devils and Imps.”
 - ✦ Illuminating gas replaces kerosene in the lecture rooms.
- 1869** ✦ The unveiling ceremony for the statue of Bishop Brownell takes place in November. Modeled in Rome by Chauncey B. Ives and cast in Munich, the statue is the gift of Bishop Brownell’s son-in-law, Gordon W. Burnham, of New York. The College moves the statue to the Summit Campus in 1878 (*I-29*).
- ✦ Undergraduate pranks become prevalent and include plugging lecture room keyholes, ringing the chapel bell in the early morning hours, and tethering a cow in President Jackson’s lecture room.
- 1870** ✦ Graduates of the College in the metropolitan New York area organize the New York Association of Alumni.
- ✦ William Joseph (Bill) Duffy begins his long service to the College as a custodian. Born in Ireland in 1851, he comes to Hartford in 1870 and enters the College’s employ. He dies in office in 1937 (*I-30*).
 - ✦ Students organize the Alpha of Connecticut Chapter of Kappa Beta Phi, which continues until 1938. Originally composed of juniors who stood at the bottom of their class scholastically, the Chapter’s motto reads “Probability the Guide of Life.”
- 1871** ✦ The library consists of almost 16,000 volumes.
- ✦ The College completes construction of a new gymnasium and re-erects the wooden building on the Summit Campus in 1878. An accidental fire in 1896 destroys the gym.
- 1872** ✦ In March, at President Jackson’s urging, the Trustees accept the City of Hartford’s offer of \$600,000 for the College’s campus. The campus becomes the site of the new State Capitol. Student reaction to the sale is a “subdued feeling of anger, anxiety and indignation.”
- ✦ President Jackson travels to England in July and engages the architect William Burges to design the College’s new buildings.
 - ✦ Undergraduates organize Trinity’s first Glee Club.
 - ✦ Trinity joins the Rowing Association of American Colleges, but the drowning of a Trinity crewman in 1875 casts a pall on the sport, and by 1881, students move on to other sports. Rowing is reintroduced at Trinity in earnest in the early 1960s.

- ✦ Students organize Mu-Mu-Mu, a secret society devoted to “deviltry.” It continues until 1882.
- 1873 ✦ On the recommendation of the Site Selection Committee, following general criteria suggested by the country’s leading landscape architect, Frederick Law Olmsted, the Trustees purchase the Rocky Ridge (Summit) site for the new campus for the sum of \$300,000.
 - ✦ President Jackson travels to England for further consultation with William Burges, who proposes an arrangement of buildings in quadrangles. The Trustees engage a local architect, Francis H. Kimball, to furnish cost estimates, supervise construction, and spend a year in London working with Burges.
 - ✦ The first issue of *The Trinity Ivy* yearbook appears in May under the direction of the Class of 1874 (I-31). The Junior Class publishes the *Ivy* until 1946 when other classes become eligible for election to the *Ivy* Board.
- 1874 ✦ President Jackson dies suddenly in April. The Trustees appoint the Rev. Thomas Ruggles Pyncheon ’41, a senior faculty member, to succeed Jackson.
 - ✦ Francis Kimball returns from London in the late fall with Burges’s final proposal calling for the arrangement of buildings in four quadrangles. Burges submits the proposal in the form of 169 drawings and an accompanying report.
 - ✦ Professor Jim retires after 44 years of service to the College.
- 1875 ✦ President Pyncheon and Francis Kimball collaborate on reworking Burges’s proposal, and reduce four quadrangles to three by merging the central quadrangles. They decide to build the westernmost arm of the central quadrangle. Seabury Hall contains lecture rooms, a library, a museum, offices, and a chapel. Jarvis Hall contains dormitory facilities and faculty apartments. Jarvis and Seabury are linked by a central gateway tower. Pyncheon and Kimball situate the buildings in the center of the ridge on a north-south axis following Frederick Olmsted’s advice. Limited finances prevent the construction of the tower, which the College completes in 1883 through the generosity of Colonel Charles H. Northam, a trustee. Groundbreaking for Seabury and Jarvis occurs on July 1.
 - ✦ Trinity participates in forming the Intercollegiate Association of Amateur Athletes of America.
- 1876 ✦ The second edition of *Carmina Collegensia* (Songs of American Colleges) appears, and Trinity is among the 27 colleges represented.
- 1877 ✦ Phi Kappa, a local fraternity, becomes the Phi Kappa Chapter of Alpha Delta Phi.

- ✦ Students organize the first College Quartette. Other small vocal groups succeed it, culminating in 1938 with *The Pipes*.
 - ✦ Trinity plays its first intercollegiate football game: Trinity 0, Yale 13 (plus 7 goals, i.e., points after). Trinity's losing streak continues through 1879 when students abandon the sport. Football again becomes popular in 1883, but the College's first victory is not until 1887 in a contest with the Massachusetts Agricultural College (later the University of Massachusetts): Trinity 32, Massachusetts Agricultural College 4.
- 1878
- ✦ Undergraduates dissatisfied with the four existing fraternities form the Clio Literary Society. It becomes the Alpha Chi Chapter of Delta Kappa Epsilon in 1879.
 - ✦ Seabury and Jarvis Halls on the Summit Campus are ready for occupancy at the beginning of the fall.
 - ✦ Workmen complete demolition of the buildings on the former campus by October. Relic hunters acquire fragments of wood, stone, and metal from the old buildings, including stairwell banisters, which are made into highly prized canes.
 - ✦ Robert H. Coleman '77 gives a new organ to replace the old instrument, which souvenir-seekers demolished.
 - ✦ The capital surmounting one of the columns in the facade of Seabury Hall, the chapel and lecture hall on the old campus, becomes the credence table in the Chapel of Perfect Friendship in the present College Chapel following the latter's completion in 1932.
 - ✦ The new library in Seabury houses 18,500 volumes.
 - ✦ The "Tally Ho" coach service begins operation from downtown Hartford to the College. Drawn by four horses, the coach accommodates 20 passengers inside and several outside.
 - ✦ The College Commons provides dining facilities in the basement of Seabury.
 - ✦ Students organize the Lawn Tennis Club. In 1881, its name changes to the Trinity College Lawn Tennis Association. The organization continues until 1897; in 1883 it participates in the formation of the Intercollegiate Lawn Tennis Association.
 - ✦ Professor Jim dies four years after his retirement.
 - ✦ Delta Psi occupies its new chapter house built through the generosity of Robert H. Coleman '77 from plans drawn by Josiah Cleveland Cady

Hon. M.A. '80, Hon. LL.D. '05. Cady bases his design of the Hall on the home of William Burges in London (*I-32*).

- 1879 ✦ Members of the Clio Literary Society form the Alpha Chi Chapter of Delta Kappa Epsilon.
- ✦ Student musicians form Ye Royal Egyptian String Sextette (also known at various times as Quartette or Octette). Consisting of a variety of instruments including guitar, banjo, harp, lute, and tuba, the organization continues until 1908.
 - ✦ Hot water becomes available three times a week.
- 1880 ✦ Students form a cricket club which survives until 1883. The first game against Harvard in 1880 results in a loss: Harvard 50, Trinity 40 (*I-33*).
- ✦ The Beta Beta, or Black Book Society, becomes the Beta Beta Chapter of Psi Upsilon.
 - ✦ The first telephone service is installed on campus.
- 1881 ✦ Colonel Charles H. Northam presents the College the funds for building Northam Towers. Francis H. Kimball, now in New York, designs the gateway tower, and construction begins. The structure's foundation had been completed in 1878.
- ✦ The College plants elm trees on the Quadrangle parallel to Seabury and Jarvis.
 - ✦ Trinity becomes a charter member of the Intercollegiate Cricket Association.
 - ✦ A horse railway service from downtown Hartford to Broad and Vernon Streets begins operation.
- 1882 ✦ In December, a team of astronomers from Imperial Germany uses the campus as the site for observing the Transit of Venus, an astronomical phenomenon occurring only twice in the 19th century. The elevation of the campus as well as its longitude and latitude make it an ideal place to determine the sun's parallax, which is essential in calculating the distance of the earth from the sun.
- ✦ Augustus P. Burgwin '82, M.A. '85 sets the words for Trinity's alma mater, *'Neath the Elms*, to a tune derived from a Negro spiritual.
 - ✦ Students request the installation of gas lighting in their rooms to replace kerosene lamps.
- 1883 ✦ President Pyncheon resigns from office but remains on the faculty until 1902. The Trustees appoint the Rev. George Williamson Smith as the College's 10th president, and he remains in office until 1904.

- ✦ The Rev. Flavel Sweeten Luther '70 becomes Seabury Professor of Mathematics and Astronomy, and occupies the chair until 1919.
 - ✦ Frederick Law Olmsted landscapes the College's grounds. Trees line a plank walkway from the north end of Jarvis Hall to Vernon Street. At Olmsted's suggestion, the College plants rows of trees running from the Long Walk towards Broad Street. The new rows of trees are designed to border a driveway from Broad Street to Northam Towers, and in combination with the 1881 plantings, have the effect of creating a giant letter "T."
 - ✦ Trees are planted on either side of Brownell Avenue in the belief that it will become the principal approach to the College from Washington Street.
 - ✦ The construction of Northam Towers is completed (*I-34*).
 - ✦ The College erects an observatory south of Seabury Hall. Its equipment is the gift of Dr. Samuel B. St. John of Hartford, a prominent eye and ear surgeon, and includes a number of instruments, principally a refracting telescope. The St. John Observatory continues in use until the mid-1930s (*I-35*).
 - ✦ At the request of the alumni, the Trustees change the name of the House of Convocation to the Association of the Alumni of Trinity College.
 - ✦ In the belief that the College colors of dark green and white adopted in 1868 represent the old Trinity, are not a pleasing combination for general use, and fade as well as soil too readily, the student body adopts new colors of dark blue and old gold. The new colors first appear on uniforms worn by Trinity athletes competing in an intercollegiate tennis tournament held in the fall.
 - ✦ Student representatives from Amherst, Brown, Yale, and the Trinity College Lawn Tennis Association meet on campus in April to form the Intercollegiate Lawn Tennis Association.
- 1884** ✦ The Class of 1884 inaugurates the custom of planting a Class Elm Tree instead of Class Ivy.
- ✦ The College introduces a system of course electives.
- 1885** ✦ Houses are completed at 115 and 123 Vernon Street, respectively, for the president and the Rev. Henry Ferguson '68, M.A. '75, Hon. LL.D. '00, Northam Professor of History and Political Science (*I-36*). The president's house is designed by Frederick C. Withers, an architect from New York, at one time associated with Frederick Law Olmsted. In the late 1970s, the College converts the president's house for use by the English Department, and extensive renovations are completed by 1978. Designed by William C. Brocklesby '69, M.A. '72, the son of John Brocklesby, Seabury Professor of Mathematics and Natural Philosophy, the Ferguson house is later used as a two-family faculty residence. It is renovated in 1990, and designated the Smith Alumni-Faculty



Figure I-35
St. John Observatory, circa 1910



Figure I-36
The President's House (right) and the Ferguson House, circa 1890



Figure I-37
Alumni Hall, circa 1890



Figure I-38
Jarvis Scientific Laboratory, circa 1890s



Figure I-39
Camp Trinity sponsored by Robert H. Coleman, Class of 1877



Figure I-40
Medusa shield, mid-1890s

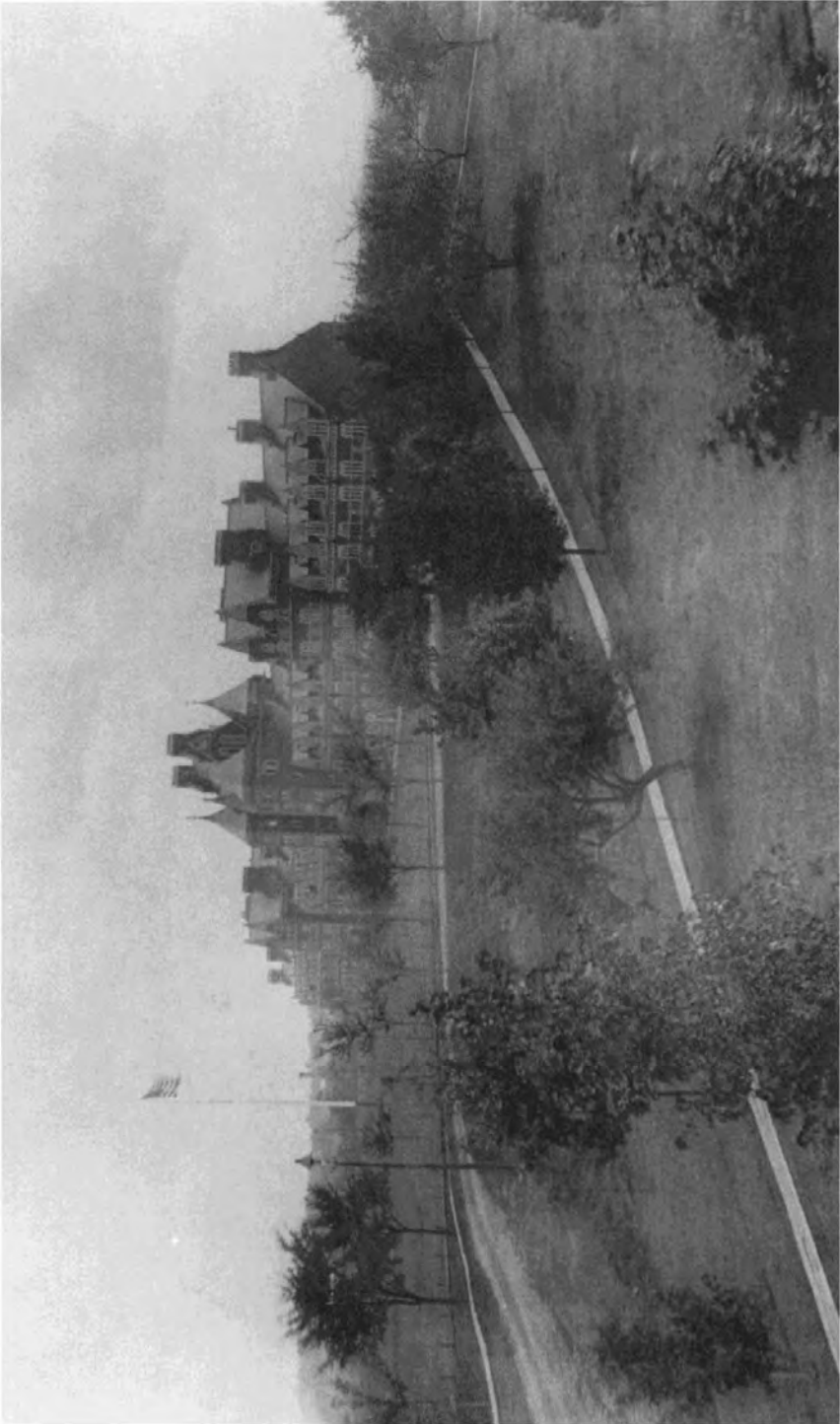


Figure I-41
The Long Walk, circa 1895, showing the flagpole in front of Northham Towers



Figure I-42
The Jesters in burlesque of Shakespearan roles, 1898



Figure I-43
A Bantam banner, circa 1910

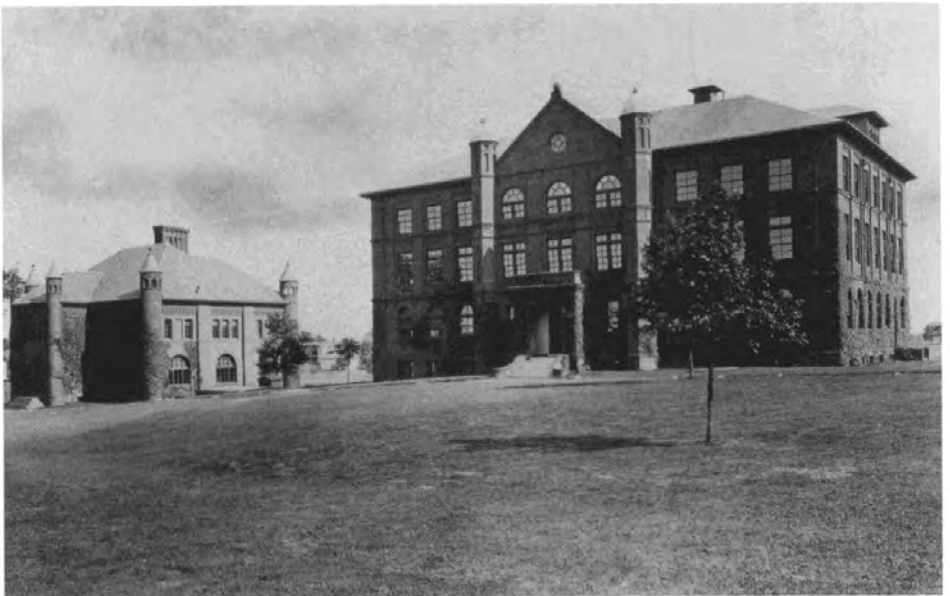


Figure I-44
Boardman Hall of Natural History (right), circa 1910

The Trinity Tripod.

VOL. I. NO. 1.

HARTFORD, CONN., FRIDAY, SEPT. 23, 1904.

PRICE, FIVE CENTS.

FOOTBALL.

The candidates for the football team have been very slow in reporting, and the result is that Coach Welsh has been greatly hindered in his work. Up to the present time but fourteen men have reported. The material with but few exceptions, is light, and the men seem very slow. It is expected that commencing with to-morrow at least thirty men will be on hand. It is absolutely necessary that everyone who can possibly do so should report. Every position on the team is open and even inexperienced men may develop into good players with hard practice.

The coach, Mr. John J. Welsh, of Shamokin, Pa., has had considerable experience at football, first playing the game at Lehigh, in 1890. Since that time he has been a close student of the game and has won a reputation, both as player and coach. He played on the University of Michigan team in the early nineties and commenced coaching in 1894. Since that time he has coached several professional and preparatory school teams, meeting with great success. Mr. Welsh has a thorough knowledge of the game, and has the ability to impart his knowledge to others. He has created a most favorable impression and has the spirit and dash necessary to successful coaching. That he will do all in his power to turn out a winning team there is no doubt. It rests with the student body to furnish the material. So far little spirit has been shown and a decided brace must be taken. It is up to every man in good physical condition to come out and try for the team.

Captain Owen Morgan has returned to college in excellent condition and although light in weight, shows up well in preliminary practice. Captain Morgan has all the qualities of a good leader and will make an excellent field captain. He weighs 148 pounds and is 5 feet 6 inches in height.

Up to the present time practice has consisted mainly of falling on the ball, punting and running down the field under kicks, tackling the dummy, back field practice, catching punts, starting and back field work. The entire squad are slow at starting, are generally lacking in knowledge of the fundamental principles of the game, and as yet have shown

Our Object.

The object of THE TRINITY TRIPOD SHALL BE TO FURTHER ALL THE INTERESTS OF TRINITY COLLEGE; to arouse greater interest in athletics and all college organizations, by giving quick and accurate accounts of games, college activities and all general college news; to bring the Faculty, Graduates and Undergraduates into closer touch with one another by giving them the means of expressing their opinions upon matters of current interest; to endeavor in every possible manner to increase TRINITY SPIRIT and, by circulating this paper among colleges and preparatory schools, to bring TRINITY COLLEGE into greater prominence in the country.—*Constitution, Article 2.*

lardlessness in practice which does not augur well for success in the coming games. Coach Welsh is making strenuous efforts to arouse greater enthusiasm, but the men do not put forth their best efforts. This may be due to the unsettled conditions in college and may disappear now that college has opened and everyone will settle down to work.

Football Schedule.

- September 24th.
- October 1st. Yale at New Haven.
- October 8th. Amherst, on Trinity Field.
- October 15th. Worcester Polytechnic Institute, on Trinity Field.
- October 22nd. New York University, at New York.
- October 26th. Stevens Institute of Technology, on Trinity Field.
- October 29th.
- November 5th. Union College at Schenectady, N. Y.
- November 12th. Wesleyan University, on Trinity Field.

Chambers, late of '06, is visiting with friends at college.

W. S. Perry, '06, is detained at his home in Waterbury, by an attack of typhoid fever. All who know him will regret to hear this. We hope for his speedy recovery.

E. M. Hunt, late of '05, of Schenectady, N. Y., showed up Wednesday afternoon, and will remain for a few days "just for fun."

New Members of Our Faculty.

The college is fortunate this year in securing the services of the Rev. Mr. Cranston Brenton, Trinity '99, as assistant professor of English; and Professor Augustus Hunt Shearer, B. A. Rutgers '99; M. A. Harvard '01; Ph. D. Harvard '03; Assistant Professor of History, Harvard University '04. Prof. Shearer will take History 3 and 4.

Rev. Mr. Brenton will reside on Vernon street, and Prof. Shearer will occupy room 17, Seabury Hall.

The Alumni Committee for the Inauguration Number comprises the following prominent alumni: Col. Jacob L. Greene, Hartford; Col. William C. Skinner, Hartford; Hon. Joseph Buffington, Pittsburg; Mr. John H. S. Quick, Chicago; Mr. Harmon S. Graves, New York; Rev. James Goodwin, Hartford.

Some Improvements.

The Commons under the management of Mr. and Mrs. Stickney is joining in the general plan of improvement which is so apparent at Trinity this year. New show cases have been placed for the store department and the stock of articles and books has been increased in quantity and variety. Tables have been placed to accommodate about sixty and at present these are very well filled at meal times. An improvement remains to be made, the removal of the old chandeliers for which there is no use at present, and whose presence has caused the discomfort of more than one tall person. The grounds surrounding the refectory have never looked as neat as present.

INAUGURATION NUMBER.

It has been our pleasure during the preceding summer months to call the attention of the graduates to the publication of a special number of our paper at the time of Dr. Luther's inauguration. The editors intend that this shall be a novelty among college publications, inasmuch as there is included in the plan a project for obtaining and publishing the picture of every living graduate. This is an enormous undertaking, requiring on our part faithful endeavor and on the part of the alumni a hearty co-operation.

It has been objected, however, that we are asking the graduates for a great deal at a time when the various needs of Trinity College are being urged upon them very strongly, and that we are taxing their generosity too severely. Neither we nor any one else have felt the least doubt of the attitude of the graduates in regard to supporting us; their attitude in regard to such matters is too well known to admit of argument. The contention is only one of the feasibility of such a vast undertaking at this particular time, the objection to it being based upon the ground that we are considered to expect every graduate to subscribe to our book and that such is the condition for the insertion of the picture. But this is by no means so. We ask for only one thing—send us your photograph and send it promptly. We, on our part, will guarantee to produce a book that you will want to purchase, not because you are a loyal Trinity man, and feel it your duty to support anything undertaken by her undergraduates, but because the book will be such a one as you would buy upon sight were it offered to you by any one for ten times the price charged. And so, let us understand one another. We ask you to find a photograph of yourself (if you have not one at hand twenty-five cents will procure one sufficient for our needs), fill out the slip sent you for that purpose and mail them to us. Your subscription to the book is a matter affecting you personally and for your later consideration.

But perhaps you may ask us what we hope to accomplish through our efforts. The writer feels that no words of his can so accurately express the feeling that actuated us as those contained in the Preface of Volume I of The College Bulletin:

Continued on page 3.

Figure I-45
Inaugural issue of The Trinity Tripod

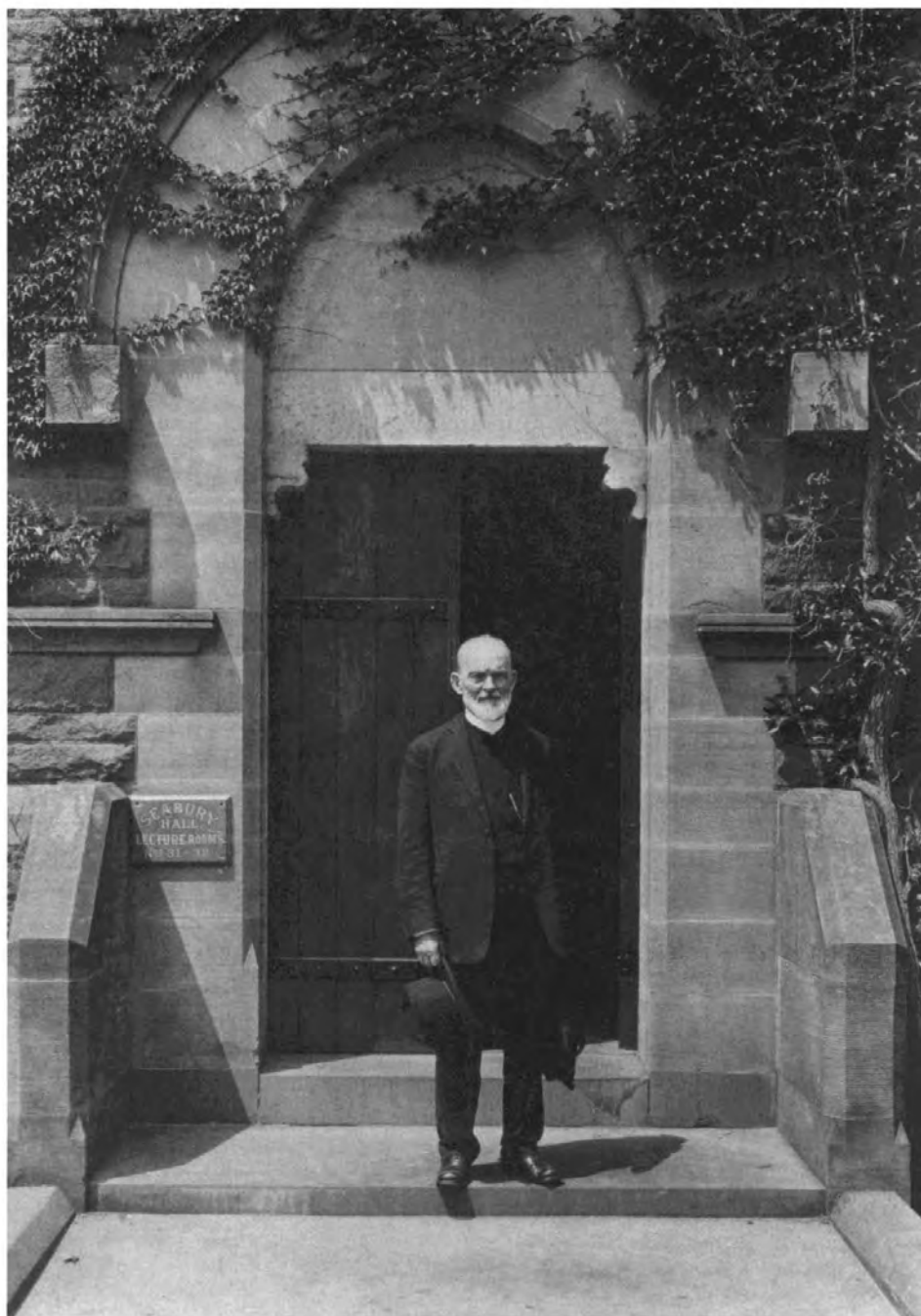


Figure I-46

*Professor of Modern Languages John J. McCook, Class of 1863
(M.A., 1866; Hon. D.D., 1901; Hon. LL.D., 1910)*

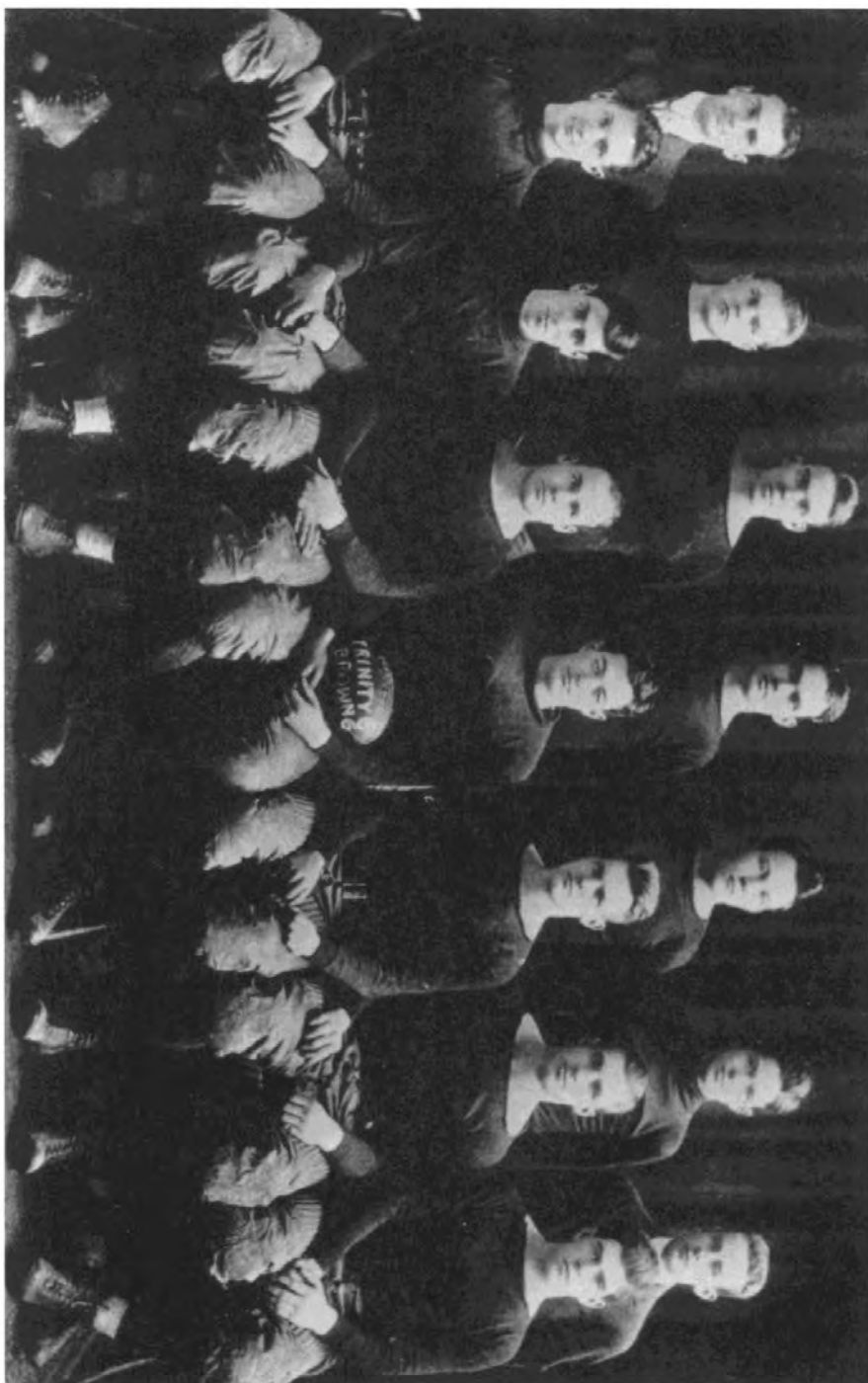


Figure I-47
The 1911 Football Team



Figure I-49
Students Army Training Corps unit, 1918



Figure I-48
Williams Memorial, circa 1920



Figure I-50
President Flavel S. Luther (left)
and former U.S. President
Theodore Roosevelt,
Commencement 1918

House in honor of Allan K. Smith '11, Hon. LL.D. '68, and his wife, Gwendolyn Miles Smith, Hon. L.H.D. '90, devoted benefactors of Trinity. The Smith House provides accommodations for guests of the College, and hosts alumni and faculty gatherings as well as a variety of special events.

- 1886** ✦ Construction begins on another William Brocklesby-designed building, the I.K.A. Lodge at 70 Vernon Street.
- ✦ Trinity enters the Eastern Football Association with Amherst, Brown, Dartmouth, M.I.T, and Stevens Institute.
 - ✦ Trinity becomes a charter member of the New England Intercollegiate Athletic Association.
- 1887** ✦ The College completes construction of the William Brocklesby-designed Alumni Hall gymnasium (*I-37*). Located well to the northeast of Jarvis Hall, it continues in use until a fire of suspicious origin destroys it in 1967.
- 1888** ✦ The library now contains 27,000 volumes.
- ✦ Construction of the Jarvis Scientific Laboratory reaches completion (*I-38*). It is designed by Josiah Cleveland Cady, architect of St. Anthony Hall, and built through the generosity of George A. Jarvis of Brooklyn, New York. The Laboratory is located well to the southeast of Seabury Hall, and supports instruction in chemistry, physics, and engineering. It continues in service until its demolition in 1963 to make way for the Austin Arts Center.
 - ✦ Trinity joins the American Intercollegiate Baseball Association. Other members include Amherst, Dartmouth, and Williams.
- 1889** ✦ Robert H. Coleman '77 sponsors an athletic outing at his estate in Pennsylvania from June 28 to July 6. Almost 160 undergraduates and alumni participate in the "Camp Trinity" events (*I-39*).
- ✦ President Smith moves to secularize the College by having the Board of Trustees request the Connecticut General Assembly to repeal the 1849 amendment to the College Charter. The amendment had established the *ex officio* office of chancellor held by the Bishop of Connecticut.
- 1890** ✦ The College constructs a grandstand and fence at the Broad Street athletic field.
- 1891** ✦ Miss Sarah (Sallie) Eigenbrodt presents to the College the Eigenbrodt Cup in memory of her brother, David L. Eigenbrodt '31, M.D., M.A. '35. Beginning in 1935, the College awards the Cup annually to an outstanding alumnus of national or international prominence who has served the College in some exceptional way. William G. Mather '77, M '85, Hon. '32 is the Cup's first recipient.

- 1892 🏰 Eighteen rising members of the Class of 1893 form an honorary society of senior classmen whose membership pin is in the form of a Medusa's head (*I-40*). Gradually transformed into an organization involved in student self-government, Medusa continues until the 1960s.
- 1893 🏰 The College installs electricity on campus.
- 1894 🏰 Dedication ceremonies for the new flagpole in front of Northam Towers occur on Flag Day, June 27 (*I-41*).
- 🏰 The College purchases an alternating-current dynamo for laboratory use.
 - 🏰 Undergraduates introduce basketball at the College. The first game occurs in December against Hartford Public High School.
 - 🏰 The Jesters, a drama organization, comes into existence. It continues until 1902, is revived in 1913, and remains active into modern times except for the war years of 1943 to 1945 (*I-42*).
- 1895 🏰 The City of Hartford resumes quarrying the rock ledge southwest of the College to obtain trap rock for city streets. The use of dynamite causes damage to campus buildings.
- Students form the Phi Psi Chapter of Alpha Chi Rho in June, the only national fraternity to be *founded* at Trinity College.
- 1896 🏰 Trinity plays its first tennis match against Wesleyan. Score: Trinity 5, Wesleyan 4.
- 🏰 Statistics for the Class of 1896: graduating members: 30; average age: 22 years, 9 months; politics: Republicans - 16, Democrats - 8, Independents - 4, and undeclared - 2; intended occupations: law - 7, ministry - 5, medicine - 4, electrical engineering - 3, journalism - 2, and other - 9.
- 1897 🏰 The first basketball game with Wesleyan is played. Score: Trinity 26, Wesleyan 5.
- 1898 🏰 The College constructs a new 600-foot-long walk in front of Seabury, Northam, and Jarvis.
- 🏰 Students burn an effigy of King Alfonso XIII of Spain in response to the explosion of the United States battleship *Maine* in Havana Harbor. Several undergraduates enlist in the National Guard as the country prepares for war with Spain.
 - 🏰 At the federal government's request, Professor William L. Robb (Physics) participates in improving defenses for Long Island Sound and supervises the deployment of electric mines for the defense of New Haven harbor.

- ✦ Thirty-six Trinity men serve in the armed forces during the Spanish-American War. Lt. Clarke Churchman '93, of the U.S. Army's 12th Infantry, had left the College early in his undergraduate career and eventually entered West Point in 1894. Having just become a commissioned officer, he dies on July 2 at El Caney.
- 1899 ✦ While referring to college mascots such as the Princeton tiger and the Yale bulldog in an address at the spring gathering of the Princeton Alumni Association of Pittsburgh, Trinity alumnus Judge Joseph Buffington '75, Hon. '90 introduces his creation, the bantam. It is soon adopted by the undergraduates to symbolize Trinity's prowess in intercollegiate athletic competition (*I-43*).
- 1900 ✦ The College completes construction of the William Brocklesby-designed Boardman Hall of Natural History, dedication of which occurs in December (*I-44*). The gift of Miss Lucy H. Boardman, the new building houses the Biology Department and the Museum, both formerly located in Seabury. Boardman serves as an instructional building until its demolition as an outmoded facility in 1971.
 - ✦ Irving Knott Baxter '99 wins the high jump and the pole vault in the Olympic Games at Paris, establishing new Olympic records of 6 feet, 2 and $\frac{4}{5}$ inches, and 10 feet, 9 and $\frac{9}{10}$ inches, respectively. The games at Paris are the second Olympiad in modern times.
- 1901 ✦ The College introduces electricity in Alumni Hall, Boardman Hall, and the library in Seabury Hall.
- 1902 ✦ The College constructs a building just south of Seabury Hall to house the Commons dining facilities. It is moved in 1931 to the site of the future McCook Mathematics-Physics Center, to make way for Cook Commons (later the Hamlin Dining Hall). Eventually occupied by the Brownell Club, the building is demolished in 1962.
 - ✦ The City of Hartford widens Summit Street and connects it to Zion Street.
 - ✦ William Courtney ("Uncle Billy") Adams dies at age 74. Originally employed to assist Professor Jim, and beloved by students, he served the College for 53 years. Following Professor Jim's retirement, Uncle Billy Adams had presided over the punch bowl at Class Day.
- 1903 ✦ Professor Luther serves as acting president for one year, and introduces a new course sequence in civil engineering that inspires a number of students to transfer from other colleges.
 - ✦ The College completes work on a new athletic field.
- 1904 ✦ The inaugural issue of *The Trinity Tripod*, the campus newspaper, appears in September (*I-45*).

- 1905** ✦ The library now contains 49,000 volumes.
- ✦ The College replaces the boardwalk from Alumni Hall to Vernon Street with flagstones.
- 1906** ✦ President Luther wins election to the Connecticut State Senate on the Republican ticket.
- 1907** ✦ Sophomores require freshmen to wear a freshman cap (beanie) for the first time.
- 1908** ✦ President Luther wins reelection to the State Senate.
- ✦ The faculty replaces a numerical marking system with letter grades.
 - ✦ The College participates in the ceremonies marking the dedication of the Bulkeley Bridge across the Connecticut River.
- 1909** ✦ Undergraduates form a student senate.
- ✦ A \$500,000 fund-raising campaign reaches a successful conclusion under the leadership of the Rev. John J. McCook '63, M '66, Hon. '01, Hon. '10, Professor of Modern Languages and Literature (*I-46*).
- 1911** ✦ Miss Caroline M. Hewins, Librarian of the Hartford Public Library, becomes the first woman to receive an honorary degree (M.A.) from Trinity.
- ✦ Students form the Sigma Chi fraternity. In 1918, it becomes the Delta Chi Chapter of Sigma Nu.
 - ✦ The freshman beanie becomes standardized.
 - ✦ The football team enjoys its first undefeated season (*I-47*).
- 1912** ✦ Lacrosse becomes an informal sport.
- ✦ Soccer becomes popular on campus.
 - ✦ J. Pierpont Morgan contributes \$150,000 toward the construction of Williams Memorial.
- 1913** ✦ The library now contains 65,000 volumes.
- Students organize the Political Science Club, which becomes the only student activity to continue uninterrupted during World War II.
- 1914** ✦ The College dedicates Williams Memorial on October 31 in memory of the Rt. Rev. John Williams '35, former president of the College. The building houses the library (until 1952) and administrative offices (*I-48*).
- 1916** ✦ President Luther heads a campaign to raise \$1,000,000. He raises \$350,000 by the end of 1917.

- ✦ Some 40 Trinity men attend a student military camp at Plattsburgh, New York during the summer.
- 1917 ✦ Mrs. James J. Goodwin endows the James J. Goodwin Professorship of Literature in memory of her husband, James Junius Goodwin, Hon. LL.D. '10. A prominent businessman and civic leader in Hartford, Goodwin was a trustee of the College from 1896 until his death in 1915.
 - ✦ Odell Shepard becomes the first James J. Goodwin Professor of English Literature, and continues on the faculty until 1946.
 - ✦ Charles A. Johnson '92 becomes the College's first alumni secretary, and serves until 1920.
 - ✦ I.K.A., the country's oldest local fraternity, becomes the Sigma Chapter of Delta Phi.
 - ✦ Three students are ordered into service in March as members of the 101st Machine Gun Battalion of the Connecticut National Guard.
 - ✦ By June, one-fourth of the student body is in military service, including 25 men in the 101st Machine Gun Battalion.
 - ✦ The College institutes a compulsory course in military training in the fall, with official recognition from the War Department. Captain J. H. Kelso Davis '99, Hon. M.A. '23 is the program's military director.
- 1918 ✦ By January, 301 alumni and undergraduates are in military service.
 - ✦ College property along Vernon Street, between Alumni Hall and the Athletic Field, is put into use for war gardens.
 - ✦ The U. S. Army establishes a Students Army Training Corps unit on campus in April. Colonel Calvin D. Cowles, U. S. Army (Retired), Hon. M.A. '19 is the officer in charge. The Army demobilizes the S.A.T.C. unit in November (I-49).
 - ✦ By October, 486 Trinity men are in military service. An additional 90 are in various support services at home and overseas, such as the Home Guard, the Red Cross, and the YMCA, etc.
 - ✦ The College confers an honorary Doctor of Laws degree on former U. S. President Theodore Roosevelt at Commencement in June. The day before, he delivers an address "to the largest crowd of people ever assembled at one time on the campus," estimated at approximately 5,000 (I-50).
 - ✦ The local fraternity Sigma Psi becomes the Delta Chi Chapter of Sigma Nu.
- 1919 ✦ The Class of 1888 presents a sundial to the College. It is installed at the southeast corner of Williams Memorial.

- ✦ President Luther retires, and the Trustees appoint Henry A. Perkins, Jarvis Professor of Physics, as acting president for one year.
 - ✦ A number of veterans return from military service. Of the 486 Trinity men who served in the armed forces, 14 received decorations for valor, 22 were wounded, and 21 gave their lives for their country.
 - ✦ The Hillyer Institute, an affiliate of the Hartford YMCA, begins to conduct evening courses at the College, and several of the faculty participate.
 - ✦ The College's fraternities form the Interfraternity Council.
- 1920**
- ✦ The Rev. Remsen Brinckerhoff Ogilby becomes the College's 12th president in July. He remains in office until his death in 1943.
 - ✦ The College institutes a faculty advisory system.
 - ✦ Dr. Vernon K. Krieble becomes Scovill Professor of Chemistry, and serves on the faculty until his retirement in 1955. He eventually establishes a company to produce Loctite[®], a sealant whose formula is an outgrowth of his research at Trinity.

CHAPTER II

Greater Things in Store



When President Luther retired on July 1, 1919, it was clear that Trinity had reached a critical turning point. There were just over 200 undergraduates, half of whom came from Hartford and surrounding communities. A considerable change from the period a half century earlier, this was due partly to the College's location in a growing urban center as well as to the policies the Smith and Luther administrations had pursued in the late 19th and early 20th centuries. Alumni in particular felt that the undergraduate body's heavily local orientation was not an asset and that it had begun to have an adverse effect on Trinity's regional and national reputation in comparison to small New England colleges in rural settings. Another problem the College faced was its inadequate and aging physical plant. The dormitory accommodations in the Long Walk buildings were insufficient, the facilities for instruction in the sciences were antiquated, and Alumni Hall gymnasium was too small to support the athletic program properly (*II-1*). Other areas of concern included student social and academic life, which had suffered from the disruptions of World War I, and the curriculum, for which a full-time faculty of 21 had responsibility. Despite efforts to strengthen course offerings in the sciences during the years preceding the War, the curriculum remained thoroughly grounded in tradition. Finally, two successful fund-raising campaigns under President Luther notwithstanding, the College needed additional endowed funds to assure a stable future.

The principal concerns many alumni voiced about the undergraduate body's local orientation involved not only Trinity's relative standing as a college but also a fear that fraternity life as it had existed at the turn of the century would fade away without a geographically more diverse student body. In contrast to suggestions made before the War that the solution to these problems lay in considerably increasing undergraduate enrollment, proposals now arose to decrease the College's size. While the search continued for Luther's successor, Philip E. Curtiss '06, Hon. M.A. '31, of Norfolk, Connecticut, suggested that the time had come to consider admitting only the most highly qualified students. Furthermore, by offering quality education, Trinity would

achieve the reputation as the foremost college in the country.¹ Shortly after the Trustees announced the selection of a new president, another alumnus, Charles W. Bowman '87 of Brownsville, Pennsylvania, endorsed Curtiss's suggestion: "We have a new President; let's take a fresh start, and not repeat the mistakes of 1904."² In Bowman's view, the "mistakes" included efforts to attract greater numbers of undergraduates without striving to make a Trinity education clearly distinctive.

Such statements represented a widespread feeling among the alumni that the College would have to establish policies quite different from those it had followed during the previous 30 years. There was a need not only to raise Trinity's academic standards but also to adopt an admissions policy that would make the institution as socially prestigious as it had been in the 1880s and 1890s. These were the views especially of the College Senate and the General Advisory Committee Upon the State of the College, which the Trustees had formed in December 1918, during President Luther's last year in office. Unquestionably, a new president would have high expectations to meet.

Revitalization of the College Begins

Of the several candidates the search committee considered, Remsen Brinckerhoff Ogilby (*II-2*) seemed to have the requisite qualifications. A clergyman of the Episcopal Church, he had considerable experience in educational administration, and had received the enthusiastic endorsement of the Rt. Rev. Charles H. Brent, Hon. D.D. '20, Bishop of the Philippines. A graduate of Harvard in 1902, and the Episcopal Theological School in Cambridge, Massachusetts in 1907, Ogilby was 39 years old at the time of his appointment. After graduation from college, he had taught for two years at Groton School, and from 1909 until America's involvement in World War I, he had served as headmaster of the Baguio School in the Philippines. During the war, Ogilby was a chaplain in the U. S. Army. After the Armistice, he accepted a position at St. Paul's School in Concord, New Hampshire, and it was from St. Paul's that he came to the presidency of Trinity.³

Based on Ogilby's record, the Trustees had full confidence that he would provide strong leadership. Despite an understanding with them that he would not have to raise money,⁴ by the time the fall term opened in September 1920, Ogilby was already caught up in plans to provide new facilities — a chapel, gymnasium, science building, and possibly a nine-hole golf course.⁵ Enthusiasm for the new president dispelled all thoughts of a more modest approach to the future, at least temporarily.

Ogilby's inauguration occurred on November 17, 1920. Present were delegates from 41 colleges, universities, seminaries, and preparatory schools. Comments by several participants in the ceremony suggested what might be expected from the new administration. The Rt. Rev. Chauncey B. Brewster, Hon. D.D. 1897, Bishop of Connecticut, spoke for the Board of Trustees, emphasizing both the Christian spirit in which the College had been founded and the traditional relation of Trinity to the

Episcopal Church.⁶ Professor John J. McCook '63 (Modern Languages), speaking for the Trinity faculty, welcomed the new president as a fellow priest of the Church.⁷

The new president's inaugural address reflected several themes that would become the hallmarks of his administration of the College. These themes embodied concerns and aspirations that grew out of the context of Trinity in the early 1920s, but would endure throughout the ensuing decades of the century, even as important new themes emerged. Ogilby focused on the College's mission and aims as an undergraduate liberal arts institution, and the ideals that should guide it in educating youth; on Trinity's size in terms of enrollment and faculty-student interaction relative to other colleges and universities; on the College's physical plant and the importance of architecture as a source of inspiration; and on Trinity's relationship with the Episcopal Church and with the broader aspects of religion.

Ogilby began his address by calling attention to the College's buildings and campus, and expressed his view that the architecture of an institution "reflects not only its history but also its aspirations and its very soul."⁸ His visits to the campus during the previous spring and summer had led him to observe in Trinity's architecture, especially in Burges's legacy, "the note of expectancy, through indications of a noble plan no less nobly begun: everything about the college buildings suggested a promise of greater things in store."⁹ Most disturbing to Ogilby, however, quite apart from inadequate science laboratories and athletic facilities, was the conspicuous absence of an imposing collegiate chapel with the power to inspire undergraduates and to express the ideals of a church college.¹⁰

The president then proceeded to ask, "But what do we mean by a church college?" Trinity, he pointed out, was not under ecclesiastical authority, nor was it any longer predominantly Episcopalian. The student body was "gloriously representative," consisting of slightly more than 43 percent Episcopalians, 18 percent Roman Catholics, and a little over 16 percent Congregationalists. The remaining 22 percent was distributed among 11 other faiths. Yet Ogilby was still content to call Trinity a "church college." At Trinity, he said, "we admit without question to our student body young men of varying religious training and affiliations. Then we put before them without apology or compromise the conception of Christianity which our Church holds dear . . . [that] of a loyal Christian stalwart in his faith Along such lines as these Trinity is a church college."¹¹ Apparently, the Episcopal, or at least the *Christian*, heritage would receive more emphasis than it had in the immediate past.

Regarding the College's mission and aims, Ogilby had kind words for the idea of "training for leadership in service" that President Luther had espoused. He made no apology for the college man who entered the business world, and even suggested that this trend would increase, but he also made clear that he conceived Trinity's mission to be that of providing a broad, liberal education strongly based in the humanities, rather than in vocational or professional preparation.¹² In his support of the liberal arts tradition that valued undergraduate inquiry into subjects not directly related to career

choice, Ogilby was reflecting the New England small-college point of view. By contrast, universities were then increasingly emphasizing a narrow, career-oriented education.¹³ Ogilby then pointedly discussed the social aspects of higher education. He dismissed the view that it was exclusively for the wealthy, and forcefully rejected "any tendency to reserve college education for those only whose parents can afford to delay the time when they must be self supporting."¹⁴ Trinity must be open to all who wished to apply, and should provide scholarships for those who could not come otherwise. To reinforce his point, Ogilby informed his audience that in his own undergraduate days, Harvard had provided him with a scholarship equaling 40 percent of his expenses, and that he had *earned* the remaining 60 percent himself.¹⁵ The "aristocratic" element at Trinity was to be one of intellect, rather than one of wealth or birth.

Ogilby concluded his address by turning to two related issues: the size of the College and its educational *raison d'être*. The size of the student body had been a matter of debate throughout the Trinity community for almost half a century, but had eluded resolution. The College *could*, he said, greatly increase the size of the student body without appreciably enlarging either faculty or physical facilities, but this would be neither beneficial to the institution nor advantageous to the individual student (*II-3*). Without calling for such an increase, Ogilby believed that an undergraduate body of 500 was the upper limit beyond which administrative problems would loom large and relationships between faculty and students would suffer. It was as a small college that Trinity had a distinctive mission to fulfill. It could broaden the social experience of graduates of small high schools, and it had a particular obligation to young men from boarding schools who were accustomed to the routine of daily chapel, small classes, and close relationships with their teachers.¹⁶ Ogilby then expressed the ideals that he thought should guide the College in educating undergraduates. Trinity should seek "to produce leaders rather than specialists . . . [and] to intensify the cultivation of such qualities as will make for leadership rather than for expert technical knowledge along a single line."¹⁷ Such was to be the new president's philosophy and program for the institution whose leadership he had just assumed.

Immediately following his inauguration, Ogilby visited several of the College's larger alumni associations — Boston, Hartford, New York, Buffalo — and everywhere he went, alumni pledged their support to the new president and his administration.¹⁸ In early April 1921, the College launched the long-awaited drive to raise \$1.5 million. Designated the "Centennial Fund" in anticipation of the forthcoming 100th anniversary of the College's chartering in 1823, the campaign reflected the change in spirit which had come to Trinity with President Ogilby.¹⁹ The principal speaker at the campaign's inaugural banquet at the Hartford Club was Judge Joseph Buffington '75, who had once been among those who believed Trinity's future depended upon a much larger student enrollment. Buffington devoted his address primarily to the small-college concept, and in his remarks first appeared the slogan, "The Personal College," that Trinity would later use heavily.²⁰

As the campaign proceeded, Ogilby pointed out what he recognized as the advantages of a small college, and each time he met with alumni groups, he made clear that the goal of \$1.5 million was to improve the quality of instruction, *not* to enlarge the College. In keeping with this view, even the student body was becoming reconciled to the plans to keep Trinity among those colleges with smaller enrollments. An editorial in the *Tripod*, entitled "Forlorn Hopes," pointed out that Trinity could not successfully compete in athletics with such large institutions as Princeton, Holy Cross, and Yale, and urged a rearrangement of the College's intercollegiate sports schedule to include only colleges of comparable size.²¹

Ogilby conscientiously stood by his plans to raise educational standards, and willingly accepted the idea of the "Personal College." He himself embodied the "personal" element, for he directed Trinity's day-to-day affairs in a more personal fashion than the institution had ever seen. Ogilby was usually to be found in his ground floor office in Williams Memorial, at the head of the Long Walk, puffing on his pipe, walking about, lost in thought. On frequent occasions he would open the casement window to hail a passing professor or student and engage in a few minutes of conversation (*II-4*). Students soon came to consider President Ogilby a friend, and many referred to him as "Prexy."²² A student recuperating in Hartford Hospital could expect Prexy at his bedside earnestly concerned with his well-being, and a student in trouble with the Hartford police would find Prexy ready with bail. He was always willing to help an undergraduate in financial difficulty, and those experiencing academic problems considered him a supportive adviser. Under Ogilby's leadership, Trinity truly became "The Personal College."^{23†}

Trinity became personal in other ways as well. The College established a system of faculty advisers who helped students with course selection and other academic matters.²⁴ Also, in 1925, Professor Edward L. Troxell (Geology), who had come to Trinity six years earlier, accepted appointment as the first Dean of the College. He became responsible for the disciplinary functions that a faculty committee had previously exercised, and his work was especially difficult during the early years of Prohibition.^{25†} Finally, in the realm of undergraduate athletic competition, Ogilby, like his predecessor, Dr. Luther, was fond of sports and rarely missed an event on campus. Ogilby believed sports helped develop leaders of men, but he was little concerned with whether Trinity lost or won, or with the size of Trinity's athletic budget. To him, the important thing was whether "our boys like their games."²⁶

On the matter of day-to-day religious life at the College, Ogilby also had definite ideas. He always pointed out that Trinity had no legal ties to the Episcopal Church, but believed that his presidency had helped revitalize a sense of the Episcopal heritage. Although he took pride in the liberal spirit which he felt allowed all members of the Christian faith, particularly Roman Catholics, to feel welcome at the College,²⁷ he disagreed with the latitudinarian views which had prevailed during the Luther administration. Despite his broad-mindedness, Ogilby insisted on observing the ecclesiasti-

cal calendar. Once, while walking to chapel, puffing on his ever-present pipe, he encountered Francis B. Creamer '23, Hon D.D. '48, business manager of the Jesters. Creamer, a pre-theological student, asked the president for permission to give a performance of Cyril Maud's play, *The Monkey's Paw*, two weeks from the following Thursday. As Creamer later reported, Ogilby's "red hair stood on end, his pipe belled white-hot smoke and he took from his pocket a calendar. 'Two weeks from Thursday? Do you know what day that is?' 'No sir,' replied Creamer. 'It is Maundy Thursday, and if you are contemplating Holy Orders, I would advise you to keep a closer tab on your Church Calendar.'" Not surprisingly, the presentation of *The Monkey's Paw* was deferred until after Easter!²⁸

Remsen B. Ogilby was a High Churchman, but one who was more concerned with the externals than the theological basis of High Churchmanship, and who was most interested, as one historian put it, in "the quaint and picturesque elements of Catholicism."²⁹ He delighted, for instance, in wearing ecclesiastical vestments, but he seldom wore a clerical collar, and in later life, he always opened the sailing season at his summer home in Weekapaug, Rhode Island, by blessing the sailboats as they passed in review before him.³⁰ Thus, it was hardly surprising that worship in the Trinity Chapel became more liturgical, or that a new chapel emerged as one of Ogilby's long-term goals.

Another Ogilby characteristic was his outspokenness, even in regard to politics. Shortly before his inauguration, he had become involved in the political affairs of the City of Hartford and the State of Connecticut. *The Hartford Courant* had been carrying paid advertisements in support of the re-election of Republican Frank E. Brandegee to the United States Senate. A strong proponent of the League of Nations, Ogilby was critical of Brandegee's opposition to the League, as well as to the Senator's lack of sympathy for the women's suffrage movement. The *Hartford Times* had refused to carry the advertisement, but the strongly Republican *Courant* saw nothing wrong with either the Senator's stand or the revenue which the advertisements provided.³¹ Piqued at the *Courant*, Ogilby stormed into the office of its managing editor, Emile H. Gauvreau, and demanded that the paper apologize to its readers for carrying such advertising. When Gauvreau insisted that *no* apology would be forthcoming, Ogilby declared that he would never again read the *Courant*. Gauvreau asked his visitor to sit down, picked up the telephone, called the circulation department, and reportedly said, "This is Gauvreau. You have a subscription in the name of Ogilby. Trinity College. Cancel it! And send Dr. Ogilby a check for the full amount he has paid." Gauvreau then walked to the door and ushered President Ogilby out with a curt "Good day."³² This, however, was not the end of the affair as far as Ogilby was concerned, and at a Sunday chapel service shortly thereafter he delivered a sermon in which he criticized the *Courant*, and expressed the hope that Brandegee would suffer defeat at the polls.³³ Ogilby's attack on the Senator was fruitless, for some two weeks later, Brandegee won re-election as part of the Republican landslide which swept Warren G. Harding to the presidency of the United States.^{34†}

Early in his presidency, Ogilby encountered a difficult challenge related to the size of the College and the composition of the student body. During the administration of President Luther's predecessor, the Rev. George W. Smith, in the late 19th century, increasingly larger numbers of students from Hartford and surrounding communities had begun to enroll at Trinity. Unlike other small New England colleges, Trinity was an urban institution, and at the turn of the century was beginning to feel the impact of its location. In 1904-1905, 34 percent of the student body came from Hartford,³⁵ and the trend continued during the next few years, leading some to refer derisively to the College as "The Hartford Local." By 1918-1919, the proportion of Hartford students stood at 50 percent.³⁶ Dismayed that the College was attracting fewer applicants from areas beyond Hartford, particularly from outside Connecticut, the alumni openly expressed their dissatisfaction. A large number of the undergraduates felt even more strongly. Reflecting wartime discontent, they offered what they conceived as a partial remedy to the student body's local orientation by calling for a reduction in the growing numbers of Jews attending Trinity. In an April 24, 1918 letter to the Trustees, a Student Senate committee noted with alarm the rising numbers of Jewish students on campus, and claimed that, at 20 to 25 percent of the College enrollment, they constituted too large a proportion of the student body (in fact, the figure was 15 percent in 1917-1918, or 22 of 148 undergraduates).³⁷

As the Hartford community grew more accustomed at the turn of the century to perceiving Trinity as a local institution, Jewish students from the area began to enroll in small numbers. For most of the preceding century, Jews had not generally turned to the College for their education. In her history of American college and university campus life, Helen Lefkowitz Horowitz has noted that the few Jews who pursued higher education in the 19th century "had not formed a clearly recognizable or separate element."³⁸ However, the great exodus of emigrants from Eastern Europe to the United States in the late 19th and early 20th centuries brought to the nation's cities large numbers of Jews. Their urban upbringing, respect for learning, and strong desire for their children's betterment made them firm believers in the value of education, including college and university training for their sons, especially in preparation for careers in medicine and law.³⁹ Only two percent of Trinity's student body of 135 in 1904-1905 were Jewish, and by 1908-1909, the figure had risen to three percent of 204 students. A substantial increase was evident in the ensuing decade as the sons of immigrants came of age, and by 1916-1917, Jewish enrollment had risen to 31 of 236 students (13 percent).⁴⁰ Displeasure at the growing number of Jewish students enrolled at colleges and universities had become widespread among undergraduates nationwide by this period. One Jewish alumnus of Harvard recalled believing as a student that anti-Jewish sentiments on the part of his Gentile peers "came from the dislike of certain Jews, [but] we learned that it was *numbers* that mattered; bad or good, *too many* Jews were not liked. Rich or poor, brilliant or dull, polished or crude — *too many Jews* . . ."⁴¹

The Senate committee's letter further noted that although the Jews generally maintained a high scholastic standing and were fully accepted by the faculty, they participated little in college activities because almost all of them lived at home. The resulting perception was that Jewish students "get all they can from the College, and give nothing to the College."⁴² As Horowitz notes, anti-Semitism among undergraduates had grown to "an intense pitch in part because in many institutions, especially in the East, the balance was shifting between college men and outsiders. Manly college life had assumed that courses and study served merely as the necessary entry fee for the real struggles of power among peers Unable to comprehend the changes in the university that made study increasingly pay off, college men found in Jewish students the scapegoat to explain the diminishing power of college life" ⁴³ The Senate letter concluded by stating that the presence of Jewish students at Trinity deterred applicants, and expressed resentment that the Jews had "not enlisted in military service while the Gentiles have."⁴⁴ What particularly concerned the undergraduates, however, was their belief that many of the Jews were Russian, and "it means that every class room [*sic*] has a Russian socialistic expression of opinion" ⁴⁵

The Trustees requested that President Luther respond at their June 1918 meeting to the issues the Senate letter raised. He reported that, in fact, 11 Jewish students were then in national service.^{46†} Luther made no comment about the many undergraduates from Hartford but agreed that the number of Jews was a concern. He could offer no proposal for addressing the matter other than the reluctant suggestion to enforce strictly a long-standing requirement that *all* students attend weekday chapel. Noting, however, that student attendance at weekday services was lax, and that the College liberally interpreted the Sunday requirement, he discounted the whole idea. As it happened, the Trustees soon had to suspend the chapel requirements because of the arrival on campus of the S.A.T.C. cadets.⁴⁷ After the War, the Trustees reinstated compulsory chapel, but student compliance was what it had been prior to 1918.

By coincidence, at the same meeting that the Trustees considered the Senate letter, they received a lengthy communication from the Board of Fellows, an advisory body of the alumni, sharply criticizing the College's policies in all areas of its institutional life — administration, admissions, the student body and its geographical make-up, the faculty, and the curriculum — and expressing pent-up frustration with the state of affairs.⁴⁸ At the continuation of their meeting the following day, the Trustees appointed a special committee to consider the report.⁴⁹ At the October 26 Board meeting, the committee stated its opinion that the Fellows' criticisms were unwise, coming as they did during wartime. Because the War had caused a "general dislocation of affairs" both at the College and throughout the country, the committee recommended that the Trustees not address the issues until the return of peace. Regarding the matter of local students, the committee noted that up to the time of America's entry into the War, the percentage of undergraduates from outside Connecticut had remained fairly stable, but from that point forward the percentage had decreased with

the effect of increasing the proportion of students who came from Connecticut. Any attempt to reduce the enrollment of students from Hartford by arbitrary measures would be inadvisable and certain to anger the citizens of Hartford. The committee also observed that many colleges were then enrolling more local students than formerly, that the College had no *design* to raise the proportion of Hartford students, and that the social and religious makeup of the undergraduate body was similar to that of other colleges like Trinity.⁵⁰ At its following meeting on December 7, having reflected further on the Board of Fellows' report, and looking ahead to postwar planning and an acting presidency in the face of President Luther's resignation, the Trustees established a General Advisory Committee Upon the State of the College; it consisted of two representatives each from the Trustees, the Fellows, the faculty, and the alumni, with a charge to make any recommendations it deemed advisable.⁵¹ Taking to heart the advice of the trustee committee that had studied the Board of Fellows' letter, the General Advisory Committee did not organize until September 1919.

Matters rested until the following spring when the undergraduates again raised the issue of Jewish students on campus. In the intervening months, Hartford had begun to experience a postwar political phenomenon widespread throughout the country. During American involvement in the European conflict, industrial Hartford contributed significantly to the nation's war effort. In the wake of the Armistice, local industries reverted to civilian production, which brought a return to shorter, prewar work schedules. Organized labor, believing it had profited little from the city's wartime prosperity, urged work stoppages despite a cloudy economic climate and large layoffs. Well-organized sympathizers with Communism took advantage of the situation to agitate in support of Russian Bolshevism. Several public incidents in the city during 1919 led the authorities to bring charges of sedition against a number of aliens, mostly Russians and Lithuanians, several of whom were Jewish. Many of the alleged radicals faced deportation or lengthy prison terms. The "Red Scare" in Hartford and elsewhere proved short-lived and came to an end by the spring of 1920.^{52†}

Against this backdrop, the issue of the Jewish students became more complicated. At their April 26, 1919 meeting, the Trustees received a resolution from the Student Senate that the undergraduates had adopted at a College Meeting. Entitled "Student Movement for Americanization at Trinity," the resolution touched partly on other aspects of the College but focused on the Jews, the "undesirable element" in the student body, and called for Trinity to require *all* underclassmen to reside in buildings owned or controlled by the College, effective the following fall. Compulsory residence would present an opportunity for influencing and Americanizing all students, which was not then possible because many of them lived at home. Furthermore, the requirement might deter local students from applying to Trinity. The resolution also voiced the students' concern that if the College did not work toward restoring an undergraduate body with the qualities characterizing their fathers' generation, fraternity life would eventually disappear.⁵³

The undergraduates may have found inspiration for linking their concern about the Jewish students at Trinity with the idea of "Americanization" in an address entitled "Foreigners in America" which the Rev. John N. Mills, a popular lecturer and missionary, had given during his visit to the campus on February 14. Focusing on the nation's foreign-born population, he observed that many immigrants had congregated in major cities, that a considerable number of them were Jews, and that most of those who had come to America after 1900 were from Russia and Southern Europe. Mills went on to state that illiteracy and un-Americanism were the chief dangers the foreign-born posed. Legislation requiring that immigrants be literate before they could gain entrance to America would address the illiteracy issue, and there should be regulations forcing those of foreign birth to become naturalized citizens or face deportation. Mills concluded his lecture by advocating missionary work among the foreign-born in an effort to impart American and Christian ideals.⁵⁴

The Trustees reacted to the student resolution by noting that the College's dormitories at that time could not accommodate all underclassmen. They referred further consideration of the issues raised in the resolution to a special committee composed of representatives of the Trustees, the faculty, the Board of Fellows, the alumni, and the student body that was asked to submit a report including recommendations at the June Commencement meeting.⁵⁵ At the June meeting, President Luther expressed for the record his frustration at what had befallen the College during the preceding year, and pointed to what he considered the cause — postwar uncertainty. He noted that "the past year, especially the latter portion of it, has been marked by general unrest, misunderstandings, complaints, schemes looking toward reforms not greatly different from revolution. Much of this probably arises from or is part of the general uneasiness throughout the world — an uneasiness which manifests itself in all sorts of ways, from dynamite bombs to petitions addressed to the Trustees."⁵⁶ Luther and the other trustees then heard from the committee appointed to consider the student resolution. The committee presented its findings in the form of a resolution which stated that because Americanization of the country's foreign-born population was a necessity and the College could further this aim through the associations resulting from undergraduate life on campus, the Trustees should adopt a rule requiring the residence in College during their freshman and sophomore years of "all students of alien birth, and of all students whose fathers were of alien birth," beginning the following September.⁵⁷ At the continuation of their meeting the next day, the Trustees adopted the committee's resolution.⁵⁸

Less than a month later, on July 1, Professor Henry A. Perkins (Physics), a senior faculty member, became acting president. His involvement with the issue of the Jewish students consisted of reporting to the Executive Committee of the Trustees on September 16, that among 16 cases in which the new alien residency rule was applicable, only three involved Jews. Whatever action, if any, the College took in regard to the three Jewish students was not recorded. But, reflecting the lack of sufficient dor-

nitary space to accommodate all underclassmen, the Executive Committee voted at Perkins's request that "students of alien parentage residing in other towns than Hartford, may at the discretion of the Acting President and Treasurer, be exempted from the requirement of residence in College."⁵⁹ On October 25, the full Board approved the Executive Committee's action, but only for the duration of the academic year.⁶⁰ At the same meeting, the Board accepted the report of the recently organized General Advisory Committee Upon the State of the College, which, in addition to addressing other matters, recommended no modification of the alien residency rule.⁶¹

President Ogilby assumed office on July 1, 1920, and during the ensuing academic year grew increasingly uncomfortable with the residency requirement. At the Board's June 17, 1921 meeting, he requested a reconsideration of the rule, noting that it had caused bitter feeling, and that if it had been "intended to keep out the members of one single race, it is not honest and rules out too many good students who would otherwise be with us."⁶² The Trustees voted the following day to give Ogilby "discretion to waive the resident rule in cases when it is for the welfare of the College and report such cases to the Board."⁶³ This discretionary authority also helped alleviate the continuing problem of insufficient dormitory accommodations for resident students. In the early 1920s, the College found it necessary to turn to "Ogilby-approved" boarding houses near the campus as a short-term solution to providing enough beds.⁶⁴ In fact, the dormitory situation had become so serious that it essentially rendered the residency requirement a moot point.

Despite the College's response to the Jewish student issue from 1918 to 1920, Jews continued to form part of incoming freshman classes in the following decade in numbers similar to those of the period preceding American involvement in World War I.⁶⁵ The problem of dormitory space as well as Ogilby's authority to waive the residency rule effectively undercut the rule's impact and thwarted its intent. With the steady increase in undergraduate enrollment in the 1930s, the relative proportion of Jewish students gradually decreased.⁶⁶ At other colleges and universities, particularly Ivy League institutions such as Harvard and Yale, hostility to increasing Jewish enrollments before and after World War I led to the imposition of quotas, whether overt or covert. As Helen Lefkowitz Horowitz has observed, imposing a "quota on Jewish admissions proved both inexpensive and congruent with rising anti-Semitism. Quotas became widespread, especially in private institutions on the East Coast in the interwar years. Professional schools followed suit, drastically limiting the access of Jewish youth to law and medicine."⁶⁷ The imposition of a quota was never an official policy at Trinity, where the issue of Jewish students was inextricably bound to the broader question of the College's dependence on the enrollment of large numbers of students from Hartford and surrounding communities.

Despite concern about so many local students, Ogilby remained steadfast in his intention to maintain Trinity's size for the time being at about 250 undergraduates,⁶⁸ and to develop a program of studies that 250 carefully selected young men would find

useful in preparing for positions of leadership.^{69†} Holding the student body to the desired size was less of a challenge than that facing the Admissions Committee when it sought to impose higher standards of selectivity in order to improve academic performance and broaden geographic distribution. While the College was engaged in the Centennial Fund Drive, it seemed prudent to deemphasize the admissions issue, especially because of the hope that the Hartford citizenry would contribute generously. Consequently, little change in the makeup of the undergraduate body occurred, the number of local students continuing to exceed 100. During the 1920s, many of the latter lived at home, either by choice or because of the shortage of dormitory accommodations. As previously noted, the freshman and sophomore residency requirement was unenforceable.⁷⁰ Some local students belonged to fraternities, but the vast majority participated little in campus life.⁷¹

Another of Ogilby's concerns was the level of academic performance, which had declined during World War I and showed no sign of improvement. In his June 17, 1921 report to the Trustees, the president stated that during the academic year just ended, the College had required 12 percent of the student body to withdraw because of low grades, and the following year nearly 20 percent of the undergraduates were forced to withdraw.⁷² Ogilby attributed such attrition in part to the fact that so few of the entering students came from families in which there was any tradition of higher education. As evidence of this, he noted that only 17 percent of the freshmen who entered Trinity in the fall of 1921 were the sons of college men.⁷³ This reflected a major trend at the time in higher education. Increasing numbers of young men entering college represented the first generation of their families to do so, and by the 1920s, attending college had become a normal expectation for middle-class youth. They perceived that an undergraduate education served as the means of access to careers, and those hoping for success in business saw college as the place to develop contacts and "style."⁷⁴

Ogilby and the faculty were also distressed by the inferior academic performance on the part of many scholarship-holders. This indifference to serious academic work brought forth new rules for scholarship men. By vote of the Trustees, upperclassmen would have to earn grades of at least four Cs and one D to retain their scholarship; freshmen were allowed three Cs and two Ds; and in neither case were failures accepted.⁷⁵ Other discouraging trends were the increase in the number of students transferring to Trinity, and the greater percentage of young men enrolling at the College who had failed elsewhere. In response, the faculty called for stricter standards for the admission of transfer students.⁷⁶

Despite the frustrating academic situation, hope was undiminished that the Centennial Celebration of 1923 would mark a turning point in the life of the College. The drive for the Centennial Fund did much to unite the alumni. Bishop Brewster and the other New England bishops pledged their support,⁷⁷ and President Ogilby, acting in conjunction with the heads of four other Episcopal colleges,^{78†} was able to persuade the Presiding Bishop and the General Council of the Episcopal Church to



Figure II-1
Aerial view of the College, June 1924



Figure II-2
The Rev. Dr. Remsen B. Ogilby

Thompson Photo Company; Peter Weidlein Photography



Figure II-3

Panoramic view of the undergraduate body in the fall of 1923. Presented to the College Archives by Martin M. Coletta, Esq., Class of 1926, who is kneeling 16th from the left in the second row.



Figure II-4
 President Ogilby (left) conversing with the
 Rev. Dr. Harold C. Jaquith, Class of 1912,
 Hon. LL.D., 1937, Provost of the College



Figure II-6
 Samuel B. P. Trowbridge, Class of 1883,
 (M.A., 1893; Hon. Sc.D., 1910)

Hartford Courant

DISTINGUISHED GUESTS AT CELEBRATION



(Courtesy "Hartford Courant.")

When Judge Joseph Buffington, '75, arrived for the centennial celebration he brought with him his ward, Princess Hime, daughter of the head of the most powerful Buddhist sect in Japan. In the group pictured above are, left to right: Judge Buffington, Bishop William Blair Roberts of South Dakota, '05, Princess Hime, Rev. Paul Roberts, '09, of West Orange, N. J., Mrs. Yonez Yokamoto, chaperon of the princess, and F. S. Jones, friend of Judge Buffington.

Figure II-5
 The Hon. Joseph Buffington, Class of 1875, Hon. LL.D., 1890, with his
 ward, Princess Hime, at the College's Centennial Celebration, June 1923

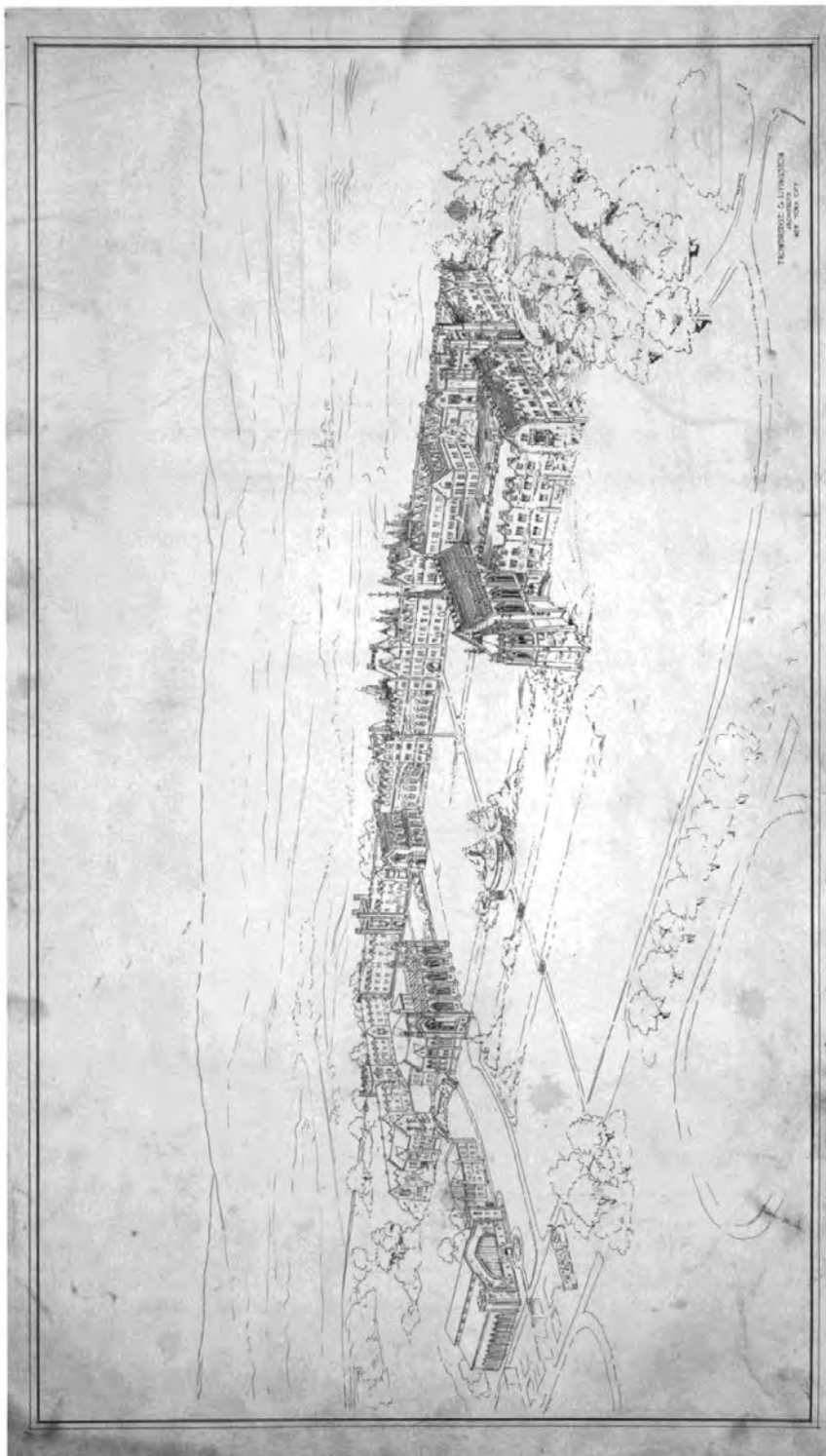


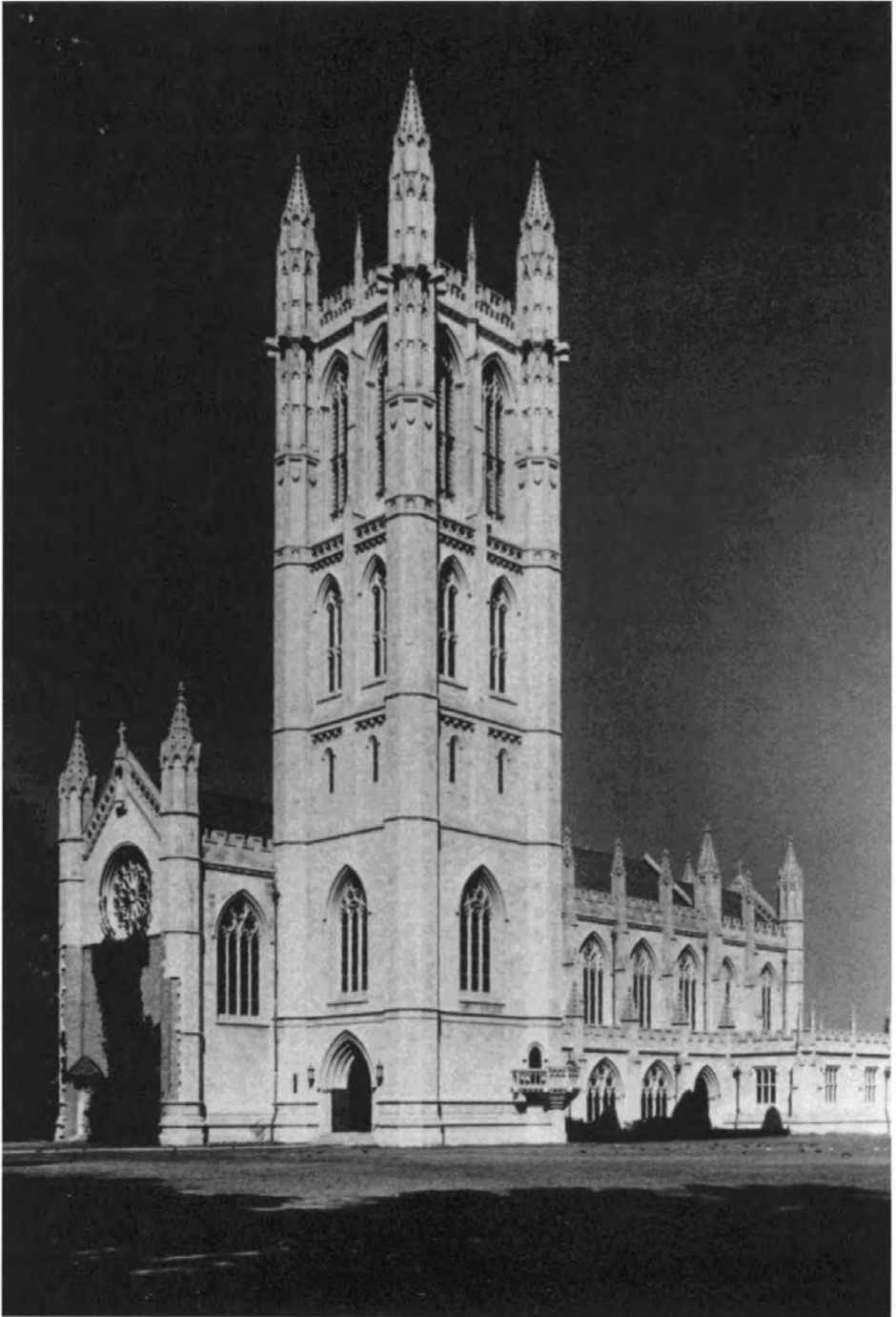
Figure II-7
"The Vision of 1923" prepared by Troubridge & Livingston, Architects



Figure II-8
Cook Commons (Hamlin) and Cook Dormitory, circa 1946



Figure II-9
Trowbridge Pool and Squash Courts



George E. Meyers, Inc.

*Figure II-10
The Chapel*



Figure II-11

William G. Mather, Class of 1877 (M.A., 1885; Hon. LL.D., 1932)

William G. Dudley



Figure II-12

Cornerstone Ceremony for the Chapel, Trinity Sunday, June 15, 1930.
From the left: Philip H. Frohman; Hon. Joseph Buffington, Class of 1875;
William G. Mather, Class of 1877; President Ogilby; unidentified bystander.



Figure II-13

The Chapel Builders' Alumni Association Annual Dinner, 1966.

*Dr. Albert C. Jacobs, president of the College, is seated third from the right.
The Rev. Dr. Alan C. Tull, College Chaplain, is second from the left in the back row.*



William G. Dudley

Figure II-14

*President Ogilby receiving the keys to the Chapel from the donor, William G. Mather, Class of 1877, at the Consecration Service, June 18, 1932.
Mr. Mather is standing in the main entrance to the Chapel.*

make a grant of \$10,000 a year for a period of three years.⁷⁹ The president also was able to lay to rest the old ghost of sectarianism by securing a grant of \$125,000 from John D. Rockefeller's General Education Board,^{80†} ironically at the very time the Episcopal Church was forthcoming in its support. Achieving success in regard to the Centennial Fund, however, proved more difficult. By the end of the Centennial observance in June 1923, the untiring efforts of Professor John J. McCook '63 (Modern Languages), and J. H. Kelso Davis '99 brought the fund to the \$1 million mark, considerably less than the Campaign's original goal of \$1.5 million.⁸¹ Nonetheless, Trinity's friends and alumni had made a strong commitment to the College.

The Centennial Celebration, a grand affair, began on Sunday, May 13, 1923, with a religious service at which the Rev. Dr. Samuel S. Drury, Hon. L. H.D. '10, of St. Paul's School, preached the sermon and the Trinity choir sang a "Centennial Hymn" with words and music by Professor Odell Shepard (English).^{82†} On Trinity Sunday, May 27, Trinity Church, New York, held a service celebrating the Centennial in which representatives from a number of colleges and universities participated. Dr. Livingston Farrand, the president of Cornell University, delivered the principal address in which he hailed Trinity for a century of distinguished service as "an institution based upon a high conception and dedicated to the welfare of the nation."⁸³ The celebration of Class Day on June 8 was unusually elaborate, and lending the occasion her gracious presence was Princess Hime, the daughter of Japan's Count Koen Otani, head of the Shinsu sect of the Buddhist faith.⁸⁴ Then touring America, the Princess was in the company of Judge Joseph Buffington '75 (II-5). Alumni Day on June 9 featured a "Centennial Midway" in which the fraternities operated booths and sideshows to the enjoyment of all.⁸⁵ Sunday, June 10, was the observance of "Memorial Day" with an open air service at 11:00 a.m. featuring as principal speaker Major-General James G. Harbord, Hon. LL.D. '24, retired Deputy Chief of Staff of the U. S. Army and president of the Radio Corporation of America, who would later serve as a trustee of the College. Before the service, various martial units paraded from the State Capitol to the campus. In the afternoon, a special service in Alumni Hall culminated in the unveiling of a portrait of Professor McCook, who had retired after 40 years on the faculty. That evening, the Rev. Karl Reiland '98, Hon. M.A. '13, Hon. D.D. '18, rector of St. George's Church, New York City, delivered the Baccalaureate Sermon in Christ Church Cathedral. Commencement took place on Monday, June 11, at 10:00 a.m. In the afternoon, trustees, faculty, and alumni paraded to the State Capitol, where Bishop Brewster dedicated a tablet marking the site of the old campus.^{86†}

The Expansion of Trinity

With the celebration past, Trinity settled down to its regular academic routine. Having carefully considered the College's needs, Ogilby set what he considered realistic goals. Among them were meeting the long-felt need for new dormitories, a new chapel, a chemistry building, and an athletic facility, and engaging additional instructors

to assist with coursework, particularly in the social sciences.⁸⁷ The goal of providing new buildings on campus had already brought forth proposals in connection with the Centennial observance and fund drive. Admirers of the 19th-century Burges and Kimball master plans undoubtedly took delight in the April 21, 1923 pictorial issue of the *Tripod*, which carried a perspective drawing of proposed additions to the Long Walk and Williams Memorial. Samuel B. P. Trowbridge '83, M '93, Hon. '10 (II-6), an architect from New York City, prepared the bird's-eye view, which showed a central open quadrangle with the Long Walk forming its west side. Flanking the central quadrangle on the north was a partially open quadrangle consisting of Williams Memorial, a Gothic chapel, and a clock tower. On the south was another partially open quadrangle comprising dormitories, an assembly hall, and a commons for dining (II-7).⁸⁸

Ogilby was partial to the Gothic style, and he had begun his inaugural address with words of high praise for the Long Walk buildings.⁸⁹ In June, 1925, the Trustees agreed on the advisability of employing an architect to prepare a general plan for future buildings.⁹⁰ Most significantly, they decided to follow the Burges Plan insofar as was practical in terms of Trinity's needs. The College engaged Trowbridge as the architect, and he proceeded to make minor modifications to the plan he had submitted in 1923. Unfortunately, Trowbridge died before he could complete his revisions, and the task fell to his architectural firm, Trowbridge & Livingston, with the assistance of Howard T. Greenley '94, Hon. M.A. '34, whom the College retained as "Consulting Architect," and who would later serve as an instructor in fine arts and French.⁹¹ After studying their recommendations, Ogilby returned to Trowbridge's original conception as inspiration for siting and constructing several buildings in the late 1920s and the 1930s. The first among these were Cook Dormitory (named for Charles W. Cook, a benefactor of the College) and the stately Commons (the dining hall later known as Hamlin), both completed in 1931 (II-8). In that same year, the College also opened the first unit of a planned athletic complex. Named Trowbridge Memorial in memory of the architect, it consisted of a modern swimming pool and squash courts^{92†} (II-9).

The year 1932 saw the completion of the Trinity Chapel (II-10), a magnificent, English Gothic, limestone structure. Designed by Philip H. Frohman of Frohman, Robb & Little, who was the principal architect of the National Cathedral in Washington, D.C., the Chapel was a gift to the College from William G. Mather '77, a Cleveland industrialist and philanthropist (II-11). The building most identified with Ogilby, the Chapel occupied much of his attention from the time of the groundbreaking in December 1928, through the cornerstone-laying on June 15, 1930 (II-12), to the consecration on June 18, 1932.⁹³ Ogilby encouraged the workmen to build for eternity, and as the Chapel took shape, conducted a daily service for them in the Crypt. Although few of the masons, carpenters, or bricklayers were Episcopalians, Ogilby was able to inspire in them a love for the building. The workmen even tried their hand at stone-carving, and the five prize-winning works were incorporated into the fabric of the building, along with tile, brick, and stones from such diverse places

as Trinity College (Cambridge), Mount Sinai, and the Great Wall of China. The workmen came to share Ogilby's love for the Chapel, and presented memorials themselves. For many years they returned annually for a meeting of the Chapel Builders' Alumni Association (*II-13*), at which time they held a memorial service in the Crypt for their deceased fellows, and then enjoyed the College's hospitality at a banquet in Hamlin Hall. Lewis Wallace, Master Mason during the Chapel's construction, became so attached to the building that he stayed on, serving as Chapel Verger from 1933 until 1943, and then as Superintendent of Buildings and Grounds.^{94†}

The Chapel's consecration on Saturday, June 18, 1932, was one of great solemnity (*II-14*). At Mather's request, the principal consecrator was the Rt. Rev. Chauncey B. Brewster, Bishop of the Diocese of Connecticut. Others present and participating were the Bishop Coadjutor of Connecticut, the Presiding Bishop of the Episcopal Church, and the bishops of North Carolina, Delaware, South Dakota, and North Dakota. Five separate processions formed in the Old Chapel in Seabury and proceeded to the new structure, where five bishops consecrated different parts of the Chapel simultaneously. The processions then joined for the consecration of the whole. The workmen were present, all in the work clothes of their several crafts.^{95†}

In its memorials the Chapel features the work of gifted artisans, including the ingenious wood carvings of J. Gregory Wiggins, and the stained glass windows of Earl Sanborn, who requested that his ashes be interred under a slab in the Crypt floor. Another memorial was the Plumb Carillon, presented at the time of the Chapel's construction by the Rev. Canon John F. Plumb '91, Hon. D.D. '40, and his wife in memory of their son, John, Class of 1926, who died in his senior year.⁹⁶ Ogilby learned to play the 30-bell instrument, taught students and colleagues to play, and in 1934 brought together at Trinity 22 performers to form the Guild of Carillonneurs of North America^{97†} (*II-15*).

Many consider the Chapel to be one of the most extraordinary examples of English perpendicular Gothic in America, and at the time of its completion was the finest collegiate chapel in the country. However, there were those who felt that it had taken precedence over more pressing needs. The facilities for teaching chemistry were particularly inadequate. The chemistry department was located in the crowded quarters of Jarvis Scientific Laboratory, a structure dating from 1888, and Professor Vernon K. Krieble (*II-16*), head of the department, made his point when he converted an abandoned coal bin into an auxiliary laboratory. Krieble felt that construction of a chemistry building should have had priority over a new chapel, and as he put it to Ogilby, "God can be worshipped anywhere, even out-of-doors; chemistry can be taught only in a laboratory, and only in a well-equipped one."⁹⁸

Ogilby's response to this argument was that an alumnus had generously provided the money for the Chapel, and that the College would erect the urgently needed chemistry building as soon as funds became available. Professor Krieble believed that soliciting the chemical industry would produce the money for a new facility.⁹⁹ In his quest for funds he also turned to Martin W. Clement '01, Hon. '51 (*II-17*), and by

1934, the two of them secured the necessary amount.^{100†} Construction began early in 1935 (*II-18*) and reached completion in the fall of 1936.¹⁰¹ The new structure was the terminus of the south end of the main quadrangle as envisioned by Trowbridge. Designed by James Kellum Smith, a principal in the New York architectural firm of McKim, Mead & White, and the architect of Cook Dormitory and the Commons, the chemistry building was a model of its type, and for many years faculty and trustees of other colleges who were planning similar facilities visited it (*II-19*). The chief donor, Walter Patten Murphy, Hon. M '33 (*II-20*), a Chicago businessman who wished to remain anonymous, hoped that the chemistry building would bear his friend Clement's name, but this did not occur until Clement gave his consent upon his retirement from the Board of Trustees in 1963.¹⁰² In the fall of that year, the College designated the building the Martin W. Clement Chemistry Laboratory, and with equal justice, named the auditorium for Vernon K. Krieble.¹⁰³

The placement of the chemistry building considerably to the east of Cook Dormitory left a gap at the southern end of the Quad (*II-21*). Student enrollment had been growing steadily, and by the mid-1930s, was approaching the 500 mark. Dormitory accommodations were strained to the limit and fraternity houses were at full capacity. Since this situation was one of several long-term concerns he had about the College, Ogilby proposed in his 1934-1935 annual report that the Trustees give thought to what he termed an informal "Ten-Year Program" to expand the physical plant. As he had done in earlier reports, Ogilby urged construction of additional dormitory facilities. He argued strongly the need for two — one to fill the gap next to Cook Dormitory, and another to run on a north-south axis abutting Cook as a balance to the chemistry building's south wing. He also indicated other needs: a gymnasium and field house to complete the Trowbridge Pool facility as originally intended; an extension of Williams Memorial east to the Chapel comprising an archway, offices, and additional space for the library, including seminar rooms; a fine arts building to accommodate the study of music, painting, and sculpture; and a science building for biology and psychology to relieve overcrowding in Boardman Hall. The cost of these new facilities would be \$1.1 million.¹⁰⁴

In his report the following year, Ogilby reiterated the need for the additional buildings, stating the case in a manner which reveals the whimsy often present in his communications, whether formal or informal. The president noted that "It has been a privilege to be at Trinity College through sixteen years of physical growth, to hear a piping treble change into a robust bass, to sit up all night lengthening trousers and letting out the seams in the waistband . . . To be sure our wardrobe is not yet adequate. We have a stylish dinner-jacket and a good suit of clothes for church on Sundays that will last us many a year; but we need badly some more pajamas, additional tennis flannels and a good outfit of sports clothes in general. When we get all these, we shall be ready to move out into society."¹⁰⁵ He called for two dormitories, the Williams Memorial extension, and a field house, a reduction in the previous year's proposal,

but with a clearer sense of priority.¹⁰⁶ Yet again, in his 1937-1938 report, he cited the need for the dormitories, the expansion of Williams Memorial, and a field house.¹⁰⁷

The nation's financial situation during the 1930s caused the Trustees to proceed with care, and they delayed authorizing construction of new buildings. However, when undergraduate enrollment reached 551 in the fall of 1939, the Board decided that it could no longer postpone the dormitories.¹⁰⁸ Under the leadership of College Provost Dr. Harold C. Jacquith '12, Hon. '37 and trustees Charles F. Weed '94, M.A. '97, and A. Northey Jones '17, M '20, Hon. '58, a campaign was begun to raise the \$125,000 needed to build the units to the design of James Kellum Smith of McKim, Mead & White. The results were gratifying, and some 1,067 donors soon subscribed \$131,549. As had been the case with the Chapel, there were numerous memorials. The grandmother of William N. Bancroft '37 gave a beautiful archway, and several of the rooms were dedicated as memorials to the alumni fathers of the donors. The oak paneling and the fireplace in the commons room, later designated Goodwin Lounge, came from the former New York home of James L. and Josephine S. Goodwin, and was presented by Mrs. Walter Clark of Hartford in memory of her father, George S. Gilman, Class of 1847, M.A., 1850. In naming the structure the Goodwin-Woodward Dormitory, the Board chose to honor two former trustees, James J. Goodwin and P. Henry Woodward, Hon. M.A. '00, both of whom had sons who faithfully carried on the family tradition of support of the College (*II-22*).¹⁰⁹

While Goodwin-Woodward was under construction, the College announced plans for yet another dormitory. Delta Psi fraternity had long recognized the inadequacy of the facilities in its old chapter house erected in 1878. Delta Psi men agreed to raise the money for construction of the new dormitory provided the College would purchase the site, lease the dining facilities to the fraternity, and permit Delta Psi brothers to occupy a limited number of rooms. Martin W. Clement '01 raised the money, obtaining \$150,000 from his friend Walter P. Murphy, whose gift once again was anonymous. Trinity purchased the lot on the northeast corner of Vernon and Summit streets, and two Delta Psi men, Robert B. O'Connor '16, Hon. Litt. D. '76, and Clinton B. F. Brill '19, prepared the plans. The handsome brick building, designed to accommodate 26 students and two faculty members, was completed in 1941, and later named Ogilby Hall (*II-23*).¹¹⁰

In the preceding decade, when the physical expansion of the College was in its first phase, the social and academic life on campus remained relatively stable. However, criticism emerged on the part of undergraduates that Ogilby was trying to run the College like a "prep school," and the president was the first to admit that such mistakes as he had made resulted in large measure from "sticking too closely to preparatory school methods of handling the youth."¹¹¹ As far as students were concerned, this was particularly the case in relation to compulsory chapel attendance, a long-standing regulation the president saw no need to change. The College required all undergraduates living on campus, or within a half-mile of the campus, to attend

chapel at least five days a week as well as on Sunday. Day students who lived beyond the half-mile limit had to attend only the Wednesday morning chapel service.¹¹² This disparity in requirements between resident students and day students led to a demand for the abolition of compulsory chapel. The *Tripod* polled the student body at a campus-wide meeting and found that only 11 of the 186 students present favored the requirement. Not only did the chapel issue threaten to widen the gulf between boarding and day students, it led to a growing feeling of antagonism between undergraduates and faculty, who the *Tripod* assumed were unanimously in favor of retaining compulsory attendance. Ogilby called a meeting of members of the faculty and the Student Senate at his home to discuss faculty-undergraduate differences, and while no definite understanding emerged, the students at least found that many faculty were not entirely hostile to their interests.¹¹³ The Trustees, however, held firm, and on December 1, 1923, rejected a Senate petition requesting the abolition of compulsory chapel.¹¹⁴ The College's policy of required chapel attendance underwent modification many years later in 1959, and from that time until its complete abandonment in 1965, applied only to Sunday worship.

The faculty and the academic program benefited from two significant initiatives the College took in 1925. In order to provide a formal pension system for the faculty, Trinity joined the Teachers' Insurance and Annuity Association of America, thereby assuring secure retirement benefits.¹¹⁵ On the academic front, an effort to offer instruction to members of the Hartford community through a program of extension studies resulted in the eventual development of graduate and summer school programs. Previously, Trinity had repeatedly sought without success to develop graduate study opportunities and to offer courses for non-matriculated students. The excellent graduate work in the sciences that had flourished at the beginning of the century gradually diminished as the faculty who had pursued and directed research left or retired. New faculty tended to take little interest either in research or in teaching highly specialized courses. An arrangement with the Hillyer Institute in 1919 had enabled Trinity faculty to teach courses at the Hartford YMCA, and permitted students who completed the equivalent of three years of work to become eligible for matriculation as seniors,¹¹⁶ but the scheme never went fully into effect. However, the demand persisted for some sort of Trinity instruction to be available to the Hartford community, and the College, in cooperation with the Hartford school system, began in 1925 to offer several courses each year to teachers in the Hartford schools. The classrooms of the Hartford Public High School accommodated this extension program, which included credit-bearing courses at both the graduate and undergraduate level, and it was not until the end of World War II that the program shifted completely to the campus.¹¹⁷ Also directed primarily to public school teachers was an annual six-week summer school session, first offered in late June 1936, during which Trinity faculty taught "certain courses that paralleled the regular courses given . . . in term time."¹¹⁸

The undergraduates may have felt that the College reflected too much of the prep

school atmosphere, but school spirit was high. In keeping with the national trend, social life centered on the fraternities, and there was strong support for athletics.¹¹⁹ The appointments of Raymond Oosting, Joseph C. Clarke M '38, and Daniel E. Jessee in 1924, 1929, and 1932, respectively, as athletic coaches, marked the beginning of the modern era of intercollegiate sports at Trinity (*figures II-24, II-25, II-26*). Oosting coached varsity basketball and track, and soon became Director of Physical Education; Clarke coached varsity swimming, assisted with football and track, and later served also as Dean of Students; and Jessee coached varsity football as well as baseball and squash. In 1934, Jessee achieved the College's first undefeated and untied season in football, one of several outstanding accomplishments in his long career at the College (*II-27*). The 1930s also saw the emergence of athletic greats, including: Charles T. (Chuck) Kingston, Jr. '34, who distinguished himself on the gridiron; Lucius J. Kellam '35, Hon. Sc.D. '72, outstanding in football and track; and Milton L. (Mickey) Kobrosky '37, and Robert D. O'Malley '38, mainstays in baseball, noted especially for their offensive power at the plate and strong defense in the field (*II-28*).¹²⁰

Extracurricular activities such as the Glee Club flourished, and the undergraduate drama group, the Jesters, gave well-received performances. Other student organizations, including the Political Science Club, added much to the intellectual life of their members and of the campus in general. Also, there were increasing numbers of special lectures by both faculty and visiting speakers on a wide variety of topics. These activities, however, were dependent on a student body that had remained about the same size as it had been since World War I, the number of undergraduates varying from 236 in 1923¹²¹ to 263 in 1925.¹²² This was more or less consistent with Ogilby's commitment to the idea of the small college. It was not, however, entirely in keeping with the wishes of many alumni, who, observing the rapid growth in enrollment then underway at other colleges and universities, continued to think of Trinity's potential greatness primarily in terms of a larger undergraduate body.¹²³

Many students during this period, especially those from Hartford, found Trinity attractive as an undergraduate institution. The College refused to admit graduates of high school commercial courses,¹²⁴ but a considerable number of students, whether from high schools or preparatory schools, experienced academic difficulties. In the fall of 1924, 35 percent of the freshman class was on probation, prompting the faculty to approve a tutoring program in which the better students offered assistance to those encountering problems with their course work. The *Tripod* announced frankly that one of the program's undoubted goals was "to hold athletes."¹²⁵ Growing concern over poor academic performance, however, did not deter alumni from pressuring the College to enlarge the student body. The Hartford Alumni Association was particularly frustrated, and appointed a Committee to Create Interest in the College, whose efforts focused primarily on the preparatory schools in the Hartford area. The Committee was especially concerned with recruiting athletes and pointing out to promising high school players that, while the College did not give athletic scholar-

ships, Hartford businessmen were open to providing part-time employment.¹²⁶ Later, the Association inaugurated a "Bigger Trinity" plan whereby the alumni groups of the larger cities coordinated their efforts in providing publicity about the College that the Hartford men thought was so seriously lacking,^{127†} and which they believed contributed to a geographic imbalance in the student body.

The Bigger Trinity plan clearly represented a reversal of the commitment to the small-college idea which Ogilby had so readily made Trinity's official policy. The sharpest criticism of the Ogilby administration, however, came from certain alumni who felt that the idea of a smaller college was commendable enough, provided the students themselves were of the sort who had traditionally found their way into the Trinity fraternities. In particular, the alumni members of Delta Psi were concerned about the future of the fraternity system at Trinity and of the Epsilon Chapter itself. Following World War I, Delta Psi had fallen upon hard times. The Chapter was short of funds, the Chapter's house had fallen into disrepair, and there were few initiations. In fact, between 1917 and 1926, Delta Psi had initiated an average of but five men each year, and of these, only 14 were graduated. Most of the initiates remained at Trinity for only a year or two. In 1927, only one man was initiated, and he was not an undergraduate, but a member of the faculty.^{128†} It appeared that the Epsilon Chapter might give up its charter, and there were even fears that the national fraternity would *ask* Epsilon to surrender the charter.¹²⁹

Other Trinity fraternities were in similar straits by the mid-1920s,^{130†} but it was the Delta Psi men who were able to work out a plan of action that would save the Chapter and the fraternity system at Trinity. On April 20, 1927, the trustees of the Chapter met at the St. Anthony Club in New York City, and established a fund to help defray the college expenses of eligible Delta Psi prospects, thereby enabling them to remain in College.¹³¹ Colonel W. E. A. Bulkeley '90 agreed to raise money for the rehabilitation of the Chapter's house, and the alumni members began an earnest program of student recruiting.¹³² Most important of all, a committee consisting of Henry L. G. Meyer '03, Robert B. O'Connor '16, Robert Thorne '85, M.A. '88, and William H. Eaton '99, undertook a thorough study of the Chapter, the fraternity system, and the College. The committee invited all Epsilon men to a dinner in Hartford on May 11, 1928, and outlined an elaborate program of action. The meeting authorized the appointment of a second committee to ascertain the "underlying causes" of the College's failure, as they saw it, to thrive. The committee consisted of Martin W. Clement '01, William H. Eaton '99, Robert B. O'Connor '16, William E. A. Bulkeley '90, and Clinton B. F. Brill '19.¹³³

The committee reported to the Epsilon Chapter on June 17, 1928, and its findings gave little encouragement. The report claimed that "the morale of the student body [was] low," and there was a "consequent lack of spirit and therefore [an] absence of the pleasures, enjoyments and friendships which alone engender the desire to continue in college in men of the character Delta Psi wanted." The committee, further-

more, reported the existence of "a widespread belief that the College placed more emphasis upon rigid conformity with scholastic requirements than on a well-rounded development of its students." Most alarming to the friends of the fraternity system, however, was the committee's conclusion that "the number of qualified men entering Trinity [was] too small to maintain the senior fraternities."¹³⁴

The movement thus far had been entirely in the hands of Delta Psi,¹³⁵ but the other fraternities soon lent their support. Psi Upsilon and Alpha Delta Phi were quick to express sympathy with the Delta Psi committee's work. Soon all the Trinity fraternities united to form the Inter-Fraternity Committee, and began to formulate a direct approach to the Board of Trustees through President Ogilby.¹³⁶ The Inter-Fraternity Committee met with Ogilby at the Hotel Griswold in Groton on August 28, 1928, and presented its proposals for the reform of the College along lines acceptable to the fraternity alumni.¹³⁷ In essence, the Committee issued an ultimatum: the College had too long been a local institution and must regain the broader national appeal it formerly had during the latter half of the 19th century. Trinity's restoration must suit the fraternity alumni, and permit fraternity life to thrive.¹³⁸ Every phase of College life came into the discussion — the kind of students the Committee wanted, the size of the College, the curriculum, and personnel. In Ogilby's view, the curriculum was strictly the province of the faculty, but he nevertheless challenged the Committee to make a recommendation on curricular change. On the matter of the size of the College, Ogilby agreed to double the student body,¹³⁹ and he acceded to the Committee's wishes on all other matters it brought before him. At the close of the meeting the president was reported to have remarked, "This is the first time in my Trinity experience that I felt alumni breathing down my neck, and it's a good feeling."¹⁴⁰

With Ogilby's assurance of cooperation in revamping the College, the Inter-Fraternity Committee appointed a subcommittee to prepare a detailed report and to make formal recommendations to the president, the Trustees, and the Board of Fellows. The subcommittee met regularly during the winter of 1928-1929, and the members gave unstintingly of their time. They visited other colleges, interviewed preparatory school headmasters, and in April 1929, presented a comprehensive report to the College. The report carried the signatures of the Rev. Charles E. Tuke '02, M.A. '04, and James A. Wales '01 for Alpha Chi Rho; Richardson L. Wright '10, Hon. M.A. '24, and Blinn F. Yates '11 for Alpha Delta Phi; William G. Wherry '04 and Leonard J. Dibble '09 for Delta Kappa Epsilon; Arthur V. R. Tilton '21, M.A. '26, and Richard E. Peck '01 for Delta Phi; Hill Burgwin '06 and A. Northey Jones '17 for Psi Upsilon; and Martin W. Clement '01, Robert B. O'Connor '16, William H. Eaton '99, and Clinton B. F. Brill '19 for Delta Psi. What had begun as a measure of desperation on the part of Delta Psi ended in a report and recommendations from some of the College's most loyal and respected alumni, six of whom subsequently became Trinity trustees, three of whom became Fellows, and all of whom evidenced their genuine concern for their alma mater in helping to implement the recommendations they had made.¹⁴¹

The content of the report set forth most of the principles to which President Ogilby had agreed at Groton. Of utmost significance was that the alumni had demanded a voice in forming College policy. Concern about the student body's geographic imbalance had helped give rise to the report, and the continuing presence among the undergraduates of large numbers of local students received comment. Hartford students, the report suggested, should not exceed 20 percent of the total enrollment, and even these should be selected with the utmost care. The admission of Hartford students should "*not* [be] on the basis of what Trinity College can do for these day students, but what can these day students do for Trinity."¹⁴² The admissions policy for boarding students should be more stringent, and the College should make special efforts to work with the preparatory school headmasters in recruiting freshmen. There should be a "better-rounded" athletic program and improvement in the athletic facilities. Also, improved relations between the College administration and the alumni were a necessity, as was expansion of instructional facilities, including new laboratories, more classrooms, and additional faculty. Finally, to bring Trinity in line with the other New England colleges for men, a modernization of the curriculum was long overdue. It should place less emphasis on the classics, and include new courses in fine arts, the humanities, and the social sciences.¹⁴³

Actually, efforts to revise the curriculum were underway before the Inter-Fraternity Committee submitted its report. Alumni and undergraduates had maintained for some time that one of Trinity's requirements for the B.A. degree, which stipulated the completion of three years of Latin or Greek, placed too heavy an emphasis on the study of the classical languages, particularly in light of the strong preparation in these languages needed for admission to the College and the additional B.A. requirement of two years of French or German. Many students wishing to study the arts consequently pursued the B.S. degree, which entailed the study of only two years of French and two of German. Beginning in the years prior to World War I, large numbers of undergraduates had exercised this option even when their course concentrations were in nonscientific fields. Disturbed by this trend, the faculty had reviewed the degree requirements, and after considerable debate, on a close vote, recommended to the Trustees in February 1928, that undergraduates declaring for the B.A. degree complete only one year of Latin or Greek, in addition to other foreign languages they might have to study, depending on the group of courses they were pursuing.¹⁴⁴ The "group system" of course organization then in effect designated required and elective courses for sophomores, juniors, and seniors in 10 groups, each of which centered on "some distinctive subject or field of learning."¹⁴⁵ Instituted in 1921 to encourage students to strike a balance between over-specialization and too many disparate electives, the group system foreshadowed the arrangement of courses into departmental majors which the faculty subsequently introduced in the 1941-1942 academic year as an additional measure to tighten the curricular structure.¹⁴⁶

The Trustees referred the faculty's recommendation on the B.A. degree to a special



*Figure II-15
President Ogilby at the
carillon clavier*



*Figure II-16
Scovill Professor of Chemistry
Vernon K. Kriebel*



*Figure II-17
Martin W. Clement, Class of 1901,
Hon. L.H.D., 1951*

LAST WEEK'S GROUND-BREAKING CEREMONY



Prepared chemicals caused smoke to issue from the ground as President Ogilby turned over the first spadeful for the new Chemistry Laboratory. Insert shows Dean Hood and the President donning gas masks preparatory to the further conquest of "Chemistry Bluff".
(Courtesy of "Hartford Times")

Figure II-18

*Groundbreaking for the Clement Chemistry Laboratory, March 28, 1935.
President Ogilby (at right in insert) and Professor of English and Dean of Students
Thurman L. Hood don gas masks to ward off the fumes rising from the earth.*

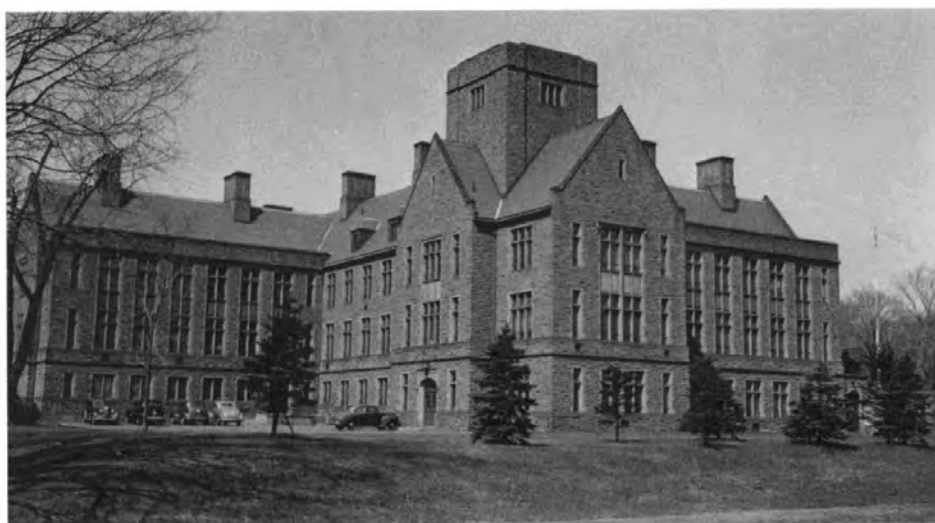


Figure II-19

The Clement Chemistry Laboratory, circa 1940s



Figure II-21

The gap between Cook Dormitory and the Clement Chemistry Laboratory



Figure II-22

Goodwin-Woodward Dormitory



Figure II-20

*Walter P. Murphy, Hon. M. A., 1933,
donor of the Clement Chemistry Laboratory*

Figure II-23
Artist's rendering of
Ogilby Hall: Morris &
O'Connor - C. B. F. Brill,
Associated Architects,
1941

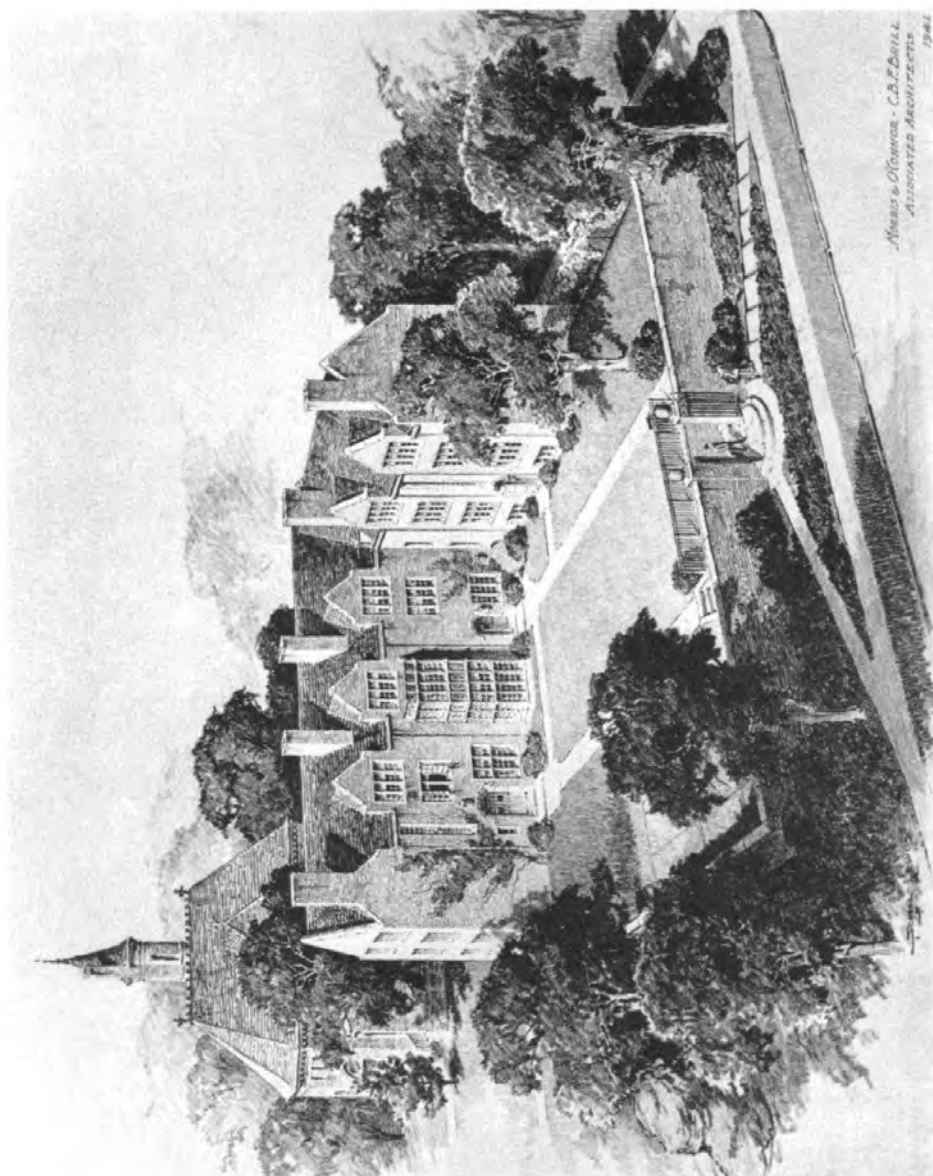




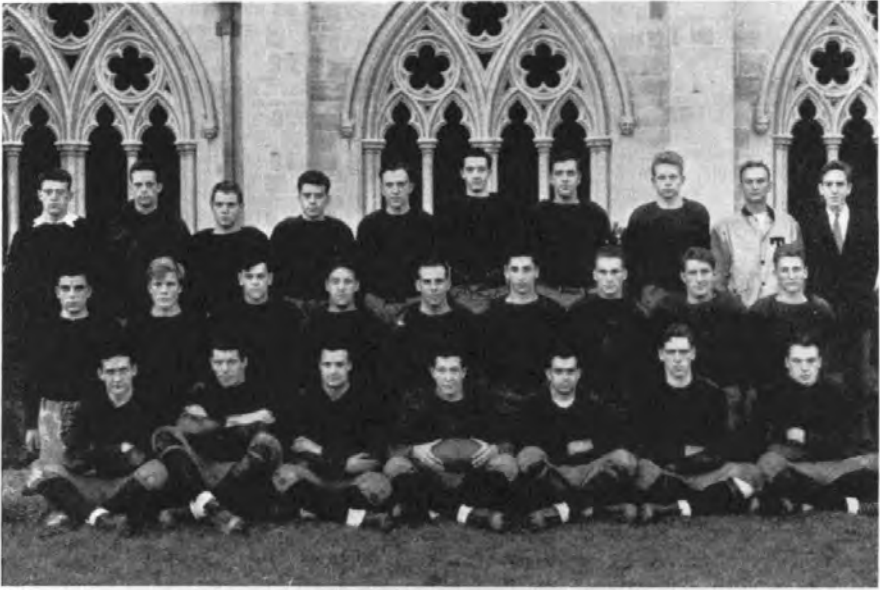
Figure II-24
Raymond Oosting



Figure II-25
Joseph C. Clarke, M.A., 1938



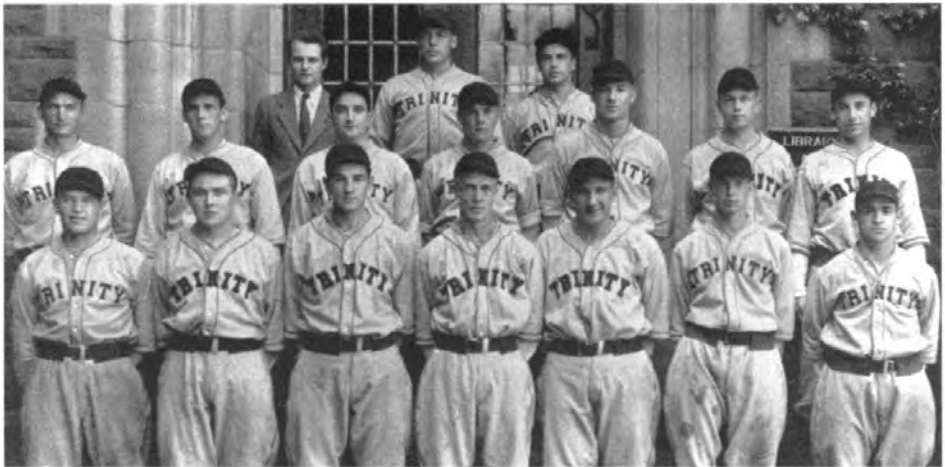
Figure II-26
Daniel E. Jessee



Back Row: Christensen, Clarke, Geare, Penfield, P. Henderson, Haight, J. Henderson, Lindell,
Coach Jessee, Ogilvy
Second Row: Budd, Scott, Truex, Sampers, Eigenbauer, Kobrosky, Marquet, Parker, Sinclair
Front Row: Roach, Hanaghan, W. Kirby, Maher, Weber, Kellam, Alexander

Figure II-27

The 1934 Football Team



Third Row: Manager Armstrong, S. Alexander, Rihl
Second Row: Coach Jessee, Jackson, Kelly, Barnewall, J. Alexander, Lindell, Kobrosky.
First Row: DiLorenzo, O'Malley, Morris, Patton, Parker, Downes, Shelly.

Figure II-28

The 1937 Baseball Team



DeLamater & Son

Figure II-29
Hon. Philip J. McCook,
Class of 1895, Hon. LL.D., 1920



Peter Weidlein Photography

Figure II-31
Portrait of Brownell Professor of
Philosophy Blanchard W. Means by
Mark Rainsford, Class of 1941

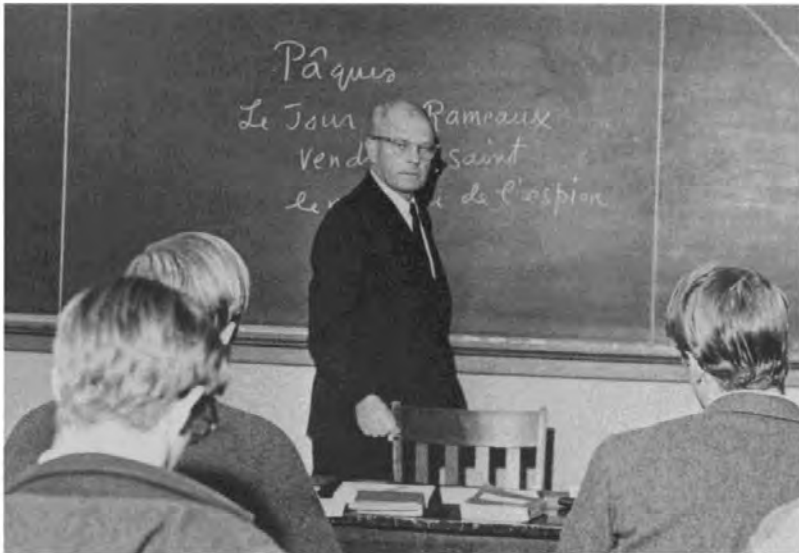


Figure II-30
Professor of Romance Languages Louis H. Naylor



Figure II-32
 Hobart Professor of Classical
 Languages James A. Notopoulos



Figure II-34
 James J. Goodwin Professor of
 English Literature Odell Shepard

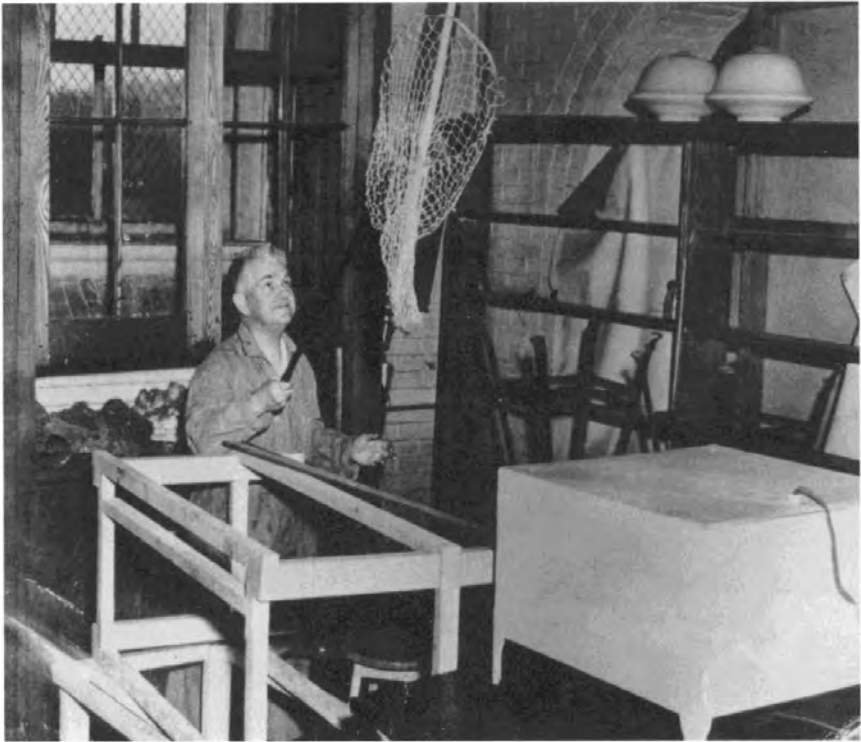


Figure II-33
 J. Pierpont Morgan Professor of Biology Thomas H. Bissonnette

trustee committee on the curriculum which President Ogilby appointed; it consisted of Philip J. McCook '95, Hon. '20 (*II-29*), Charles E. Hotchkiss '82, M.A. '86, and Charles G. Woodward '98, M.A. '01.¹⁴⁷ After spending several months of study, including investigating the degree requirements at other colleges in New England, consulting with members of the faculty, and seeking the views of alumni, the committee prepared a preliminary report that it presented to the Trustees on April 27, 1929. After reviewing a number of findings, the report concluded by stating that further consideration of such a complex matter was essential, and that the committee was not prepared to recommend "a radical departure from Trinity's traditional policy of some classical basis for the A.B. degree."¹⁴⁸ Meanwhile, McCook's request for additional views from the faculty had led the latter to appoint an *ad hoc* committee to consider revision of the entire curriculum. As a result of this effort, the faculty withdrew its 1928 recommendation at the Trustees' April 27 meeting and substituted a new proposal "favoring a substantially equal status for the four chief foreign languages taught at Trinity, as regards their use as general degree requirements for all degrees." The new proposal was coupled with a request that the Trustees change the provisions of Title VIII of the College's Statutes regarding the course of studies to "enable the Faculty to recommend the awarding of degrees on the basis of the candidates' major interests, rather than on the incidental element of what foreign languages he [*sic*] has taken."¹⁴⁹ Five faculty members opposed the new proposal, including the heads of the departments of Greek, Latin, and German. The *ad hoc* faculty committee stressed that the majority of their colleagues believed the new proposal would bring the requirements for the B.A. and B.S. degrees into line.¹⁵⁰

The Board charged the special trustee committee to continue its deliberations, and at the June 14 Trustee meeting, President Ogilby declared his opposition to the equal status idea. He stated that the connection between the study of some Latin or Greek and the pursuit of the B.A. degree remained important in light of the practice at other small New England colleges, excluding Wesleyan; that he doubted, contrary to what some faculty believed, more students would willingly take Latin or Greek under the proposal; and that the original recommendation of one year of a classical language should be given a fair trial.¹⁵¹ The following day, at a continuation of the Board's meeting, the special trustee committee on the curriculum presented its second report, stating that the language requirement issue was complicated by the fact that "consideration of entrance and curriculum requirements and administration [of the curriculum] cannot be separated," that the committee was not prepared to endorse the faculty's proposal or any radical departure from previous practice, and that resolution of the situation depended on the Trustees' assuming authority over admissions requirements and degree requirements, with the faculty having the role of expert consultants. The committee recommended that the Trustees consider revising the College's statutes accordingly.¹⁵² The Board accepted the committee's recommendations, enlarged the composition of the committee to include a representative of

the Board of Fellows as well as the president (*ex officio*), and requested that the newly constituted committee prepare revisions to the statutes.¹⁵³ At the Trustees' January 18, 1930 meeting, the committee presented the draft of the revisions, which called for a minimum of one year's work in Greek or Latin as a basic requirement for the B.A. degree. At that meeting, the Board voted to reject the faculty's recommendation to consider Greek, Latin, French, and German on an equal footing.¹⁵⁴ Subsequently, at their April 26 meeting, the Trustees approved the revisions to the statutes.¹⁵⁵

Despite the considerable effort expended on the matter of degree requirements, in practice nothing changed. The Trustees had stipulated the *minimum* requirements for the B.A. degree, but the faculty, in its role of administering the curriculum, continued to uphold the foreign language requirement of three years of Greek or Latin in addition to two years of French or German as the basis for the granting of the degree.¹⁵⁶ During the 1930s, as undergraduate enrollment increased and better-prepared students formed the incoming classes, the number of B.A. degrees awarded remained relatively stable, but the B.S. degree continued to be the more numerous by a wide margin. Unhappy with the situation regarding the classical languages, President Ogilby in 1936 created and co-taught with Professor Louis H. Naylor (Romance Languages) (II-30) an experimental linguistics course to address the needs of freshmen who were entering Trinity with only two years of Latin, and who needed "the cultural background of proper language study."¹⁵⁷ Entitled "A Study of Language," the course had little to do with linguistics as a discipline, but rather incorporated selections of classical literature in translation with studies of classical civilization and a consideration of the debt the English language owes to Latin and Greek. The experiment was so successful that the following year Ogilby appointed Dr. Edward D. Myers to the faculty as Assistant Professor of Linguistics. Myers later compiled a textbook based on his experience at Trinity, and although he left the College in 1945, the course remained in the curriculum for several years thereafter.^{158†}

The linguistics course soon offered a solution to the classical languages dilemma. The arts degree requirements in general needed revision to remain abreast of the times, and in 1938, Ogilby appointed a special faculty committee to consider basic principles and methods of reform for the B.A. curriculum. Consisting of Professor Blanchard W. Means (Philosophy) (II-31), Professor James A. Notopoulos (Greek) (II-32), and Professor Myers, the committee submitted a report to the faculty in the spring of 1940 outlining new requirements for the B.A. degree and proposing a reorganization of the B.A. curriculum into three divisions: general, majors, and honors. It was not until May 1941, after considerable discussion, that the faculty approved the committee's report, which extended majors also to the B.S. degree. Receiving approval as well was the committee's recommendation to establish a standing committee on the arts degree that would continue to "consider the principles and ends of education and to formulate practical methods of reform."¹⁵⁹ Effective with the 1941-1942 academic year, candidates for the B.A. degree could undertake a general course

of studies "with less specialization and fewer advanced courses," major in a discipline, or pursue the degree in an honors program. All candidates, however, would have to fulfill new general requirements for the B.A. degree, including the study of foreign languages.¹⁶⁰ Their options were to take either three courses in Latin and/or Greek as well as one course in second-year French or German, or take the linguistics course, one course in third-year French or German, and two of four specified courses in English, Greek, history, or philosophy.¹⁶¹ Although the faculty had finally revised the classical languages requirement, further revisions of the curriculum would soon be under consideration.

A Decade of Accomplishment and the Onset of War

Well before the Inter-Fraternity Committee submitted its report in April 1929, President Ogilby had begun to fulfill the promises he had made at Groton the preceding August. In his December 1928 report to the Trustees, he stated that Trinity would take greater care in selecting young men who applied for admission, particularly those from Hartford, by determining that they fully understood the College's mission of providing a liberal arts education rather than career-oriented training, and that they possessed the requisite preparation for a rigorous undergraduate course of study. However, Ogilby was mindful that "some of our best students come from Hartford, and through them . . . we have made a definite contribution to the life of our city. We should continue to do so."¹⁶² The president also indicated his determination that Trinity remain steadfast in emphasizing its Episcopalian heritage, and to this end, the generous gift by trustee William G. Mather '77 of a new chapel would "enrich the spiritual life of our young men in a manner to challenge the imagination."¹⁶³ Finally, he noted that the College had just begun construction of a pool and squash court facility (later designated the Trowbridge Memorial), the first unit of a new athletic complex.¹⁶⁴

Two years later, in the fall of 1930, Ogilby set 500 students as the goal toward which the College would strive in achieving its ideal size. An undergraduate body of that number was small enough to make possible the close faculty-student relationships that the defenders of the small-college ideal stressed, yet large enough to provide a sufficient reservoir of men from which the fraternities and the athletic teams could draw. Furthermore, an enrollment of 500 would place Trinity roughly in the same category as Wesleyan, Williams, and Amherst, and as Ogilby believed, would make possible an annual goal of 150 students from the Hartford area.¹⁶⁵ In his annual report for 1935-1936, he continued to consider the latter figure ideal, noting that Trinity was "like the other small colleges of New England . . . [with] a definite tradition of being a residence college [However] we are the only College of our group located in a city rather than in a small town or village" Trinity thus could "welcome into our fellowship young men of Hartford, who bring our cloistered seclusion into touch with the throbbing life of a city," while fully contributing to the College aca-

demically and athletically.¹⁶⁶ Calling again as he had a year earlier for the construction of two dormitories to accommodate increasing numbers of undergraduates, Ogilby cautioned against prolonged delay, declaring that "if the resident students become a minority, there is danger that the coloring of campus life may lean in the direction of the day-school or a 'city college.'"¹⁶⁷ Thus, about 350 men in residence would "maintain a proper balance in a college of five hundred . . ."¹⁶⁸

As Ogilby had hoped, the number of undergraduates enrolling at the College increased during the 1930s. In 1929-1930, the figure was 280,¹⁶⁹ rising to 325 the following year.¹⁷⁰ A dramatic increase in 1931-1932 brought it to 400,¹⁷¹ and the year after it stood at 415.¹⁷² In 1933-1934 and 1934-1935, slight gains took the enrollment to 433¹⁷³ and 465,¹⁷⁴ respectively, and by the fall of 1936, the figure had reached 495.¹⁷⁵ Two years later, in 1938, an enrollment of 525 students finally surpassed the goal.¹⁷⁶

The most remarkable feature of this rapid growth was that it began during the years of the Great Depression, a time when many of the smaller American institutions of higher education were hard-pressed to find students able to pay the tuition fees. Resident college enrollment across the nation had peaked in 1931-1932, having practically doubled between the end of World War I and 1929-1930. Reflecting the country's economic situation, enrollments fell over eight percent by 1933-1934, according to U.S. Office of Education figures. The decline, however, was short-lived, and the figures for 1935-1936 exceeded those of the 1931-1932 peak.¹⁷⁷ In comparison, Trinity's steady and rapid increase in enrollment was clearly exceptional, the College's growth resulting in a doubling of the student body from 259 to 525 during the decade ending in 1938-1939.¹⁷⁸ For the same period, the proportion of students from the Hartford area and from outside Connecticut relative to the total enrollment remained unchanged. While the number of students from Hartford far exceeded what Ogilby wished, nevertheless the number of non-Connecticut students had increased from 93 to 188, a trend suggesting that Trinity had begun to regain its appeal nationally as well as regionally.¹⁷⁹ The proportion of local students would not begin to decline until after World War II when enrollment increased substantially.

Assisting the College on the enrollment front were many alumni, including those who had been on the Inter-Fraternity Committee. They personally canvassed the preparatory schools in the New York and Philadelphia areas,¹⁸⁰ and the growing student body soon included a greater proportion of men from the better preparatory schools. Although Ogilby insisted that there was no such thing as a "Trinity-type" of student,¹⁸¹ the fraternity alumni were immensely pleased with the sort of young man who was being attracted to the College.¹⁸² Combined with the increasing size of each freshman class and the gradually broader geographic distribution of the student body, the improved yield from the preparatory schools enriched the social life of the College, as had been the hope. Despite the economic depression, the fraternities entered a period of prosperity, and athletic teams and other undergraduate activities

found a new vitality.¹⁸³

These developments, however, did not mean that Trinity had taken on a country-club atmosphere. Instead, in keeping with what was then occurring at many other colleges and universities, undergraduate academic performance steadily improved, perhaps a reflection of increasing concern about life after college in the face of the country's uncertain economy.¹⁸⁴ Also, despite their greatly increased numbers, students were coming to Trinity much better prepared than formerly, and fewer dropped out or were dismissed for low grades. The all-College average rose steadily, even in the face of higher standards the faculty had set for classroom work. Holders of Trinity degrees were bringing credit to themselves and their alma mater by succeeding in the leading graduate and professional schools, and there was every reason to believe that the quality of a Trinity education was the highest it had been in the institution's history.^{185†}

Despite the nation's economic depression, Trinity at this period experienced a prosperity unprecedented in the institution's history. Although hardships resulting from the Depression were not distributed evenly across academe,¹⁸⁶ the College's experience was highly unusual in that annual surpluses rather than deficits prevented the need to cut corners, a predicament which less fortunate institutions faced. During the Depression years, the salaries of Trinity professors doubled,¹⁸⁷ in contrast to the situation at other colleges and universities where cutbacks in salaries as well as in numbers of faculty positions were a common experience.¹⁸⁸ Trinity's endowment also increased,^{189†} but perhaps the most visible sign of improvement in the institution's fortunes, as previously mentioned, was the series of additions to its physical plant.¹⁹⁰

While construction was commencing on the new buildings, other developments generally reflected a strengthening of the College. Despite the large expenditures for buildings and equipment, and the fact that the nation's economy had made only limited progress toward recovery, each fiscal year continued to end with a slight surplus.^{191†} Generous gifts and bequests raised the College's total assets from \$4,641,490 in 1928-1929 to \$7,346,607 in 1937-1938, and during this same period, actual expenditures steadily increased annually from \$257,760 to \$348,394.^{192†} Although the time was clearly unfavorable for a major fund-raising campaign, Ogilby had alerted the Trustees in 1936 that Trinity's endowment, then totaling \$2.9 million, was insufficient, and compared unfavorably with that of Amherst, Wesleyan, and Williams. The latter two institutions had endowments approximately two-and-one-half times larger than Trinity's, and Amherst's was three times the size. The amount of endowment per student at Trinity in 1936 was \$5,949 in comparison to \$9,492 at Amherst and \$13,333 at Haverford. Allowing for slightly differing enrollments and "for fluctuations and variations in these figures from year to year," Ogilby flatly stated that "the inferiority of Trinity is obvious," and called for increasing the College's endowment by \$1 million.¹⁹³ Also, as the student body was expanding, the faculty had an almost proportional increase from 39 to 59,^{194†} thus fulfilling another of President Ogilby's early goals. There were several generous sabbatical leaves,^{195†} and

a general spirit of faculty loyalty prevailed. To bring about better understanding between trustees and faculty, the College held an annual Trustees-Faculty Dinner in the Commons,¹⁹⁶ and in April 1940, the Trinity faculty even hosted a dinner for the faculty of Wesleyan University.¹⁹⁷

The decade of the 1930s was a prosperous and progressive period for the College. Gradually changing from an institution that was much too dependent on students from the immediate vicinity, Trinity had regained its regional clientele, and, at the same time, had begun to develop a national reputation, particularly in regard to the research its faculty pursued. The scholarly publications of Professors Thomas H. Bissonnette in biology (*II-33*), Odell Shepard in American literature (*II-34*), and James A. Notopoulos in classics received wide recognition as works of superior quality. Standards of undergraduate academic performance continued to rise, and many Trinity alumni went on to distinguished work in the graduate and professional schools of the major universities. Of the 794 men who received their baccalaureate degree from the College in the years from 1930 to 1939 inclusive, 140 (18 percent) earned a medical degree or a doctor of philosophy degree.^{198†}

During this same period, undergraduate social life showed more vitality, and the athletic teams enjoyed a series of highly successful seasons.¹⁹⁹ The 1930s also witnessed a strengthening of ties with Hartford, and an increased mutual awareness of how vital the relationship was. Ogilby was active in many civic affairs, working tirelessly on the College's behalf. In his 1935-1936 annual report, he relished noting that Trinity had become an attraction for visitors to the city. "During the summer months," he stated, "I drive at least twice a week past a great bill-board on the public highway which reads: 'Hartford Nineteen Miles from here. Points of Interest: 1. Trinity College . . . ? It is something of a responsibility to be Public Point of Interest No. 1.'²⁰⁰ The campus possessed a beautiful chapel and a chemistry laboratory that were of interest to Hartford residents and non-residents alike. But the College's relationship to the city and its environs was considerably deeper. "Through the years we have provided opportunity for higher education of a selected group of young men from this community, who perhaps for financial reasons would otherwise be unable to go to college.... In addition we have provided business, industry and public service in these parts with a succession of trained young men, graduates of Trinity . . ." ²⁰¹ The College had spent considerable sums of money that contributed to the local economy. "But the real contribution of a college to a city lies in the realm of the intangibles. The unconscious influence of the intellectual leadership in thought contributed by the members of the Faculty, the civilizing influence of a scale of values based upon eternal verities, the liberalizing effect of the presence in the community of a fellowship based upon high ideals of beauty, goodness and truth: - all these should bulk large in the pride Hartford rightly takes in its college. We should bind the city to us with hoops of steel."²⁰²

Service to the community was vitally important as well. Trinity and Hartford Hospital had enjoyed ties going back many years in connection with medical care for undergraduates. In the mid-1930s, Dr. Arthur R. P. Wadlund '17, M.S. '22, of the College's physics faculty took on responsibility for periodically drawing off the gas emanating from the supply of radium which the Hospital used for therapeutic purposes. Wadlund was an authority on the technique of handling radium, and the hospital authorities greatly appreciated his assistance.²⁰³

Service to the community on the College's part took an unexpected form when two devastating natural disasters struck Hartford. In late March 1936, the Connecticut River, swollen by heavy, early spring runoffs, overflowed its banks, broke through the dike near the Colt Firearms plant, and engulfed wide sections of the city. The "Flood of 1936" (II-35) was the worst Hartford had experienced in decades, and President Ogilby and the student body responded to the emergency. From March 19 to March 28, working through the Red Cross and various city relief centers, and with Ogilby tirelessly coordinating their activities, Trinity undergraduates helped set up and staff shelters to house those driven from their homes, evacuated victims from flooded areas, collected food, sorted donated clothing, worked in soup kitchens, helped pump out basements, manned an auxiliary generator at Red Cross headquarters during a prolonged power outage, and served as messengers. Sleep was a precious commodity, and as the *Tripod* reported, "going without sleep was common among the undergraduates There seemed to be no time for slumber when there was work to be done."²⁰⁴ The total number of students "working on various projects including duplications" under Red Cross auspices stood at 336, a little over two-thirds of the student body.²⁰⁵ Countless students assisted relief efforts in other ways or participated in safety patrols of the darkened campus. Among many letters of gratitude the president received was one from William H. St. John, chairman of the Hartford Chapter of the American Red Cross, who thanked Ogilby and the students for their help, noting a "clear mental picture of your squad of Trinity boys, lined up at headquarters in the Old State House, ready to respond to any call from serving as chauffeurs to heavy action as dishwashers. They were always on their toes, ready to respond to any call, day and night. . . ." ²⁰⁶

Two-and-one-half years later, in the last week of September 1938, Trinity students once again rushed to the city's aid in the aftermath of a fierce hurricane that pounded New England. The principal threat, as in 1936, was the Connecticut River, rising rapidly from a week of heavy rain that had preceded the hurricane. Student efforts on this occasion involved preparing shelters for hundreds of people displaced from their homes in the area of Front Street, Commerce Street, and the Park River, putting their automobiles at the disposal of relief agencies, and for a period of 30 hours, filling sandbags as reinforcement for the Colt dikes, which fortunately held.²⁰⁷ On campus, the hurricane's high winds wreaked havoc, toppling elms on the Quad and felling trees on Vernon Street with heavy damage to several fraternity houses. The number of

undergraduates involved in relief work went unrecorded, but the *Tripod* estimated that "scores" of students volunteered their services.²⁰⁸

In general, the decade preceding World War II was one of those unusual periods of growth which an institution briefly experiences in the course of its history. In many ways, Ogilby's presidency compares favorably with that of Abner Jackson (1867-1874), whose accomplishments have been noted earlier. The 1930s also marked the end of an era. Cataclysmic events were soon to occur on a worldwide scale that would disrupt the pleasant tenor of Trinity life, break some of the institution's hallowed traditions, and set the College along a path away from the small-college pattern.

When Hitler's troops subdued Czechoslovakia in the spring of 1939, few in America could imagine that within a matter of months much of the world would become involved in devastating warfare. Americans followed the early progress of the conflict with interest, and it was not long before many of the better-informed came to feel that Hitler's ambitions were not limited to territory contiguous with Germany. The visit of the exiled President of Czechoslovakia, Dr. Eduard Beneš (*II-36*), to the Trinity campus as Commencement speaker in June 1939, was prophetic, for he emphatically declared that the democracies of the world would have to band together in an all-out fight against Nazi and Fascist dictatorship.^{209†}

As the federal government took measures to provide for the national defense, Ogilby became increasingly concerned about what Trinity's part in the preparedness program should be. He was careful, however, to warn against war hysteria, and urged the undergraduates to secure as much education as possible before enlisting in the rapidly expanding armed forces or leaving college for employment in defense industries.²¹⁰ As the defense plans matured, however, Trinity quickly fell into line. In the fall of 1940, the Civil Aeronautics Authority helped conduct a ground flying course, and representatives of industry and the armed forces gave a series of lectures on such subjects as "Mechanized Warfare," "The Development of the Submarine," and "Protection Against Subversive Activities."²¹¹ Also timely was the visit of General George C. Marshall, Chief of Staff of the U. S. Army, who received an honorary Doctor of Laws degree at Commencement in June 1941 (*II-37*). In addition, from October 30, 1940 through March 1, 1941, the College hosted an Industrial Workers School sponsored by the Connecticut State Defense Council. The program's purpose was to advise upper-level industrial plant managers about protection against air raids in time of war. Two hundred employees of local manufacturing concerns attended.²¹²

Despite Ogilby's attempts to keep the undergraduates from becoming too distracted by the war in Europe, the students were very much aware of the world situation and of the ties of friendship with foreign countries that such times engender. The students engaged in various relief projects and were particularly concerned with aid to the British people who were then experiencing German bombing attacks. Trinity undergraduates provided "Bundles for Britain" regularly, and most significant of all, was their successful effort to raise money for the purchase and outfitting of an ambu-

lance that the British authorities gratefully received in the name of Trinity College. Three members of the freshman class were from Great Britain, and Ogilby conceived the idea of holding a cricket match on Empire Day, May 24, 1940 (*II-38*). Open to the public, the game was between "England and the Rest," and players from various colleges and preparatory schools participated. The proceeds from the admission fee went to British war relief.²¹³

The College was increasingly experiencing the effects of war by the fall of 1941. There were, for example, changing demands on the curriculum as a growing number of students elected engineering courses, which had been adjusted to reflect military needs. Some undergraduates had left Trinity to enlist in the armed forces, and a number of those who remained in residence created academic problems for themselves by taking part-time, even full-time, jobs in defense plants. Uncertainty about the future was also responsible for a slight decline of the all-College scholastic average and the increased number of men who found themselves on academic probation.²¹⁴

Following Japan's December 7, 1941 attack on Pearl Harbor, Trinity quickly adjusted to the demands of a nation at war. Ogilby still expressed the hope that the undergraduates would continue with their collegiate studies; especially those looking forward to careers in medicine or anticipating graduate work in physics, chemistry, and mathematics.²¹⁵ The all-College grade average began to reverse its decline when those who remained at Trinity made the most of their opportunity. The all-College average rose to 74.9 in 1941-1942 from 73.7 the preceding year, and the seniors achieved something of a record with a 79.6.²¹⁶ Some of this scholastic improvement was undoubtedly due to the curtailment of social activities. The Sophomore Hop, held just before Pearl Harbor, was the first and *last* dance of the academic year.²¹⁷

Overall, undergraduate enrollment at Trinity did not decline sharply during the first year of American involvement in the War. The *Catalogue* for 1941-1942 listed 528 men in attendance,²¹⁸ and the following year opened with 453.²¹⁹ With the College administration committed to the contradictory policy of encouraging students to acquire as much education as possible before entering service, and at the same time urging upon them their obligations to the nation, accelerated study came to Trinity almost as a matter of course. Shortened vacations and examination periods enabled Commencement to occur on May 17. Another effort at acceleration in the summer of 1942 resulted in what many alumni must have thought an earth-shaking development — a joint Summer School with Wesleyan University. This joint summer term began with Wesleyan faculty offering a six-week session at Middletown from May 18 to June 27. Then followed a second six-week session in Hartford under the direction of Trinity faculty.^{220†} The success of this unusual experiment was, as President Ogilby said, "beyond all expectations," and he rejoiced that "Trinity and Wesleyan, close neighbors and therefore naturally rivals, may be safely termed today natural friends."^{221†} Successful as the new summer program may have been, it did not recur, and the following year, Trinity went on a three-term, year-round schedule that

included a Michaelmas Term (July 2 to October 22) in addition to the traditional Christmas and Trinity Terms (fall and spring, respectively).²²²

Further wartime adjustments occurred during the 1942-1943 academic year. Several members of the faculty left the College for service in the armed forces or for civilian work with the federal government,^{223†} fraternities discontinued pledging for the duration,²²⁴ and by the spring of 1943, the College reached the decision to drop intercollegiate sports until the end of the War.²²⁵ The greatest change, however, came on July 1, 1943, when the Navy's V-12 College Training Program unit commenced operation at Trinity. The Navy had established the program to provide large numbers of college-educated men for its officer corps, particularly in deck-officer capacities, but the program also embraced the education of officers for supply units and for the Marine Corps. V-12 trainees pursued a basic curriculum determined by the Navy, and had to complete the required course credits within a maximum of four terms of four months each. The V-12 graduate destined for fleet duty went on to midshipman school and a commission as a naval officer. The College did not award degrees to the trainees but rather certified their successful completion of the program's academic requirements^{226†} (*II-39*).

Trinity was one of 131 colleges and universities nationwide that the Navy selected as V-12 training sites.²²⁷ This good fortune was attributable in large part to the efforts of one of the College's trustees, Martin W. Clement '01, who exercised considerable influence in Washington as a result of his presidency of the Pennsylvania Railroad.²²⁸ The V-12 program was vitally important to Trinity, and allowed the College to keep its doors open for the duration of the war in the face of plummeting enrollments. While 453 undergraduates registered for the 1942-1943 academic year,²²⁹ when the Michaelmas Term of 1943 opened on July 1, a mere 127 students were on hand. When the Christmas Term opened on November 1, only 104 civilians remained, and civilian enrollment dropped to 84 for the Trinity Term of 1944. For the Michaelmas, Christmas, and Trinity Terms of 1944-1945, civilian enrollments were 85, 93, and 77, respectively.²³⁰ In contrast, V-12 enrollments from July, 1943 on were, respectively, 402, 410, 387, 384, 235, and 138.²³¹ The presence of the naval trainees set the tone of the College while the program was in operation, and put a heavy strain on the physical plant. Dormitory accommodations were crowded, and the Navy resorted to the use of double-decker beds. The College Commons in Cook became the unit's mess hall with a large temporary annex providing additional kitchen facilities.^{232†}

The unit's commanding officers — Lieutenants Ives Atherton, Frederick E. Mueller, and Vincent J. Conroy, in succession — were drawn from civilian life. Each had gone through a brief period of appropriate Navy training before being assigned to Trinity, and they probably felt more at home in an academic than a military environment. Atherton was a Dartmouth graduate who had run an insurance agency in Hanover, New Hampshire; Mueller had been Superintendent of Schools in Independence, Iowa; and Conroy had been a teacher of physical education in the

Chicago, Illinois public school system. The officers' civilian background helped them preserve for their men a modicum of the academic atmosphere, and they encouraged the trainees to participate as much as possible in the life of the Hartford community and in what little remained of Trinity's undergraduate extracurricular activities. On three different occasions, the V-12 unit participated in War Bond Drives, and each time the sales were remarkably large. The Navy men also put on a number of well-received "Navy Shows" — two variety shows and a parody of Shakespeare's *Julius Caesar*. Although the Trinity Jesters had temporarily disbanded, the trainees revived that venerable drama organization in the fall of 1944 for two performances of *The Male Animal* by James Thurber and Elliott Nugent, one at the Avery Memorial in Hartford's Wadsworth Atheneum, and the other for hospitalized soldiers at Bradley Field. Frequently there were "Sports Nights," which featured boxing, wrestling, and gymnastics in Alumni Hall.

Military ceremony in the form of Saturday reviews on the football field became a regular feature on the campus. Special reviews included the visit in August 1944, of Connecticut Governor Raymond E. Baldwin, Hon. '40, and Brigadier General Reginald B. Dalcour, the States's Adjutant General (*II-40*), and the appearance at Commencement in June 1945 of Vice-Admiral Randall Jacobs, Chief of Naval Personnel, who delivered the Commencement address and received an honorary Doctor of Laws degree. Ceremony also prevailed each weekday morning immediately after reveille when the unit formed for inspection. Lending inspiration to this routine was a band consisting of V-12 men with the instrumentation limited to trumpets, trombones, and drums. Accompanying the band and the marching formations was the ever-present V-12 mascot, a small, mixed-breed dog whom the men named "4-O" (*II-41*). The canine had attached itself to the unit soon after the program's inception, and the trainees waited on little 4-O paw and foot. Assistant Professor of German and Dean of the College Arthur H. Hughes, M '38, Hon. '46 (*II-42*), soon to be acting president, recalled that "each time the unit marched, which was frequently enough, 4-O led the parade, strutting along right at the head of the column of marching sailors."²³³

The V-12 men came from widely varying backgrounds. Some of them were just out of high school, some had a year or two of college, while others were men from the fleet with battle experience. The program offered trainees basic academic courses modified as necessary to meet the Navy's needs, and it was in the *modification* that the curricular emphasis appreciably changed. The Navy's academic demands called for a large number of mathematics courses — some of them, such as celestial navigation, highly specialized. Members of the faculty, whose prewar number of 61 had decreased to 40 as a result of wartime service, found themselves teaching in areas quite outside their disciplines. Dean Hughes, whose specialty was German language and literature, taught advanced calculus. Biology professors J. Wendell Burger (*II-43*) and Frederick C. Copeland gave courses in trigonometry, calculus, and analytical geometry, while Classics Professor James A. Notopoulos taught mathematics, naviga-

tion, and philosophy. Professors Ralph W. Scott and Louis H. Naylor (Romance Languages), Clarence E. Watters (Music), Hon. M '35 (*II-44*), and John C. E. Taylor (Fine Arts) (*II-45*) temporarily conducted courses in the Navy's equivalent of Freshman English. Professor Taylor also helped the engineering faculty by teaching mechanical drawing and descriptive geometry. Professor LeRoy C. Barret (Latin) (*II-46*) taught mathematics, German, and American history, Professors Odell Shepard and Morse S. Allen (English) (*II-47*), and Professor Archie R. Bangs (German) (*II-48*) taught naval history, and Professor Lawrence W. Towle (Economics) (*II-49*) gave a survey course in United States history. As a result of such forced "doubling in brass," most of the faculty who remained in active teaching demonstrated an extraordinary versatility.

The Navy program at Trinity ended on October 30, 1945, but officially ceased nationwide on June 30, 1946. In a little more than two years, 906 V-12 trainees had studied at the College for one or more terms in contrast to only 301 civilian students through July 1945. The trainees were from 40 states, with the greatest concentration coming from the Northeast, Connecticut alone providing 226.²³⁴ Nationally, the V-12 program had enrolled some 125,000 men, 60,000 of whom went on to become Navy and Marine Corps officers.²³⁵ Secretary of the Navy James V. Forrestal presented a certificate of commendation to the College for a job well done. A tangible and lasting reminder of the program's connection with Trinity, however, came from the trainees themselves. At Commencement in October 1944, the V-12 unit presented the John Paul Jones pew end in the Chapel to commemorate the unit's presence on campus (*II-50*). J. Gregory Wiggins, the creative genius responsible for most of the Chapel's woodcarvings, designed and carved the pew end, which features John Paul Jones as the finial, a dolphin as the arm piece, and a man-of-war under sail on the main panel with Jones's motto, "We have not yet begun to fight," a fitting statement at the time for the young officers in training.^{236†}

Trinity began to return to peacetime operations by the fall of 1945, but it would not be the same institution it had been during the 1920s and 1930s. No college that experienced a wartime situation similar to Trinity's could have remained unchanged. There was still less reason to expect a return to prewar ways on campus, for the driving force so symbolic of the College for so long, and whose personality so forcefully shaped Trinity's character, was no longer on the scene.



Figure II-35
The Flood of March 1936



Figure II-37
*General and Mrs. George C. Marshall (center) with
President Ogilby (left) and Martin W. Clement,
Class of 1901, at Commencement 1941*



Figure II-36
*Dr. Eduard Beneš,
Hon. LL.D., President of
Czechoslovakia (right),
at Commencement 1939*



Walter B. Lane

Figure II-38
President Ogilby at the
Empire Day Cricket Match
May 24, 1940



Gift of Conrad G. Fleisher, V-12 - 1945

NAVY V-12 UNIT, TRINITY COLLEGE, HARTFORD, CONN. 3 JUNE, 1944

Figure II-39
Navy V-12 Unit in formation: June 3, 1944



Figure II-40

Connecticut Governor Raymond E. Baldwin, Hon. LL.D. 1940, and State Adjutant General Reginald B. Dalcour arriving for inspection of the V-12 Unit in August 1944.



Figure II-41

The V-12 Band with 4-0



Figure II-42
Acting President Arthur H. Hughes
(M.S., 1938; Hon. L.H.D., 1946)



Figure II-44
Professor of Music Clarence E. Watters,
Hon. Master of Music, 1935



Figure II-43
J. Pierpont Morgan Professor of Biology J. Wendell Burger

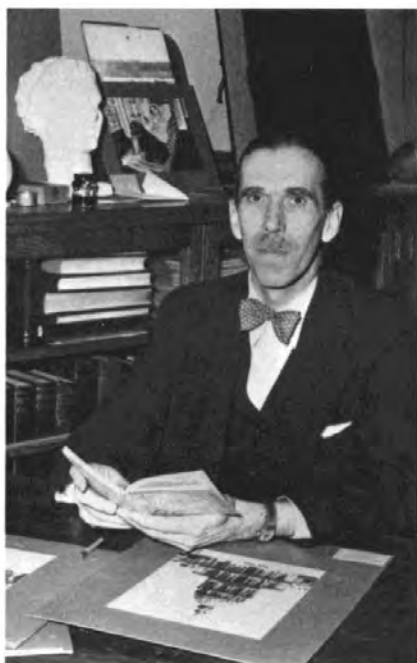


Figure II-45
Professor of Fine Arts John C. E. Taylor



Figure II-46
Hobart Professor of
Latin Language and
Literature LeRoy C. Barrett

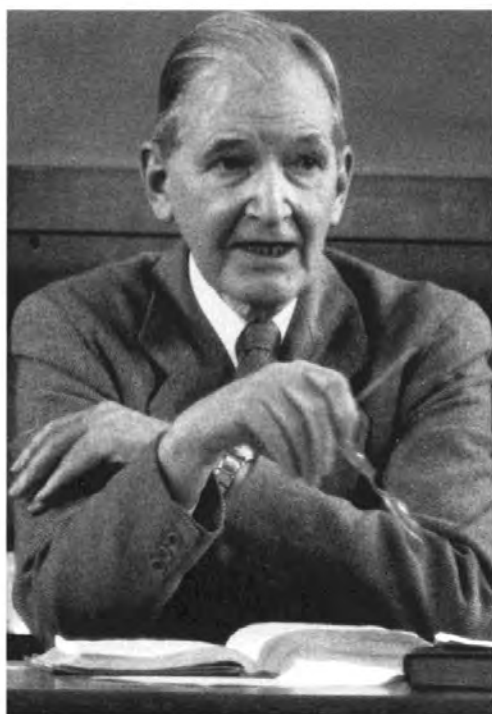


Figure II-47
James J. Goodwin
Professor of English
Morse S. Allen



Figure II-48
Professor of German Archie R. Bangs



Figure II-49
Professor of Economics
Lawrence W. Towle



Figure II-50
The John Paul Jones Pew-End presented
by the V-12 Unit, October 1944

Endnotes

1. Philip E. Curtiss '06 to the Editor of the *Tripod* [n.d.], *Trinity Tripod*, 16 March 1920.
2. Charles W. Bowman '87 to the Editor of the *Tripod*, May 15, 1920, *Trinity Tripod*, 30 June 1920.
3. [J. Bard McNulty '38], *In Memory of the Rev. Dr. Remsen Brinckerhoff Ogilby* (issued as the November 1943, *Trinity College Alumni News*), unpagged; obituary notice in the *New York Times*, 8 August 1943.
4. Ogilby said many times to Robert B. O'Connor '16 that he came to Trinity with the specific understanding that he would not have to raise money. Robert B. O'Connor '16 to Owen Morgan '06, March 11, 1942, General Presidential Files: Ogilby, Trinity College Archives, Trinity College, Hartford. In a June 9, 1960 interview with Glenn Weaver, Frederick C. Hinkel, Jr. '06, Hon. M.A. '47, indicated that it was widely known that such an agreement had been made.
5. Statement by President Ogilby, *Trinity Tripod*, 28 September 1920.
6. "Address of the Rt. Rev. Chauncey B. Brewster, D.D. on Behalf of the Trustees," *Trinity College Bulletin, Inauguration Number XVIII* (April 1921): 13-14.
7. "Address of Welcome by the Rev. Professor John James McCook, D.D., LL.D., for the Faculty," *ibid.*, 15-16.
8. "Inaugural Address of the Reverend President Remsen Brinckerhoff Ogilby, M.A., B.D.," *Trinity College Bulletin, Inauguration Number XVIII* (April 1921): 24.
9. *Ibid.*, 24-25.
10. *Ibid.*, 25.
11. *Ibid.*, 25-26.
12. *Ibid.*, 26.
13. David D. Henry, *Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930* (San Francisco: Jossey-Bass Publishers, 1975), 1-2.
14. "Inaugural Address of the Reverend President Remsen Brinckerhoff Ogilby, M.A., B.D.," 27.
15. *Ibid.*
16. *Ibid.*, 30-31.
17. *Ibid.*, 31-32.
18. *Trinity Tripod*, 7 December 1920, 11 December 1920, and 18 January 1921.
19. *Trinity Tripod*, 9 April 1921.
20. *Ibid.*
21. *Trinity Tripod*, 26 April 1921, and 3 May 1921.
22. [McNulty], *In Memory of the Rev. Dr. Remsen Brinckerhoff Ogilby*, unpagged.
23. *Ibid.* Because of his firm jaw and red hair, Ogilby was affectionately known to the students as "Red Mike." *New York Times*, 8 August 1943. Ogilby's concern for his fellow man extended far beyond the College campus, and one of his great delights was to take a student vocal group to hospital wards and retirement homes, where he would conduct a short religious service and accompany the singing on a small portable organ.

24. *Catalogue of Trinity College, 1920-1921*, 39.
25. "Versatile Geologist Edward L. Troxell . . .," *Trinity College Bulletin* LI (March 1954): 10. The recommendation that a dean be appointed was one of the last President Luther made. Trustee Minutes, June 25, 1919. In October 1919, the Trustees voted to appoint a dean as soon as funds would permit. Trustee Minutes, October 25, 1919.
26. [McNulty], *In Memory of the Rev. Dr. Remsen Brinckerhoff Ogilby*, unpagcd.
27. *Report of the President of Trinity College, October, 1923*, 7-8.
28. "Whitsunday sermon, May 16, 1948, in Trinity College Chapel by the Rev. Francis Bunnell Creamer," in *The One Hundred Twenty-fifth Anniversary of the Chartering of the College* (Hartford: Trinity College, 1948), 31. In connection with the College's 125th Anniversary, the Trustees conferred on Creamer an honorary Doctor of Divinity degree.
29. Robert L. Patterson, "The Secularization of Two Anglican Colleges," *Institute for Christian Learning: Papers and Studies* No. 3 (1959): 25.
30. *Ibid.*
31. Albert E. Van Dusen, *Connecticut* (New York: Random House, 1961), 279.
32. Robert St. John '25, *This Was My World* (Garden City, New York: Doubleday, 1953), 84-85.
33. *Hartford Times*, 22 June 1921.
34. Van Dusen, *Connecticut*, 280. On another occasion, Ogilby used the pulpit to denounce a political figure with whom he disagreed. In his first Baccalaureate Sermon preached at Christ Church Cathedral on June 14, 1921, he referred to George Harvey, President Harding's Ambassador to the Court of St. James's and one of the most articulate opponents of America's joining the League of Nations, as someone whom future historians would not hold in high regard. Thomas A. Bailey, *A Diplomatic History of the American People* (New York: F.S. Crofts & Co., 1946), 660-661; *Trinity Tripod*, 5 July 1921.
35. *Catalogue of Trinity College, 1904-1905*.
36. *Catalogue of Trinity College, 1918-1919*.
37. Special Committee of the Trinity College Senate to the Trustees of Trinity College, April 24, 1918, in Trustee Minutes, April 27, 1918; *Catalogue of Trinity College, 1917-1918*.
38. Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (New York: A. A. Knopf, c1987), 76.
39. *Ibid.*
40. Trustee Minutes, June 14, 1918.
41. Horowitz, *Campus Life*, 77.
42. Trustee Minutes, April 27, 1918.
43. Horowitz, *Campus Life*, 79.
44. Trustee Minutes, April 27, 1918.
45. *Ibid.*
46. Trustee Minutes, June 14, 1918. One example was William A. Reiner '18, an undergraduate from the Hartford area, who left the College at the end of his junior year to serve in the U. S. Army's Chemical Warfare Service. He returned to Trinity in January 1919 to

complete his studies, and received his B.S. degree in June 1919. Alumni File Folder for William A. Reiner, Trinity College Archives, Trinity College, Hartford.

47. Trustee Minutes, June 14, 1918, and October 26, 1918.
48. Board of Fellows to the Trustees of Trinity College, June 14, 1918, in Trustee Minutes, June 14, 1918.
49. Trustee Minutes, June 15, 1918.
50. Trustee Minutes, October 26, 1918.
51. Trustee Minutes, December 7, 1918.
52. These events are discussed at greater length in Glenn Weaver, *Hartford: An Illustrated History of Connecticut's Capital* (Woodland Hills, CA: Windsor Publications, Inc., 1982), 112-114. Other cities in Connecticut also experienced unrest during this period, among them Waterbury. See *The Mad Men Among Us, Bolsheviki and Brass City Hysteria: Waterbury, 1919-1920*, a 1985 Trinity College master's thesis by David E. LaMontagne. Also active in trade unions and labor politics, especially in major cities, were members of local branches of the Jewish Socialist Federation as well as those affiliated with American chapters of the Russian and Polish Bund organizations. Bund members generally joined the Socialist Party in the post-World War I era. Irving Howe, *World of Our Fathers* (New York: Harcourt Brace Jovanovich, 1976), 289-295. See also Gerald Sorin, *A Time for Building: The Third Migration, 1880-1920* [v. 3 of *The Jewish People in America* series] (Baltimore: Johns Hopkins University Press, 1992), 30-31.
53. Student Senate to the Trustees of Trinity College, April 26, 1919, in Trustee Minutes, April 26, 1919.
54. *Trinity Tripod*, 18 February 1919.
55. Trustee Minutes, April 26, 1919.
56. Trustee Minutes, June 20, 1919.
57. *Ibid.*
58. Trustee Minutes, June 21, 1919.
59. Trustee Minutes, October 25, 1919.
60. *Ibid.*
61. *Ibid.*
62. Trustee Minutes, June 17, 1921.
63. Trustee Minutes, June 18, 1921.
64. Trustee Minutes, October 28, 1922, and June 8, 1923.
65. For example, in the fall of 1921, there were 14 freshmen who were Jews, and a total of 29 Jews were in the student body as a whole. In the fall of 1925, the numbers were 15 and 33, respectively; and by the fall of 1929, the numbers were 6 and 26, respectively. See *Catalogue of Trinity College* for the years indicated.
66. See the annual issues of the *Catalogue of Trinity College* for the 1930s.
67. Horowitz, *Campus Life*, 106. See also Dan A. Oren, *Joining the Club: A History of Jews and Yale* (New Haven: Yale University Press, 1985) for a further discussion of quotas.

68. *Report of the President of Trinity College, October 1, 1923*, 3.
69. As noted earlier, in his inaugural address President Ogilby maintained that one of the ideals guiding Trinity should be to produce leaders.
70. Trustee Minutes, June 18, 1921.
71. St. John, *This Was My World*, 76-77.
72. Trustee Minutes, June 17, 1921, and June 16, 1922.
73. Trustee Minutes, June 16, 1922.
74. Horowitz, *Campus Life*, 7, 119.
75. Trustee Minutes, June 16, 1922.
76. Trustee Minutes, October 28, 1922; Reuel A. Benson, Jr. '36, to Glenn Weaver, May 9, 1986.
77. *Trinity Tripod*, 21 November 1922.
78. Trustee Minutes, June 17, 1922. The other colleges were Hobart, Kenyon, St. Stephen's, and the University of the South.
79. Trustee Minutes, October 28, 1922.
80. Trustee Minutes, June 18, 1921. John D. Rockefeller created the General Education Board in 1903 to make financial grants to American colleges and universities.
81. *Trinity Tripod*, 11 June 1923.
82. *Trinity Tripod*, 19 May 1923. At this period the College celebrated May 13 as Charter Day.
83. *Trinity Tripod*, 9 June 1923.
84. Ibid.
85. *Trinity Tripod*, 5 June 1923; *Trinity Tripod*, Class Day Number, 9 June 1923.
86. *Trinity Tripod*, 10 June 1923, and 11 June 1923; programs in the general archival collection and in the Morse S. Allen Papers, Trinity College Archives, Trinity College, Hartford.
87. *Report of the President of Trinity College, October 1, 1923*, passim.
88. Peter J. Knapp '65, "Three Master Plans for Trinity Campus: Burges, Kimball, and Trowbridge," *Trinity Reporter* 27 (February 1997): 10.
89. "Inaugural Address of the Reverend President Remsen Brinckerhoff Ogilby, M.A., B.D.," *Trinity College Bulletin Inauguration Number XVIII* (April 1921): 24.
90. Trustee Minutes, June 13, 1925.
91. Remsen B. Ogilby, "The Buildings at Trinity," *The Witness*, 12 May 1927; *Report of the President of Trinity College, November 1, 1926*, 4.
92. The Commons became known as Hamlin Hall in 1947. The Trustees dedicated the dining facility in memory of Albert C. Hamlin '87, a benefactor of the College who died in 1939. Trustee Minutes, April 19, 1947.
93. See Peter J. Knapp '65, *The Trinity College Chapel: Frohman, Robb & Little, Architects - The Jubilee Exhibition* (Hartford: Trinity College, 1982).

94. For a full-scale account of the building of the Trinity Chapel, see Peter Grant '72, *The Chapel of Trinity College* (Hartford: Trinity College, 1982). See also Peter J. Knapp '65, *The Trinity College Chapel*, 1982. Joseph Buffington '75 took special pleasure in finding unusual stones for incorporation into the Chapel.
95. *The Chapel of Trinity College* (Hartford: Trinity College, 1951), 57. *The Chronicle*, a Low Church publication, was shocked that the bishops wore copes and miters, and made the sign of the cross, that a crucifix was carried in procession, and that incense was used. *The Chronicle* XXXII (July 1932): 244-245.
96. *Report of the President of Trinity College, November 1, 1930*, 8-9.
97. *Hartford Times*, 30 July 1964. On July 29, 1964, an inscription was placed in the Chapel commemorating the founding of the Guild.
98. Interview of Glenn Weaver with Vernon K. Kriebel, February 6, 1961.
99. *Ibid.*
100. Albert E. Holland '34, "The Age of Martin Withington Clement '01," *Trinity College Alumni Magazine* V (January 1964): 16. Clement was president of the Pennsylvania Railroad.
101. *Report of the President of Trinity College, October, 1934*, 9; Henry A. DePhillips, Jr., "A Clement Jubilee," *Trinity Reporter* 17 (Spring 1987): 21-24.
102. Holland, "The Age of Martin Withington Clement '01," 16-17.
103. *Trinity College Alumni Magazine* V (January 1964): 19.
104. See *Report of the President of Trinity College, November 1, 1930*, 11; *Report of the President of Trinity College, October, 1935*, 10-12.
105. *Report of the President of Trinity College, October, 1936*, 5.
106. *Ibid.*, 5-7.
107. *Report of the President of Trinity College, October, 1938*, 9.
108. "Here We Build," *Trinity College Alumni News* (January 1940): 6-9; *Catalogue of Trinity College, 1939-1940*, 133.
109. "The New Dormitory," *Trinity College Alumni News* (September 1940): 8.
110. "Another Dormitory," *Trinity College Alumni News* (December 1940):2; Martin W. Clement '01 to John A. Mason '34, July 5, 1957, in possession of Glenn Weaver.
111. Trustee Minutes, June 16, 1922.
112. *Student Handbook of Trinity College, 1922-1923*, 58; *Trinity College: Rules of the Faculty*, September 1920, and March 1925.
113. *Trinity Tripod*, 10 November 1923, and 17 November 1923.
114. Trustee Minutes, December 1, 1923; *Trinity Tripod*, 17 November 1923.
115. Trustee Minutes, June 12, 1925.
116. Trustee Minutes, October 25, 1919.
117. Robert M. Vogel, "It Happened So Fast," *Trinity College Bulletin* LIV (November 1957): 6; *The Hartford Courant*, 1 February 1931.
118. Foreword to *Trinity College Bulletin: Summer School, June 29-August 7, 1936*.

119. Horowitz, *Campus Life*, 119.
120. *Trinity Reporter* 27 (February 1997): 84; Public Relations Office Biographical Files, Trinity College Archives, Trinity College, Hartford; *Trinity College Alumni Magazine* VI (November 1964): 18-19; Richard E. Noble '80, M.A. '82, *Bantam Baseball, 1867-1980* (Hartford: Trinity College, 1980), 25.
121. *Catalogue of Trinity College, 1923-1924*, 23.
122. *Catalogue of Trinity College, 1925-1926*, 24.
123. Henry, *Challenges Past, Challenges Present*, 8.
124. *Trinity Tripod*, 20 October 1923.
125. *Trinity Tripod*, 26 January 1924.
126. *Trinity Tripod*, 3 November 1923.
127. *Trinity Tripod*, 2 February 1924. The *Tripod* supported the "Bigger Trinity" concept in a full-column editorial. *Trinity Tripod*, 1 March 1924.
128. Excerpts from remarks made by Clinton B. F. Brill '19 at the 90th Anniversary celebration of the Epsilon Chapter of Delta Psi, April 19, 1941. Typescript in possession of Glenn Weaver, supplied by John A. Mason '34.
129. Memorandum from Martin W. Clement '01 to John A. Mason '34, July 5, 1957, in possession of Glenn Weaver.
130. Phi Gamma Delta had disbanded in 1922. Trustee Minutes, December 1, 1923.
131. Excerpt from remarks made by Clinton B. F. Brill '19, April 19, 1941.
132. Memorandum from Martin W. Clement '01 to John A. Mason '34, July 5, 1957.
133. Ibid.
134. Ibid.
135. Ibid.
136. Ibid.
137. Ibid.
138. Ibid.
139. Ibid.
140. Conversation of Glenn Weaver with Robert B. O'Connor '16, June 14, 1960.
141. Excerpts from remarks by Clinton B. F. Brill '19, April 19, 1941.
142. Report of the Inter-Fraternity Committee to the President, Trustees, and Fellows of Trinity College, ca. April 1929, as noted in Trustee Minutes, April 27, 1929. Mimeographed copy in Inter-Fraternity Committee Files, Trinity College Archives, Trinity College, Hartford.
143. Ibid.
144. Trustee Minutes, April 28, 1928.
145. *Trinity College Bulletin: Instruction in Science (Supplement to the Catalogue for 1920-1921)*, 3.
146. *Catalogue of Trinity College, 1941-1942*, 40-45.

147. Trustee Minutes, June 16, 1928. Philip J. McCook was the son of Professor John J. McCook '63 (Modern Languages).
148. *Preliminary Report of Special Curriculum Committee - To the Trustees of Trinity College, April 27, 1929*, 14.
149. Trustee Minutes, April 27, 1929.
150. Ibid.
151. Trustee Minutes, June 14, 1929.
152. *Report of the Special Curriculum Committee - To the Trustees of Trinity College, June 15, 1929*, 15, 17, 20-21.
153. Trustee Minutes, June 15, 1929.
154. Trustee Minutes, January 18, 1930.
155. Trustee Minutes, April 26, 1930.
156. *Catalogue of Trinity College, 1930-1931*, 42-43.
157. *A Course in Linguistics* (Hartford: Trinity College, 1938), unpagged; *Catalogue of Trinity College, 1936-1937*, 58.
158. Edward D. Myers, *The Foundation of English* (New York: Macmillan Company, 1940). Myers later served also as Dean of Freshmen and Secretary of Admissions.
159. Faculty Minutes, May 27, 1941; Report of the Committee on the B.A. Degree, *Trinity College Bulletin XLI* (April 1944): iii-iv.
160. Report of the Committee on the B.A. Degree, 17, 20.
161. *Catalogue of Trinity College, 1941-1942*, 41.
162. *Report of the President of Trinity College, December 1, 1928*, 8.
163. Ibid.
164. Ibid., 9.
165. *Report of the President of Trinity College, November 1, 1930*, 11-13.
166. *Report of the President of Trinity College, October 1, 1936*, 6.
167. Ibid.
168. Ibid.
169. *Catalogue of Trinity College, 1929-1930*, 26.
170. *Catalogue of Trinity College, 1930-1931*, 26.
171. *Catalogue of Trinity College, 1931-1932*, 109.
172. *Catalogue of Trinity College, 1932-1933*, 112.
173. *Catalogue of Trinity College, 1933-1934*, 114.
174. *Catalogue of Trinity College, 1934-1935*, 115.
175. *Catalogue of Trinity College, 1936-1937*, 121.
176. *Catalogue of Trinity College, 1938-1939*, 129.
177. Henry, *Challenges Past, Challenges Present*, 14.

178. *Catalogue of Trinity College, 1928-1929*, 24; *Catalogue of Trinity College, 1938-1939*, 129.
179. Ibid.
180. Memorandum from Martin W. Clement '01 to John A. Mason '34, July 5, 1957.
181. *Report of the President of Trinity College, October, 1924*, 7.
182. Excerpts from remarks made by Clinton B. F. Brill '19, April 19, 1941.
183. *Report of the Dean of Trinity College, October, 1934*, 15; *Report of the Dean of Trinity College, October, 1935*, 24; *Report of the President of Trinity College, October, 1937*, 19.
184. Horowitz, *Campus Life*, 114.
185. These developments can be followed in the *Report of the President of Trinity College* and the *Report of the Dean of Trinity College* for the years following 1928.
186. Henry, *Challenges Past, Challenges Present*, 13.
187. "For Twenty Years," *Trinity College Alumni News* (May 1940), 3.
188. Henry, *Challenges Past, Challenges Present*, 18.
189. By 1937, the productive funds had grown to \$3,278,153.98. *Report of the Treasurer of Trinity College, 1937*, 6.
190. *Report of the President of Trinity College, October, 1935*, 13.
191. The College encountered its first deficit of \$5,750.58 in 1938-1939. *Report of the Treasurer of Trinity College, October, 1938*, 11.
192. See the *Report of the Treasurer of Trinity College* for these years.
193. *Report of the President of Trinity College, October, 1936*, 7-8.
194. For a tabular summary see the *Report of the Treasurer of Trinity College, October, 1938*, 3.
195. See the annual *Report of the President of Trinity College* for the decade of the 1930s.
196. Remsen B. Ogilby to the Members of the Faculty of Trinity College, December 16, 1940, in Morse S. Allen Papers; Morse S. Allen to the Members of the Faculty of Trinity College, January 2, 1940, in Morse S. Allen Papers.
197. William O. Aydelotte et al. to the Members of the Faculty of Trinity College, April 23, 1940, in Morse S. Allen Papers.
198. Of the 140 mentioned, 101 earned a medical degree and 39 a doctor of philosophy degree. For further information see Dr. Arthur H. Hughes's list of Trinity alumni who went on to earn doctorates and medical degrees during the years from 1920 to 1961 inclusive. *Report of the Dean of Trinity College for the Academic Year 1961-1962*, 8-24.
199. *Report of the Dean of Trinity College, October, 1940*, 20; *Report of the Dean of Trinity College, October, 1941*, 24-25.
200. *Report of the President of Trinity College, October, 1936*, 10.
201. Ibid.
202. Ibid.
203. Ibid., 9.
204. *Trinity Tripod*, 24 March 1936.

205. Report of Trinity College Students Who Served Under the Hartford Chapter of the American Red Cross . . . March 19th to 28th, 1936. Ogilby Papers, Trinity College Archives, Trinity College, Hartford.
206. William H. St. John to Remsen B. Ogilby, April 18, 1936, Ogilby Papers.
207. *Trinity Tripod*, 27 September 1938.
208. *Ibid.*
209. *Trinity College Alumni News* (September 1939): 7. The Trustees conferred on Beneš an honorary Doctor of Laws degree. During his stay in the United States, Beneš served as the representative of Free Czechoslovakia, and was professor of sociology at the University of Chicago. Following the war, he returned to Czechoslovakia and served briefly as his country's president until Soviet domination forced his resignation. After delivering the Commencement address, Beneš climbed to the Chapel's outdoor pulpit, previously designated the Luther Pulpit in memory of the Rev. Dr. Flavel S. Luther '70, Ogilby's predecessor as president and a noted preacher. A slab of brown granite formed the pulpit's book desk, and upon this stone, the Rev. John Huss, theologian and martyr, had preached at Kozi Hradek in 1413 and 1414 after the ecclesiastical authorities had banned him from preaching in Prague because of his heretical views. In 1930, the citizens of Tabor, Czechoslovakia had presented the stone to Trinity in honor of Judge Joseph Buffington, Class of 1875, who had befriended the Czechs and the Slovaks in their struggle for independence. Placing his hand on the Huss Stone, Beneš addressed in their own tongue a gathering of over 1,000 Czechs and Slovaks from the Hartford area who had come to hear him. Grant, *The Chapel of Trinity College*, 97.
210. *Report of the President of Trinity College, October, 1940*, 8-9.
211. *Trinity College Alumni News* (December 1940): 8.
212. *Trinity College Alumni News* (Commencement Issue, 1941): 3; Industrial Workers School File, Ogilby Papers.
213. *Report of the President of Trinity College, October, 1941*, 11-12; *Trinity College Alumni News* (May 1941): 11.
214. *Report of the Dean of Trinity College, October, 1941*, 19-24.
215. *Report of the President of Trinity College, October, 1942*, 9.
216. *Report of the Dean of Trinity College, October, 1942*, 23.
217. *Ibid.*, 27.
218. *Catalogue of Trinity College, 1941-1942*, 137.
219. *Catalogue of Trinity College, 1942-1943*, 137.
220. *Catalogue of Wesleyan-Trinity Summer Term, 1942*, passim. There is a large body of material (memoranda, correspondence, etc.) about the Wesleyan-Trinity Summer School in the Morse S. Allen Papers.
221. *Report of the President of Trinity College, October, 1942*, 16. There were 300 students (90 Trinity men) at the Middletown Session, and 356 students (108 Trinity men) at the Hartford Session. "Dean Hughes' Report," *Trinity College Alumni News* (November 1942): 11.
222. *Catalogue of Trinity College, 1942-1943*, 5-6.

223. *Trinity College Alumni News* (November 1942): 7; *Trinity College Alumni News* (February 1943): 6. Ogilby himself seriously considered serving as an Army chaplain. Owen Morgan '06 to Robert B. O'Connor '16, March 14, 1942, General Presidential Files: Ogilby, Trinity College Archives, Trinity College, Hartford.
224. *Trinity College Alumni News* (April 1943): 4.
225. Robert S. Morris '16, *Pigskin Parade at Trinity* (Hartford: Trinity College Press, 1955), 308.
226. For the full story of the V-12 program see James G. Schneider, *The Navy V-12 Program: Leadership For A Lifetime* (Boston: Houghton Mifflin Company, 1987).
227. *Ibid.*, xi.
228. Remsen B. Ogilby to Martin W. Clement '01, March 26, 1943, Ogilby Papers.
229. *Reports of the Acting President and Dean, October, 1943*, 21; *Catalogue of Trinity College, 1942-1943*, 137.
230. *Reports of the Acting President and Dean, October, 1944*, 13; *Reports of the Acting President and Dean, October, 1945*, 12.
231. *Ibid.*
232. "The Navy at Trinity," *Trinity College Alumni News* (October 1945): 3-7. The following paragraphs are based largely on this source and on a lengthy memorandum from Arthur H. Hughes to Glenn Weaver, December 15, 1986. See also Peter J. Knapp '65, "Trinity and World War II: The V-12 Program," Reunion Lecture (June 1996), Trinity College Archives, Trinity College, Hartford.
233. Memorandum from Arthur H. Hughes to Glenn Weaver, December 15, 1986.
234. *Reports of the Acting President and Dean, October, 1945*, 10-11.
235. Schneider, *The Navy V-12 Program*, xi.
236. Knapp, "Trinity and World War II: The V-12 Program," 4, 14, 17. Another symbol of the College's contribution to the war effort was the launching of the merchant ship *S. S. Trinity Victory* on April 18, 1945, at the Permanente Shipyard in Richmond, California. Daniel G. Morton '24, M.D., represented Trinity at the ceremony. The Trustees voted \$300 for the ship's library in acknowledgement of the honor. *Trinity College Alumni News* (May 1945): 3.

CHAPTER III

The Dawn of a New Era



Early in August 1943, just after the V-12 program began at Trinity, President Ogilby went to his summer cottage at Weekapaug, Rhode Island, for a few days of much-needed rest. On Saturday morning, August 7, while swimming, he went to the rescue of the Ogilby family maid, Mary F. O'Connor. A novice swimmer, she had suddenly found herself unable to reach shore. Ogilby supported her until help arrived, but the effort proved fatal. Stricken by a heart attack, he collapsed and died before he could be taken ashore.¹ Ogilby's death was a tragic loss to the College, especially so in the face of the uncertainties brought on by a nation at war. The Board of Trustees appointed as acting president Dr. Arthur H. Hughes, who had come to Trinity in 1935 as an Assistant Professor of German, and who had served as Dean of the College since the resignation of Professor Thurman L. Hood (English) (*III-1*) from that office in 1940.^{2†}

Hughes ably directed the College through a period of many challenges, especially the presence of the V-12 unit, which put a considerable strain on the physical plant. Superintendent of Grounds Lewis M. Wallace and his crew were constantly making repairs. Shortages of oil and coal brought on by government rationing caused the changeover from one type of fuel to another no fewer than five times during the winter of 1943-1944.³ Wartime travel restrictions were vexing as well, and had their effect upon the Trinity calendar. Commencement exercises were held at the end of each term, but the federal Office of Defense Transportation asked that the College not hold alumni reunions.⁴ Additional problems included a reduction in undergraduate enrollment as the V-12 program gradually contracted,^{5†} and the poor academic performance of the students, the result largely of inadequately prepared V-12 trainees.⁶

From 1943 until the end of the War, social life on campus turned away from Vernon Street and found its focus in the activities of the V-12 trainees. The fraternities discontinued pledging, and in an effort to assure their continuation, the Graduate Interfraternity Council established an organization known as Sword and Key. Undergraduate fraternity brothers who returned to the College after discharge from

military service automatically joined Sword and Key, as did new pledges whom the reactivated fraternities admitted on a quota basis beginning in February 1946.⁷ Undergraduate extracurricular organizations also became dormant as membership dwindled, but gradually revived after 1945.

From a financial perspective, the College weathered the war fairly well. The Navy's compensation was more than adequate, even allowing for the unusual wear and tear on buildings and grounds, and Trinity's distinctive Gothic architecture had provided an unexpected financial advantage. The federal government reimbursed the V-12 colleges for the use of academic buildings on a basis of cubic feet rather than square feet, and the high ceilings in Seabury and the chemistry building resulted in additional compensation of thousands of dollars. In addition, the alumni responded generously to the College's request for financial assistance. Despite the confiscatory wartime federal income tax, which threatened to end the support the Ogilby administration had depended upon to balance budgets regularly, a well-organized campaign put the Alumni Fund on a firm footing and made it an indispensable source of income.⁸

A New Administration and Postwar Expansion

Acting President Hughes had been so successful in dealing with a range of vexing problems that many thought and hoped he would become the permanent head of the College. However, in June 1944, after an intensive search, the Trustees selected George Keith Funston '32, who was then serving in the U. S. Navy with the rank of Lieutenant Commander (*III-2*). Having spent most of his youth in South Dakota, Funston had worked his way through Trinity, earning election to Phi Beta Kappa and graduating with honors in history. He then entered the Harvard Graduate School of Business Administration, and upon graduation in 1934, advanced rapidly in his business career, serving by 1940 as sales planning director for Sylvania Electric Products Company in New York. In his wartime government service he was special assistant to Donald M. Nelson, Chairman of the War Production Board, and then, as an officer in the Naval Reserve (*III-3*), he served in the Industrial Readjustment Branch of the Office of Procurement and Material.^{9†}

The selection of one so young, without teaching or administrative experience in higher education, raised many eyebrows among the alumni and in the Hartford community. The selection was certainly unusual, but it was in the vanguard of the movement away from recruiting college and university presidents from the ranks of clergymen and academics exclusively. During the last half of the 20th century, it would become increasingly commonplace for institutions of higher learning to draw their presidents from both business and the military.

Although the president-elect was able to make a few brief visits to the campus,¹⁰ it was not until his discharge from the Navy in the fall of 1945 that he moved to Hartford. Funston's inauguration took place on February 22, 1946, and in keeping with such occasions at Trinity, it was a colorful academic ceremony (*III-4*). Delegates were pre-

sent from 67 academic institutions, including Harvard and Hartford Junior College. Funston's friend, the Rt. Rev. Conrad H. Gesner '23, Bishop Coadjutor of the Diocese of South Dakota, pronounced the invocation and benediction. There were greetings from the faculty, the alumni, and the undergraduate body, an address by President Victor L. Butterfield of Wesleyan University, and the conferring of honorary degrees upon the three principal participants in the inauguration ceremony: President Butterfield (L.H.D.), Bishop Gesner (D.D.), and Wallace B. Donham (LL.D.), Professor of Administration at the Graduate School of Business Administration of Harvard University, who conveyed greetings from the educational institutions of New England.¹¹

In his address accepting the presidency, Funston outlined his policy for the administration of the College. Confident in his sense of purpose, and with a clear vision of Trinity as it then was and of what it could become, Funston also reflected a widespread view in academe that the experience of World War II had strengthened the importance of higher education in national affairs. As David D. Henry, a historian of higher education, has observed, "academic men of science had been heavily involved in bringing about the harnessing of atomic energy. Many faculty members had served in important wartime posts for the government and for business, industry, and civic affairs related to the war effort. The campuses [including Trinity] had been given recognition as an important segment of war training . . . , [and] widespread approbation of higher education in view of its response to the veterans' needs . . ." was also an important factor.¹²

Funston made it clear to his audience that his intention was to pursue new initiatives that would build on the solid foundation of the College's past. Trinity would "remain a privately endowed liberal arts college for men," and all "energies and resources therefore must be devoted to the purpose of making Trinity the *best* possible liberal arts college for men." It would neither become a university nor adopt coeducation, and would remain small. In the foreseeable future there would be no more than 575 students, and the institution would retain its focus as a "personal college." Teaching would be the primary function of the faculty, but the College would encourage research "to enrich and stimulate the powers of each instructor as a teacher." By appointing a full-time chaplain, Trinity would seek to cultivate each student's spiritual growth, and strive to have religion make "a persuasive impact on as many students as possible—irrespective of their faith." The College also would serve the Hartford community. Trinity would continue to admit young men from Hartford as undergraduates, would expand the extension and summer school programs, and "try to take an even greater interest in the life and activities of the community." Every effort would be made to encourage undergraduate extracurricular activities, and to foster fraternity life—only, however, with the understanding that "the College comes first, and the fraternities second." The athletic program would remain unchanged, the intercollegiate athletic calendar would "schedule colleges of our own size and type," and intramural sports would receive more support. There would be no return to "nor-

malcy" or "the good old days," and Trinity would maintain its "position as one of the nation's finest small colleges," and try to improve it (III-5).^{13†}

Even before President Funston had formally taken office, developments occurred that more than guaranteed there would be no return to prewar days, and that swept away his suggested limit of 575 as the size of the undergraduate body. In June 1944, the Servicemen's Readjustment Act, popularly known as the "G. I. Bill of Rights," became public law, enabling veterans to pursue their educations at government expense. The G. I. Bill made widespread the expectation of attending college. Whereas estimates at the time the legislation was under consideration suggested that as many as 800,000 veterans would avail themselves of the opportunity, eventually more than 2,000,000 veterans enrolled at colleges and universities under its provisions.¹⁴ Veterans received from 12 to 48 months of training benefits, which included tuition, fees, books, and supplies up to a maximum of \$500 per academic year, as well as a monthly subsistence allowance. Training had to begin within four years following discharge from service, and veterans could draw benefits for a period of up to nine years.¹⁵ These benefits were "portable" in the sense that they would support an education at any accredited institution to which the veteran successfully gained admission. The legislation also safeguarded a college or university from governmental influence in its affairs.¹⁶

The G. I. Bill had a profound impact on higher education and on society in general. It demonstrated to young people "that college was possible for anyone with the requisite ability," and was a force in democratizing colleges and universities.¹⁷ The Bill also honored veterans for their services, helped increase the number of educated citizens, prevented unemployment for many veterans (a serious problem in the aftermath of World War I), and supported the development and growth of educational institutions.¹⁸ Other effects included: the perception by nonveteran youth that higher education offered improved career opportunities for themselves as well as for veterans; the establishment of a precedent for federal assistance in the realm of higher education with a minimum of federal control, not only for aid to students in general but by extension in later years to the economically disadvantaged; alteration in the tone of campus life that brought about the inclusion of older students, many of whom were married and were starting families; and the growth of campus counseling and career advisory services.¹⁹

For Trinity, the G. I. Bill had a long-term benefit. Thomas A. Smith '44, Hon. '88, for many years the Vice President of the College, once observed that the opportunity veterans had to pursue their education at small liberal arts institutions like Trinity translated into enhanced educational aspirations for their sons and daughters, who were likely, in seeking admission to colleges and universities, to include Trinity in their considerations if their fathers had attended the College as veterans.^{20†} In the immediate aftermath of the war, however, the presence of veterans transformed Trinity, and applicants for admission sought copies of the *Catalogue* in such numbers

that, according to Arthur H. Hughes, they soon became as rare as Gutenberg Bibles!²¹

The deluge of enrollment by veterans occurred in the fall of 1946, when 799 undergraduates from 26 states, the District of Columbia, and two foreign countries descended upon the campus. Three-quarters of them were veterans, as were many of the students in the extension school program.²² Such a large enrollment was far more than the projected 575, and instructional facilities were pressed to the limit. Although there was a requirement that married students had to live off-campus, the College nonetheless encountered difficulties in providing living accommodations for the single students.²³ In 1946, the Hartford Foundation for Public Giving granted Trinity \$25,000 "to relieve the unusual financial stress placed upon the College by the return of veterans under the G. I. Bill." The Foundation's gift received wide publicity, and both the College and the Foundation believed that this "seed money" resulted in other gifts, especially several sizeable sums from corporations in the community.²⁴

The College found it necessary to remain on a year-round schedule, and functioned almost around-the-clock. Summer school, running from Commencement almost to the opening of the fall term, helped advance the pace of studies. The greatest pressures, however, came during the regular terms. Classes began at 8:00 in the morning and continued until 9:45 in the evening.²⁵ An expansion of the offerings of the Extension Division (called the Twilight Program) enabled an additional 100 students to study full-time.²⁶ These figures dramatically exceeded Trinity's prewar average enrollments, and were substantially in excess of "an estimated average [postwar] enrollment increase of 50 percent in all colleges and universities in the nation." As President Funston noted at the time, Trinity was "*contributing more than its share* in the greatest task ever undertaken by higher education."²⁷ To meet such an extraordinary demand, the College appointed 19 new full-time faculty members, and recruited 15 part-time instructors from the Hartford community to teach elementary courses in the various departments.²⁸ Despite such pressure of numbers, President Funston reported that classes averaged the traditional 20 men each, and that Trinity could still, "with a clear conscience," call itself "The Personal College."²⁹

By the 1947-1948 academic year, the student list came to a total of 857 undergraduates,³⁰ and rose slightly in 1948-1949 to 885, not including 16 graduate students.³¹ An additional 398 students taking one or more courses that year in the Twilight Program³² brought the total to 1,283. The fact that just over 400 of that total enrollment were veterans (the smallest number since the end of the War), suggested that the "G. I. bulge" had passed its peak, thereby prompting newly appointed Dean of Students Joseph C. Clarke to predict that enrollments would shrink in a year or two to 650 or 700.³³

The G. I. boom, the increased popularity of Trinity among nonveterans, and the need for a general administrative reorganization of the institution resulted in the creation of new offices and several important appointments to the staff. As President Funston observed later in his last official report, there were so many initiatives to carry

out in his program for the College that "it was obvious that no one person could carry it forward. And so began the endeavor to transform Trinity from what had been a magnificent 'one man' organization to a many man administrative team. Young men were brought in—even today [1951] the average age of the administrative officers is only thirty-nine. Six new offices, Chaplain,^{34†} Dean of Students, Property Manager, Placement, Public Relations, and Publications were established. The offices of Alumni, Admissions, Extension, Summer School, Dean and the Treasurer were overhauled. Despite this expansion, administrative costs percentage wise did not exceed those of other well managed institutions. Trinity was modernizing its administrative set-up and catching up with the most progressive of its sisters. The responsible officer was encouraged to run his own show, subject to written policies and procedures which he drew up . . . The aim was to have the administrative officers operate on their own with their decisions based on policy and not on whim."³⁵

Much of the administrative reorganization concerned students. Traditionally, admission to Trinity had been the concern of the Dean and a six-man Faculty Committee on Admissions. With the increased numbers of applicants for places in the freshman class in 1945, however, it was necessary to create an Admissions Office to process the applications.³⁶ Likewise, the mountains of paperwork which the G. I. Bill entailed necessitated the creation in 1946 of a temporary administrative position of Veterans and Career Counselor³⁷ to assume Trinity's part in the Greater Hartford Veterans Service Center which had been established in 1944.³⁸ The creation of other administrative offices followed in rapid succession, among them a Placement Office, which, under the capable direction of John F. Butler '33 (III-6), assumed responsibilities formerly assigned to the Dean, specifically, job placement and career advising in general;³⁹ an Office of College Publications, under John A. Mason '34 (III-7), which included editorship of the *Trinity College Bulletin*; and an Office of Public Relations, with Robert M. Bishop M '55 (III-8) at its head.⁴⁰ The College's administrative organization clearly had come a long way from the time when President Ogilby could direct the affairs of the institution through an open window of Williams Memorial.

Partly out of necessity, but also out of choice, Trinity quickly became a larger college, far surpassing the conservative prediction President Funston had made at the time of his inauguration. As the enrollment of veterans declined there was an increase in the number of young men of college age seeking admission. The decline in numbers Dean Clarke had anticipated never occurred. By 1949-1950, the undergraduate body stood at 919,⁴¹ and although the following year the enrollment dropped to 887,⁴² in 1951-1952, it increased to 924.⁴³ The College had gone considerably beyond what the Trinity family had traditionally regarded as a "small college."

Many alumni favored the College's expansion, and an alumni survey in 1945 had revealed that the majority favored a student body of about 700.⁴⁴ President Funston's observation the following year that the 927 full-time students enrolled in the fall of 1946 was "equal to 42 percent of all living Trinity graduates" undoubtedly startled

the advocates of a bigger Trinity.^{45†} Larger enrollments meant that the average age of the alumni would be quite low, with an anticipated adverse effect upon their ability to contribute to the Annual Fund. Simple computations also revealed that a more numerous student body would considerably lower the endowment per student, a factor generally used as a criterion in evaluating private colleges. Nevertheless, Trinity was well on the way to expansion, and alumni, trustees, and faculty accepted the challenge of making a bigger Trinity a better Trinity.

One such challenge was the College's physical plant, which was in desperate need of expansion. Many colleges and universities in the immediate postwar period found that their instructional facilities needed improvements and expansion that had been difficult to address during the Depression, and impossible to carry out while the country's efforts were devoted to national defense.⁴⁶ The generosity of Karl W. Hallden '09 (*III-9*) made possible the construction of a new engineering laboratory in 1946, as well as additions to the building in 1953 and 1958 (*III-10*). As noted later, Hallden's interest in putting engineering instruction at his alma mater on a firm and permanent footing prompted him to contribute other major gifts.⁴⁷ Alumni support of the 125th Anniversary Campaign also enabled work to proceed on Elton Hall dormitory (*III-11*) to provide additional housing for an expanding student body, and construction work to begin on a field house, a much-needed adjunct to the antiquated Alumni Hall. The Trustees had initiated the campaign in January 1947, with the objective of raising \$1.5 million by June 30, 1948, during Trinity's 125th year. The funds sought were targeted for enlarging the endowment and increasing scholarship assistance, as well as building the dormitory, the field house, and a northerly extension of Williams Memorial which would provide additional space for the library.⁴⁸ The College soon determined that the solution to the library's pressing needs lay in building an entirely new facility. Abandoning the idea of an addition, the Trustees sought to secure the necessary funds. Eventually, the combination of designated contributions to the Anniversary Campaign and other gifts to the College, including a major grant of \$650,000 (with a subsequent additional gift of \$167,000) from Paul W. Mellon's Old Dominion Foundation, enabled construction of a new library to proceed. On November 11, 1950, President Funston broke ground for the structure just east of the chemistry building. The four floors of the library would have capacity for 500,000 volumes and study space for 325 students.^{49†}

The enthusiastic way in which alumni and friends of the College supported the fund-raising drive contributed to the excitement surrounding the observance of the 125th anniversary of Trinity's chartering (*III-12*). Festivities began on Charter Day, May 16, 1948, which, coincidentally, was Whitsunday. The morning featured a festival service in the Chapel and the blessing of a window in the Chapel of Perfect Friendship in memory of President Ogilby, commemorating his long-standing friendship with the Rt. Rev. Charles H. Brent. In the afternoon, delegates from colleges, universities, and various institutions and organizations joined the Trinity community and

the public to hear Dr. Charles Seymour, president of Yale University, and President Funston deliver addresses, and to witness the conferral of honorary degrees on four alumni: Horace R. Bassford '10 (M.S.), a distinguished actuary and insurance executive; Karl W. Hallden '09 (M.S.), industrialist and benefactor of the College; the Rev. Francis B. Creamer '23 (D.D.), the festival service preacher; and the Rt. Rev. Lauriston L. Scaife '31 (D.D.), Bishop of Western New York.⁵⁰ The anniversary festivities carried over to Commencement Weekend and the 125th Alumni Reunion, June 18 through 21. On Class Day, June 19, Funston electrified the alumni in attendance with the announcement that the 125th Anniversary Campaign had fully achieved its goal. Alumni support of the campaign was spectacular with 66 percent of Trinity graduates contributing. Later in the afternoon, the president laid the cornerstones for Elton Hall, the dormitory named for the late John P. Elton '88, a trustee for 33 years who had died the previous March, and the Memorial Field House, commemorating the 70 Trinity men who gave their lives in World War II (*III-13*).^{51†}

The undergraduates found a bigger Trinity to their liking, and in the aftermath of World War II, the return of intercollegiate sports and the revival of social life on campus fostered student spirit. The College's athletic program remained essentially what it had been during the later Ogilby years, with most of the coaching under the personal direction of Raymond Oosting, Daniel E. Jessee, and Joseph C. Clarke. Returning veterans had an unexpected and positive effect on Trinity sports. Many young men who had left the College for military service after their freshman or sophomore year returned to complete their studies. Most of the veterans were in their early to mid-20s, and wartime experience had hardened them physically. They helped achieve winning seasons in several sports, and manned Jessee's victorious baseball and football teams in the late 1940s, including the undefeated football team of 1949 (*III-14*, *III-15*). Such successes set the stage for the following generation of Trinity athletes who also were victorious, including the members of Raymond Oosting's basketball teams, who compiled a 43-14 record during 1950-1952 (*III-16*).⁵²

Several Trinity students enjoyed stellar athletic careers during the later years of Funston's presidency. William J. Goralski '52, M '55 (*III-17*) dominated the baseball diamond and the gridiron until he suffered a severe injury in the 1951 football game with Wesleyan. Although at the time it was thought he would never walk again, Goralski's college mates assisted in raising thousands of dollars to help pay for his extended hospitalization. Wesleyan students and faculty also contributed generously, and after a long convalescence, he graduated in 1953.^{53†} On the basketball court, Edward T. (Red) Faber '48, and Bruno Chistolini, Walter R. Novak, and Charles J. Wrinn, all Class of 1953, were outstanding performers.

Although President Funston had made it clear at the beginning of his administration that he did not consider victorious athletic teams a measure of collegiate greatness, he was not indifferent to the importance of intercollegiate sports competition. Not an athlete himself, he had nonetheless been manager of the Trinity baseball team

during his undergraduate years. In Funston's charge to the Class of 1951 at Commencement, he noted with appreciation that "outstanding athletes among you have helped to produce Trinity's Golden Age of intercollegiate athletics," but deplored what he considered professionalism in collegiate competition, excoriating colleges and universities that "hired" athletes and thus defeated the very purpose of amateur sports.⁵⁴

Social life at this period centered primarily on the fraternities. The adoption of "deferred rushing" meant that undergraduates had to forego rushing and pledging until their sophomore year, thus enabling the chapters to enroll a larger percentage of members of the three upper classes than formerly. There were also two new fraternities. Undergraduates established a chapter of Theta Xi in 1948, and a year later, alumni of the defunct chapters of Phi Gamma Delta and Alpha Tau Kappa formed a local fraternity named Tau Alpha, which, in 1953, became a chapter of the national fraternity of Pi Kappa Alpha.⁵⁵ As the fraternities continued to be "the basic organization for social development of the individual,"⁵⁶ it was quite natural that the "neutrals" should have felt a lack of social facilities for nonfraternity men. Late in 1948, a number of independents, with the assistance of Dean Clarke, organized the Brownell Club as a social organization. In 1949, the Club gained representation in the Student Senate, and in 1950, established a room in the Campus Cottage, the old dining structure once known as Stickney Hall that stood on the present site of McCook Hall.⁵⁷

The late 1940s saw considerable change in the religious life of the College. In his inaugural address, President Funston had promised that the Episcopalian tradition of the College would receive new emphasis, and at the same time, the religious program at Trinity would make more provision for faiths other than the Anglican. Even during President Ogilby's administration, there had been ecumenical gestures, particularly to the Roman Catholics. Early in the war years, as news of Trinity alumni casualties reached the campus, families of alumni had asked Ogilby's permission to hold memorial services in the Chapel, and as an increasing number of Roman Catholics had sought the privilege, Ogilby requested the Most Reverend Maurice F. McAuliffe, Hon. D. D. '35, Bishop of the Roman Catholic Diocese of Hartford, to consecrate the Crypt Chapel altar for masses according to the Roman rite. With the arrival on campus of the V-12 trainees, it quickly became clear that they were predominately of the Roman Catholic faith, and that the largest bloc of trainees had transferred from Providence College, an institution under the direction of the Dominican Fathers. With Roman Catholic masses being said almost daily, and with a full schedule of Sunday morning services, Acting President Hughes asked Bishop McAuliffe to consecrate the Chapel's high altar. The regular services for the College's civilian students were, for a while, transferred to the Crypt Chapel or scheduled for late morning weekday hours.⁵⁸

The death of President Ogilby deprived the Chapel of an Episcopal priest in charge. During the War, the Rev. Dr. Arthur Adams (the College Librarian) (*III-18*) and several members of the faculty and administration who were licensed lay-readers

conducted the regular civilian undergraduate chapel services.^{59†} The Rev. Dr. Kenneth W. Cameron (*III-19*) assisted as well upon his appointment in 1946 to the faculty in English. Something more than this, however, was necessary if Trinity were to continue to emphasize its Episcopal heritage and provide for the spiritual welfare of all students. Central to President Funston's thinking regarding the College's spiritual life was the idea of appointing a chaplain who would be responsible for directing religious activities on campus. Following President Ogilby's death, a series of short-lived committees had attempted to define the role of chaplain in an institution such as Trinity. Consensus favored a priest of the Episcopal Church who could assume faculty rank, and who would conduct the regular chapel services, preach on Sunday, counsel students, and teach one or two courses in religion to supplement Professor Adams's course on the history of religion. There was no thought at this time of establishing a department of religion or a religion major.⁶⁰

As news of the plans for a Trinity chaplaincy reached the ecclesiastical world, literally dozens of clergymen expressed interest in the post. Several received invitations to visit the College, and it soon became clear that the position would not be an easy one to fill. Candidates who had scholarly ambitions seemed to feel that pastoral responsibilities should be secondary to teaching, and those who believed in the primacy of their calling as priests seemed to have little inclination toward the academic life. Ultimately, in 1946, the College appointed as its first chaplain the Rev. Gerald B. O'Grady, Jr. (*III-20*), a graduate of Williams College and the Episcopal Theological Seminary in Cambridge, Massachusetts.⁶¹ Fully aware of the problems involved in serving a constituency of considerable diversity, O'Grady soon developed a broad-gauge approach which he called "Maximum Ecumenicity." It incorporated respect for the doctrines and practices of the various Christian denominations, and at the same time, allowed him to demonstrate the distinctiveness of his own communion.^{62†} Despite his concern that chapel practices at Trinity should not offend those of faiths other than the Anglican, O'Grady felt a definite obligation toward the Episcopalians, who then constituted roughly 40 percent of the student body. Consequently, he made a point of hearing confessions and reserving the Sacrament in the Crypt Chapel, in addition to serving as faculty sponsor of the Canterbury Club for Episcopalian students.⁶³

Chaplain O'Grady quickly assumed the teaching duties for which his position at the College called, offering courses in Old and New Testament, Christian Thought, and Christian Ethics.⁶⁴ The remainder of his time was given over to counseling, regular pastoral duties, confirmation classes in anticipation of the Bishop of Connecticut's annual visitation, and the schedule of chapel services. The latter was quite demanding, and in the academic year of 1947-1948 alone, for example, 422 services were conducted. Student attendance, reflecting the chapel requirement, came to 30,142.^{65†} Non-Episcopalians, as well, participated in the religious life of the College. Active chapters of the Protestant Fellowship, the Hillel Society (Jewish), and the Newman Club (Roman Catholic) were established with external advisers, and these

three groups soon joined with the Canterbury Club (Episcopalian) to form the Trinity College Interfaith Council.^{66†}

The College Regains its National Character

It was during the Funston administration, also, that Trinity's student body fully regained the national character it had displayed in the late 19th century. The number of students from the Greater Hartford area had declined as a percentage of the increasingly larger classes, and for the academic year of 1950-1951, as represented in the Class of 1954, stood at 21 percent compared with the prewar average of 48 percent. For the rest of New England there was a small decrease from a prewar average of 20 percent to 17 percent, while enrollment for the Middle Atlantic region rose strongly from an average of 25 percent to 42 percent. The College registered smaller gains for the South, with four percent compared to the prewar average of two percent, and for the Middle West, with 15 percent compared to the prewar average of five percent.⁶⁷

Trinity's increased footing in the Middle West resulted from the creation of the Illinois Scholarship Program, formally known as Scholarships for Illinois Residents, Inc. This great benefit to the College came largely through the efforts of Martin W. Clement '01, Trinity trustee from 1930 to 1965, and president of the Pennsylvania Railroad. Clement had been responsible for raising a major portion of the money for the chemistry building during the 1930s, having turned to his Chicago businessman-friend, Walter P. Murphy, known at the time only as the "anonymous donor." President of a major manufacturer of railway equipment, Murphy had received an honorary M. A. degree from the College in 1933, and at Clement's urging, had supported a variety of charitable programs. Before his death in 1942, Murphy had established a foundation to aid nonprofit institutions in Illinois, and he intended that all of his charitable contributions be made through the foundation. In the late 1940s, Clement and President Funston approached the Foundation seeking support for the new field house. The Foundation's attorneys insisted that it would be difficult, if not impossible, under Illinois law, to transfer Foundation money from Illinois to projects in other states.

Realizing that support for the field house was a lost cause but sensing also that the Foundation really wanted to do something for Trinity, Funston suggested the establishment of a separately incorporated Illinois organization that would endow scholarships for Illinois students interested in attending Trinity. The suggestion resulted in the creation under Illinois law of Scholarships for Illinois Residents, Inc., and today all members and directors of the corporation are Trinity alumni or officers of the College. The Walter P. Murphy Foundation made initial grants of \$200,000 and \$100,000 to Scholarships for Illinois Residents, Inc. in 1947. An additional and final grant of \$500,000 came in 1951. The first group of Illinois Scholars arrived in the fall of 1948 as part of the Class of 1952, and since then each class has averaged from one to ten Scholars. By 1997, the 50th anniversary of its establishment, the Illinois

Scholarship Program had enabled over 300 students to attend Trinity.^{68†}

The increasing interest in the College and its academic program began to suggest that a bigger Trinity really *had* become a better Trinity. There was a growing pool of applicants from which to draw, and the selection process for each freshman class was more rigorous than ever before. To address the problem of "dropouts" who were traditionally first-year students, Trinity adopted a Freshman Advisory Program which reduced attrition in the freshman class from the customary ten percent to one percent by 1950.⁶⁹

Confidence in the College and the prospect of continued success under the Funston administration prompted the Trustees in 1950 to undertake a fund-raising campaign with an extraordinarily ambitious goal of raising \$7.5 million over a period of 10 years.⁷⁰ Known as the "Mainstream Fund," its purpose, according to President Funston, was to keep the College "in the mainstream of American higher education by providing resources (a) to fortify the College's present position, (b) to provide for present deficiencies, and (c) to improve its present services."⁷¹ Specifically, the aim was to add \$2.5 million for instructional purposes, \$1.5 million for scholarships, \$1.5 million for general purposes, and \$2 million for buildings, including a student center, additional dormitories, and the new library, the construction of which was then about to begin.⁷²

The College had hardly announced the campaign when war broke out in Korea. In June 1950, troops from Communist North Korea invaded the Republic of Korea, and the United States, under the auspices of the United Nations, came to the aid of the invaded nation. Although President Harry Truman insisted that American involvement was merely a "police action," the United States was once more involved in war, albeit still on a relatively small scale. Once again, the College faced the possibility of universal conscription and the exodus of a large portion of the student body.⁷³ Such disruptions, however, never became a reality nor was there a wave of apprehension on the part of any segment of the Trinity community. During the summer of 1951, a lengthened summer school session of 12 weeks allowed students to complete a regular academic term within that time. The College was prepared to offer a full semester of summer study, President Funston explained, "until the current uncertainties on military manpower policies are resolved by Congress."⁷⁴ Fortunately, the Mainstream Campaign, which Funston characterized as "a long term, not intensive drive for funds," did not fall victim to hostilities overseas. By July 1951, the Campaign had reached the two million-dollar mark, just over a quarter of its 10-year goal, and would be absorbed into subsequent fund-raising efforts.⁷⁵

Trinity's academic program came under close scrutiny during the Funston years, and the resulting revision of the curriculum strengthened the rapidly growing institution. One outcome of the establishment in 1941 of new undergraduate degree requirements had been the creation of a standing committee of the faculty on the B.A. degree. Charged with the responsibility of a long-term comprehensive review of the curriculum, the Committee on the B.A. Degree consisted of professors Blanchard W.



Figure III-1

Portrait of Professor of English Thurman L. Hood by Mark Rainsford, Class of 1941



Hartford Courant

Figure III-2

Acting President Arthur H. Hughes (left) with President-elect G. Keith Funston, Class of 1932



Harris & Ewing

Figure III-3

G. Keith Funston, Class of 1932, Hon. LL.D., 1962



RECIPIENTS OF HONORARY DEGREES

*Victor L. Butterfield, G. Keith Funston, The Rt. Rev. Conrad H. Gesner,
Wallace B. Donham*

Figure III-4

Recipients of honorary degrees at the inauguration of President Funston - February 22, 1946



Arrow Commercial Photo Service

Figure III-5
Aerial view of the College, circa 1946



Figure III-6
John F. Butler, Class of 1933



Figure III-7
John A. Mason, Class of 1934 (right), with Mrs. Mason and their son, John A. Mason, Jr., Class of 1966, at Commencement



Figure III-8
Robert M. Bishop, M.A., 1955



Figure III-11
Elton Hall



Figure III-9
Karl W. Hallden, Class of 1909
(Hon. M.S., 1948; Hon. Sc.D., 1954)



Figure III-10
Hallden Engineering Laboratory

Peter Weidlein Photography

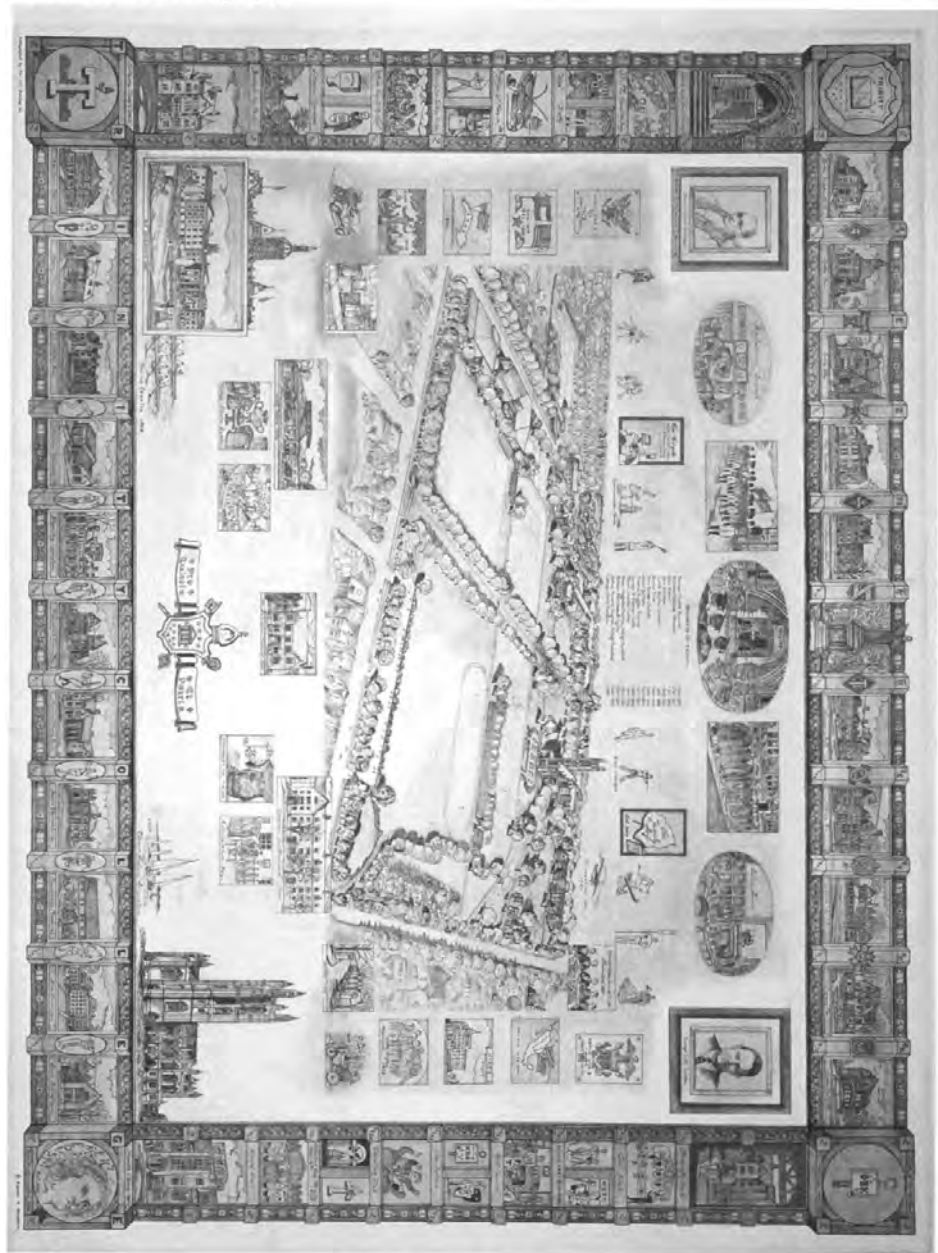


Figure III-12
The 125th
Anniversary
Cartograph created
by Raymond A.
Montgomery,
Class of 1925



Figure III-13

Cornerstone Ceremony for the Field House - June 19, 1948.

Left to right: A. Northey Jones (Class of 1917), Robert S. Morris (Class of 1916), Francis S. Murphy (Hon. M.A., 1947), and President Funston.

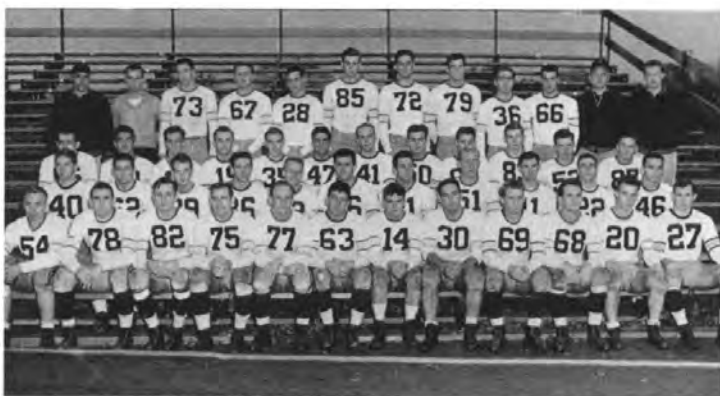


First Row, left to right: Coach Jessee; St. Pierre, R.; Del Mastro, H.; Lawlor, B.; Ludorf, E.; Chistolini, B.; Goralski, W. Second Row: Drew-Bear, R.; Parsons, F.; Gagne, R.; Naud, T.; Lauffer, W.;

DePatie, T.; Wrinn, C.; Yeomans, R. Third Row: Vogel, F.; O'Brien, R.; Pro, F.; Smith, D.; Auguston, A.; McCrehan, R.; Burton, J.; Dickinson, R.

Figure III-14

The 1951 Baseball Team



Undefeated - Untied

1st row. Minton, Simoni, Pitkin, DePaulis, Sherman, Mc'Donnell, Coronan, Capt. Hall, J. Frousdale, B. Frousdale, Barrow, Ehlen,
 2nd row. Hoisington, C. Smith, Garrison, Naud, Pickett, Mc'Kelvie, Ludorf, Obery, DeRatle, Vibert, French, Berrabo, Nakaso,
 Goralski, Newton, Head, Magnoli, Eames, Wentworth, Hunter, O'Brien, Sawyer, Hutnick,
 3rd row. Asst. Coach Parks, Mgr. MacKesson, Nicholson, Rathbone, Lawlor, Aiken, Walker, Kulas, Gannon,
 Alern, Coach Jesse, Asst. Coach Christ.

Figure III-15
 The 1949 Football Team

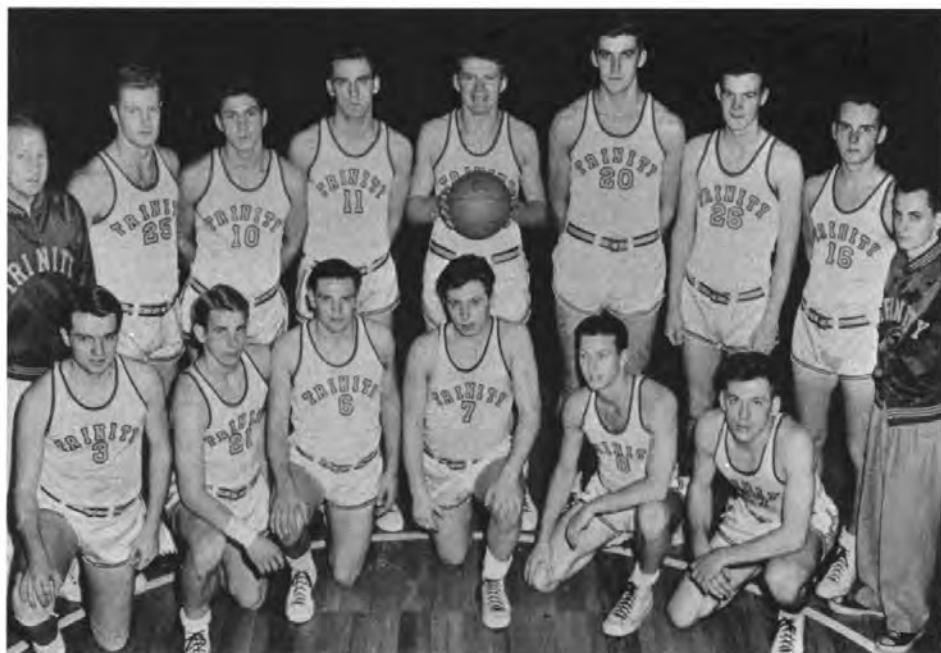


Figure III-16
 The 1952 Basketball Team

First row (left to right): Donald G. Paris, Donald F. Johnston, Bruno A. Chistolini, Walter R. Novak, L. Chandler Pratt, David K. Floyd. Second row (left to right): Coach Raymond Oosting, Albert L. Smith, Jr., Charles D. Mazurek, Charles J. Wrinn, David R. Smith, Robert C. Downs, Arthur S. Rathbun, Jr., Robert M. Whitbread, Gerald A. Whitmarsh (Manager).



Figure III-17

No.15 in motion: William J. Goralski, Class of 1952, M.A., 1955



Figure III-18

*Portrait of the Rev. Dr. Arthur
(Putty) Adams, the College Librarian,
by Mark Rainsford, Class of 1941*



Figure III-19

*Associate Professor of English
Kenneth W. Cameron*

Means (Philosophy) as chair, James A. Notopoulos (Greek), Edward D. Myers (Linguistics), and Morse S. Allen (English). In January 1942, the Committee delivered a preliminary report to the Trustees and the faculty, but wartime adjustments at the College delayed consideration of its findings. By April 1944, however, the Committee had released a revised and considerably expanded version of the report that contained an extensive discussion of "The Idea of Liberal Education" as well as a number of recommendations for faculty review.⁷⁶ The Committee considered its report an "attempt to define the ideals and cultural goals of liberal education."⁷⁷ Similar soul-searching was then underway at other institutions, including Harvard, Yale, Princeton, Amherst, and Wesleyan, and the Committee noted with satisfaction that it was in the forefront of such efforts that resulted from the atmosphere of change the war engendered. The best-known and perhaps most influential study of its kind was the "Harvard Report" (*General Education in a Free Society*) issued in 1945, which concerned the broader societal implications of education, and the need for "general education" requirements and an integrating or unifying principle for electives in college curricula.⁷⁸

The working definition of a liberal education which the Committee on the B.A. Degree adopted was "the development of those powers of a man which are peculiar to man, and common to all men. This excludes special skills, and includes the capacities of reason, imagination, and communication, as the means to knowledge, judgment and character. These general qualities can be strengthened and enriched by training, and training which has this avowed purpose is called liberal education."⁷⁹ The report reaffirmed the establishment three years earlier of the general, majors, and honors divisions for the B.A. degree, and made several recommendations, among them the creation of two basic courses in religion: "The Hebraic Sources of Christianity," and "The Beginnings of Christianity." Another recommendation involved substituting two options for the previously revised general classical and foreign language requirement: the completion of first-year Greek or Latin, *or* completion of the linguistics course, a new classical humanities course, and either a third year of French or a third year of German.⁸⁰ The faculty deferred consideration of the report until the Trustees had appointed a new president.

Soon after President Funston's inauguration, the faculty began a thorough review of the curriculum, and took up the 1944 report of the Committee on the B.A. Degree. Contributing to the process were the responses to a lengthy questionnaire that the College had sent to the alumni in late 1944 at the request of Acting President Hughes and the Joint Committee of Faculty and Trustees. Designed to elicit the views of alumni on a wide range of issues, including the curriculum, the College's administration, the Chapel, physical education and competitive sports, and alumni relations, the questionnaire would prove useful in helping Trinity make a successful transition to peacetime. Of the 3,600 questionnaires the College sent, there were 450 responses, a good yield in view of the many alumni then in military service. In regard to the cur-

riculum, the majority of responses affirmed the previous elimination of the Latin and Greek requirement for the B.A. degree, and many alumni called for increased emphasis on modern languages and science.⁸¹

Effective with the 1946-1947 academic year, the faculty supplemented the requirements for B.A. degree candidates not wishing to study Latin or Greek with three new courses in classical civilization: classical humanities, Roman law, and mythology.⁸² The pace of revision increased in March 1948, with the elimination of the "general division" for the B.A. degree, and the designation of the remaining divisions as the "B.A. Degree with Majors" and the "B.A. Degree with Honors."⁸³ Subsequently, on June 1, 1949, the faculty approved general changes in the curriculum as well as in the B.A. requirements in particular. The principal revisions involved foreign languages and mathematics. All candidates for admission to the class entering Trinity the following fall had to have a minimum of two years of secondary school language credits, and every undergraduate had to complete successfully one college course in a foreign language beyond the elementary level. The faculty also abolished the requirement that undergraduates pursuing the B.A. degree who elected to study modern languages rather than Latin or Greek complete the course in linguistics.⁸⁴

After Professor Myers left Trinity in 1945, the burden of teaching the linguistics course, known to students as "Latin X," had fallen upon Arthur H. Hughes. Following President Funston's arrival on campus, Hughes again served as Dean of the College in addition to teaching German. The course by then had the largest enrollment in the College and included many of the candidates for the B.A. degree. Believing that the popularity of the course could not last, and hoping that curricular revision would address the situation, Hughes refused to divide the class into sections and engage additional instructors. Instead, he enlisted the services of several capable upperclassmen to take roll, grade papers, and on occasion, lead discussions. Following its elimination as a requirement, the course continued as an elective under Professor Louis H. Naylor (Romance Languages), who changed its emphasis to "English word origins." Students found the course entertaining, and for several years it was offered each semester.⁸⁵ The English Department later absorbed it, and eventually the modern languages faculty developed a standard linguistics course.

Although no longer a requirement for the B.A. degree, Latin and Greek remained of considerable interest to some undergraduates. The study of both languages achieved a respectable enrollment level following the introduction in 1946 and 1947, respectively, of accelerated programs whereby students could take first-year Greek and Latin as six-hour courses during the fall semester. President Funston explained that the College had instituted the plan "to adjust college teaching to the decline of language in secondary schools." The basic assumption for Trinity, he added, was the "College's 124 years of strong classical tradition, and the belief that the classics would still be a force for contemporary civilization."⁸⁶ Eighteen men, 11 of them veterans, had begun Greek in the fall of 1947, and Funston noted that such enrollments "have

established New England's highest rate of students studying classical languages.⁸⁷

The action of the faculty in 1949 regarding the curriculum also resulted in a revision of the mathematics requirement. All undergraduates had to take a one-year course in analytical geometry and elementary calculus. Previously, candidates for the B.A. degree either needed to complete a minimum of one semester in mathematics, and then with special permission take six credit hours of one of several approved courses in astronomy, logic, statistics, and science, or, in special instances, substitute a full-year course in science. All of the regular introductory mathematics courses were demanding, and for many years thereafter, a number of students found it necessary to repeat the required course until they passed it, a special course in the summer school facilitating this rite of passage.⁸⁸ The faculty subsequently made minor modifications to the B.S. degree curriculum, and it was not until the late 1950s that curricular revision would once again become a central concern to the College.

Other curricular initiatives carried out during this period included the expansion of existing programs, the introduction of new disciplines, and the creation of new departments and majors. One important development was in engineering, a field of study that had been in the curriculum since the late 19th century and that incorporated a number of technical subjects. Since the turn of the century, under the direction of Professor Charles E. Rogers (*III-21*), the emphasis had been primarily on civil engineering, including surveying, bridge and railway engineering, and other topics devoted to rapidly developing metropolitan infrastructures across the country. In addition, an introduction to electrical engineering was available through the Physics Department. In the early 1940s, Professor Maurice E. Bates, who succeeded Rogers, developed engineering as a major, shifting the focus to mechanical engineering, which included the study of thermodynamics and heat power, fluid mechanics, and strength and elasticity of materials.^{89†} During the war, the engineering courses were essential to the V-12 program and thus they gained new importance. Following Bates's departure in 1943, the College appointed Harold J. Lockwood as Professor of Engineering (*III-22*). He had previously taught at Lafayette, Dartmouth, and Manhattan College, and was briefly involved with the wartime shipbuilding industry. Lockwood soon became determined to improve Trinity's engineering curriculum and the latter's relationship to the undergraduate curriculum in general.^{90†}

The V-12 program's requirement that trainees complete courses in descriptive geometry and engineering drawing made great demands upon Lockwood, so much so that the College engaged two local men, an architect and an engineer, to assist with instruction. Lockwood built on the curricular foundation Professor Bates had established, eliminating the theory of structures course and adding a course in applied mechanics. Several teaching assistants helped with instruction in the related physics courses under the leadership of Jarvis Professor of Physics (Emeritus) Henry A. Perkins, who had retired in 1942, but who resumed teaching following the sudden death in September 1943 of Jarvis Professor of Physics Arthur R. P. Wadlund '17.^{91†}

The Navy as well as the V-12 trainees recognized the high quality of the instruction Professor Lockwood and his associates offered, and a number of V-12 men either returned following the end of the War to complete their studies in Trinity's engineering program, or they pursued an engineering degree elsewhere.^{92†}

A major reason for strong postwar student interest in engineering at Trinity was the development in 1944 of a joint Liberal Arts-Engineering program with Rensselaer Polytechnic Institute in Troy, New York. Lockwood spearheaded the initiative with the assistance of Acting President Hughes, Professor Edward L. Troxell (Geology), and Vernon K. Kriebel, Scovill Professor of Chemistry. The joint venture allowed a Trinity student to spend three years in the College's engineering program and two years at Rensselaer, receive a Trinity B.S. after the first year at Troy, and a B.S. degree in engineering from R.P.I. at the end of the second. Students interested in the Trinity-R.P.I. program pursued a three-year pre-engineering course sequence, while those who wished to remain at the College for four years followed a track as an engineering major and received a B.S. degree rather than an engineering degree. Lockwood's general strengthening of engineering at Trinity enabled undergraduates to balance the goals of a liberal arts education with basic professional training, and therein lay the innovative nature of the program. His intent was to have engineering students include in their studies as many liberal arts courses as they could within the constraints of the engineering curriculum.⁹³

The Trinity-R.P.I. combined degree program attracted national attention but the concept was not original with Trinity. There had existed for some time an arrangement whereby students at such New England colleges as Williams and Wesleyan could register for their senior year at the Massachusetts Institute of Technology and receive both a B.A. and an engineering degree after five years of study. The Trinity-R.P.I. arrangement, however, helped make combined liberal arts-professional studies a part of the American college scene, and was so successful that R.P.I. extended it to other colleges across the country. The relationship with Trinity led R.P.I. in 1955 to establish a graduate program that offered advanced educational opportunities in several fields for Hartford-area students. Located first in South Windsor, the program was later moved to downtown Hartford where it became known as the Hartford Graduate Center.

From the outset, the expansion of engineering in Trinity's curriculum received invaluable support from Karl W. Hallden '09 of Thomaston, Connecticut, a mechanical engineer, industrialist, inventor, patent-holder of the "flying shear" used in metal fabrication, and trustee of the College (*III-23*). As noted previously, he underwrote construction and subsequent enlargements of the Hallden Engineering Laboratory, and contributed generously in other ways to furthering the study of engineering at Trinity, eventually establishing the Hallden Professorship of Engineering. In recognition of his support, the College conferred on him an honorary Master of Science degree in 1948 and an honorary Doctor of Science degree in 1954.⁹⁴ Hallden's regard

for the Engineering Department and his generosity to the College sometimes assumed a distinctly personal character, the most unusual example being the annual party that he hosted for the graduating seniors in engineering. At first occurring on a small scale at his home, the parties soon became grand occasions held at a nearby country club, with a luncheon, toasts and endless speechmaking. As Arthur H. Hughes recalled: "Champagne flowed freely, starting about noon, and attitudes were altered and joviality was increased so that by the time all were seated for luncheon, the toasts, and the speechmaking met mostly receptive ears. One was expected to speak . . . it was generally late afternoon before the affair came to an end."⁹⁵

Not all innovations and improvements in the Trinity curriculum were, however, on the technological or scientific side. Both fine arts and music soon enjoyed enhanced status among the humanities disciplines during the Funston years, and in both cases the additions represented a culmination of alumni efforts, dating as far back as the 1920s, to diversify the curriculum. These developments came gradually and indirectly. President Ogilby's interest in architecture, his devotion to the carillon, and his ardent support of the Choir and Glee Club reflected a genuine interest in the arts, and he was totally receptive to the alumni idea that the arts should have greater importance in the life of the College. The Trustees, however, thought differently. For example, when the College's insurance agent suggested increasing the insured valuation on the College's oil paintings,⁹⁶ Ogilby reported that "It was the general feeling of the Trustees that, irrespective of the value of our paintings, they are not an integral part of our teaching equipment, as they would be in an Art School. In other words, the loss or damage of a particular picture would not mean that it would have to be replaced."⁹⁷

Such views on the part of the Board did not deter Ogilby, and in 1928 he engaged A. Everett Austin, Jr. (*III-24*) to teach a single course in art on an experimental basis. Austin had come to Hartford in 1927 as director of the Wadsworth Atheneum, and Ogilby later revealed that he had explored with the Atheneum's trustees the possibility that Austin "would have an opportunity to teach at Trinity."⁹⁸ The experimental course in art history was a great success. It continued under Austin and soon became one of the most popular courses among undergraduates, with a customary enrollment of 18 to 20 students.^{99†} The administration did all that it could to recognize the course as an integral part of the curriculum, and in 1930, the College conferred an honorary M.A. degree on Austin.¹⁰⁰ He soon added a second course, and in 1936, Howard T. Greenley '94, the College architect, developed a course in the history of architecture.¹⁰¹ With the appointment of John C. E. Taylor in 1941 as Instructor in Fine Arts, studio art took its place in the curriculum.¹⁰²

By this time, Ogilby was giving serious thought to plans for a fine arts building. Writing to the chairman of the Board of Fellows, he announced that he had "available a sketch for a Fine Arts building which some day should be added to our equipment. We could use a building with a small theater for the Jesters and the presentation of lectures in Fine Art at the gallery attached for exhibition purposes."¹⁰³ This effort soon

became a casualty of World War II. There was no place for art history or studio arts in the V-12 curriculum, and the civilian student body was insufficiently numerous to warrant their continuation. Taylor devoted his energies temporarily to V-12 course instruction, and Austin left Hartford in 1945 to direct the Ringling Museum in Sarasota, Florida.

Instruction in music, like the fine arts, also had a modest start at Trinity. In 1930, the College ended its reliance upon student organists for chapel services and engaged A. Tillman Merritt as Organist and Assistant Professor of Music. Trained at Harvard, Merritt taught two courses, both of them electives. One course focused on music appreciation with "illustrations" on "the piano and Victrola," and the other covered elementary music theory, "requiring some knowledge of piano."¹⁰⁴ Merritt's successor two years later was Clarence E. Watters, one of the country's foremost organists, and the leading American interpreter of the French composer and organist, Marcel Dupré.¹⁰⁵ Music also fell by the wayside during the V-12 years, and Professor Watters found himself in the unusual position of teaching Freshman English.

Both fine arts and music gained enhanced status in 1946 with the creation of a fine arts major which required four courses each in fine arts and music.¹⁰⁶ Additional course offerings further enriched the program in 1946-1947. Christopher V. Salmon, a visiting professor from Oxford University, offered a course in aesthetics, and in the spring semester, David Morton, the distinguished American poet, served as "Artist in Residence," giving readings of his own works, lecturing on the verse of Robert Frost, and meeting informally with student groups, as he put it, to "destroy some of the misconceptions which underlay . . . art in general."¹⁰⁷

For many years, the disciplines of history and political science had coexisted in a joint department. In the spring of 1948, the two areas of study parted company with the creation of a separate Government Department. Professor Laurence L. Barber, Jr. (III-25) became the new department's head, and Professor D. G. Brinton Thompson (III-26) became acting head of the History Department. A desire to effect the separation had been evident for several years prior to World War II, but in the late 1940s, it became clear that gradual changes in the subject matter of the two disciplines and a new emphasis on the importance of the study of political science in relation to the world scene made such a division necessary and timely. Students wishing to pursue government service as a career gained an advantage. In addition, Trinity's location in a metropolitan center that was also the seat of state government afforded an opportunity for case studies and facilitated the appearance on campus of government officials as guest lecturers. Courses offered covered such topics as political theory, modern political thought, comparative government, American national government, state and local government, constitutional law, and public administration.^{108†}

Another development with curricular overtones grew out of the establishment of an Air Force Reserve Officers' Training Corps unit at Trinity (III-27). Although the College's experience with the military had ended with the disbandment of the V-12

unit in 1945, the hundreds of veterans who attended Trinity had done much to keep the spirit of service alive. There was no serious antiwar agitation such as had disturbed many campuses following World War I, nor was there any real question of an undergraduate's responsibilities *Pro Patria*. President Funston, several administrators, and a considerable number of junior faculty had recently experienced military service, many of them as commissioned officers. In view of the large number of officers in World War II who were college-educated men rather than graduates of the service academies, many believed the citizen soldier, particularly one with a fundamental education in the liberal arts, could well serve the nation's military needs. Also, there were alumni who had served in the enlisted ranks, and felt that they had been at a disadvantage in matters of promotion compared to men who had attended colleges with Reserve Officers' Training Corps programs. The Trustees could find nothing in an officers' training program incompatible with the liberal arts. Indeed, the Trinity community generally favored implementing such a program.

Consequently, in the fall of 1948, Trinity established an R.O.T.C. program in conjunction with the training initiative of the recently formed U. S. Air Force. Air Force personnel offered ground training instruction in credit-bearing courses. The program was strictly elective, and all undergraduates were eligible, regardless of major. Continuation in the program beyond the sophomore year entailed service in the Air Force upon graduation. Junior and senior R.O.T.C. cadets received a small monthly stipend from the Air Force that helped many of them meet their college expenses.¹⁰⁹ The newly created U. S. Department of Defense assigned three officers and three noncommissioned officers to staff Trinity's unit. The three officers received appointment to the faculty, and Air Force Major William E. Taylor was in charge of the unit with full faculty rank as Professor of Military Science and Tactics.¹¹⁰ Also, in recognition of the College's affiliation with the program, President Funston was appointed to the Air Force's R.O.T.C. advisory committee, a group of civilian educators that included the presidents of Columbia University and the University of Pennsylvania.¹¹¹ The familiar blue uniform of the R.O.T.C. cadet was a fixture on campus for more than two decades until the early 1970s, when student interest declined because of an unfavorable perception of the military that became widespread in the face of the conflict in Vietnam and Cambodia. The College and the Air Force mutually agreed to discontinue the program.

One direct result of the establishment of the R.O.T.C. unit at Trinity was the organization of an official College band. As soon as the program began, the College engaged Merle Walker, a professional bandsman with many years of experience, to create an appropriate musical organization. Early in the fall of 1948, some 25 men were learning to play marches and other types of band music. Walker faced several obstacles, however. Many of the Trinity undergraduates came from preparatory schools and generally lacked the band experience at that time largely available only through public high school music programs. Also, some students, veterans in partic-

ular, who had once played an instrument had long since given it up, and others who wished to learn to play had no instrument available. Walker was willing to undertake personal instruction, provided instruments could be found. He thus appealed to the alumni to provide, new or used, "one pair cymbals, two B-Flat clarinets, one trumpet, one flute or piccolo, one Sousaphone or double B-Flat tuba, one alto horn, and one snare drum."^{112†} Trinity at last had a real band, one with full institutional support, which could play for R.O.T.C. functions, football games, and other College events. Certainly, Walker's band was a far cry from the Royal Egyptian Banjo Band and the Mandolin Club of the late 19th century.

Trinity's R.O.T.C. unit was formed just in time to participate in the dedication of the new Memorial Field House on February 12, 1949 (*III-28, III-29*). The building commemorated the 70 Trinity men who had given their lives in World War II, and the ceremony was one of military splendor. Brigadier General Archie J. Olds of the U. S. Air Force gave the principal address, and among the 1,500 persons in attendance were more than 100 Trinity R.O.T.C. cadets who marched in the procession, and 500 alumni who had seen wartime service. Rather than rely on Trinity's band, the Air Force arranged for the band from the Connecticut National Guard to provide music.^{113†}

The following year, two relics from the Civil War arrived on campus. At the urging of President Funston, the City of Hartford presented to the College two cannons from the main armament of the steam-powered sloop-of-war, the *U.S.S. Hartford*, Admiral David G. Farragut's flagship at the Battle of Mobile Bay in 1864, and on which he issued his famous order: "Damn the torpedoes, full speed ahead!" A memorial to the more than 100 Trinity men who served in the Union and Confederate forces, the cannons were placed behind the statue of Bishop Brownell, facing east, where they have remained (*III-30*). In 1994, the Navy League borrowed them for display at Groton, Connecticut in conjunction with the commissioning ceremonies for the second *U.S.S. Hartford*, an attack submarine. The League refurbished the cannons and mounted them on authentically designed carriages.^{114†}

Popular Lecturers and the "Full Professors"

One of President Funston's priorities was to expand the College's service to the Hartford community. Ways to accomplish this included broadening the extent of courses available in the evening and graduate programs, continuing the popular series of organ recitals Professor Clarence E. Watters and other concert artists were giving in the Chapel,^{115†} and increasing the number of public lectures by both regular and visiting faculty as well as outside speakers. One noteworthy lecturer during this period was Field Marshal Lord Wilson of Libya, a distinguished British military leader and head of the British Joint Staff Mission in Washington, D.C. During the War, Wilson had directed several successful campaigns, and in January 1944, he succeeded General Dwight D. Eisenhower as Supreme Allied Commander in the Mediterranean Theater. On November 20, 1946, Wilson discussed "The Strategic

and Military Importance of the Middle East," focusing on the Palestine question.¹¹⁶

The arrival in Hartford the previous spring of a distinguished British scholar set the stage for an extremely popular lecture program that substantially enhanced the place of the College in the community. Sir Alfred Zimmern, Hon. '47 (III-31), a retired Oxford University professor and founder of the Geneva School of International Studies, came to the city in 1946 to visit friends at the urging of Professor George B. Cooper (History), Hon. '83 (III-32). Zimmern was a charismatic figure, and soon gained a devoted following among Hartford's civic and intellectual leaders. As a result of several well-received public lectures that Zimmern gave in Hartford, the College invited him to join the faculty as a lecturer on international affairs.¹¹⁷ As Visiting Professor of International Relations for 1947-1948, Zimmern's responsibility was to conduct a seminar limited to 12 students in the fall, and present a series of public lectures throughout the academic year.¹¹⁸ Zimmern and a number of distinguished visitors alternated in giving the lectures fortnightly on Thursday evenings, and in this connection Zimmern gave the College the benefit of his wide circle of internationally known friends and acquaintances. Among those who appeared were Alexander Kerensky, the first president of the Russian Republic;¹¹⁹ Norman Cousins, editor of the *Saturday Review of Literature*;¹²⁰ Henry J. Cadbury, Professor of Biblical Literature at Harvard;¹²¹ Homer A. Thompson, Professor of Archaeology at the Institute for Advanced Study at Princeton; and Hanson W. Baldwin, Military Editor for the *New York Times*.¹²² The local radio stations WDRC and WCCC, and the Trinity student station, WRTC, broadcast several of the lectures, which were so popular that the Connecticut Company ran special buses from downtown Hartford to the Trinity campus on the appointed evenings.¹²³

The College renewed Zimmern's contract for the 1948-1949 academic year, a decision that the local press applauded as "a college contribution to the community life of Hartford."¹²⁴ Sir Alfred's presence also went far in spreading the word of Trinity College to the larger academic world. From time to time he lectured on other campuses, including the University of Virginia,¹²⁵ the University of Connecticut, and Wesleyan University.¹²⁶ Zimmern left Trinity at the end of the 1949 academic year, and later taught at American International College in Springfield, Massachusetts, and at The American University in Washington, D.C.¹²⁷ Fortunately, Trinity's lecture program did not end with Sir Alfred's departure, and the roster of distinguished lecturers during the fall of 1950, for example, included, among others, the poet Robert S. Hillyer, Henri M. Peyre, Sterling Professor of French at Yale, and Joyce Cary, the noted English novelist.¹²⁸ However, due to the pressure of his schedule, one invited lecturer, President Harry S. Truman, was unable to give the Commencement address in 1949.¹²⁹

Lectures at Trinity were not the sole province of distinguished visitors. Members of the faculty were speaking frequently before local civic, religious, and service organizations, and early in 1948, the College published a list of faculty speakers to increase awareness of their availability for public appearances.¹³⁰ Such activity helped foster

town-gown relations as did a program the College began early in 1948 to invite leaders of Hartford's business and professional community to the campus for discussions with undergraduates regarding vocational opportunities in their various fields and to meet with members of the senior class.¹³¹

The Trinity community in the late 1940s was becoming increasingly aware that changes were occurring in student interests, both academic and professional. As reflected in choice of major, the humanities were facing stiff competition from the social sciences and the sciences. In first place during 1948-1949 was economics with 120 majors, followed by general arts with 114, and in the sciences, engineering was in the lead with 79.¹³² A postcard survey of Trinity alumni, 1,200 of whom responded, yielded statistics about their occupations that many a turn-of-the-century alumnus would have found surprising. Careers in business and administration accounted for 57 percent; education, 11 percent; medicine and dentistry, 10 percent; law, 8 percent; the ministry, 7 percent; communications media, 6 percent; and other occupations, 1 percent.¹³³ Business as a vocation had totally replaced the traditional "learned professions"—law, medicine, and theology—a development remarkable for graduates of a college that had always eschewed professional training, and that did not have a Department of Business. It was probably this report that led Dean Arthur H. Hughes to lament that too few pre-theological students were coming to Trinity, and to propose that the College seriously recruit students intending to study for Holy Orders.¹³⁴

The large number of majors in economics and engineering might suggest that students were primarily vocation-minded, looking forward to a job on Wall Street or in industry. Clearly, a certain degree of vocationalism was evident on the part of the returning veterans, who were mostly older students, many of them married and with families. It was no surprise that these men were interested in capitalizing on the G.I. Bill's benefits, especially because so many of them were the first in their families to attend college. A *Tripod* editorial of September 29, 1948, deplored a professional or vocational bent on the part of some of the students, but went on to praise the College for its "insistence on balanced and broad programs of study."¹³⁵ Indeed, little in the day-to-day life of the College suggested the Wall Street apprenticeship, for by any reasonable standards, the intellectual tone at Trinity was far stronger than it had been before, and judging from the variety of nonathletic undergraduate activities, the College was doing much to turn out well-rounded, educated men.

The late 1940s witnessed the heyday of student academic-interest clubs, and virtually every discipline was represented, including an Art Club, a Chemistry Club, a Physics Club, a Pre-Medical Club, a Political Science Club, a Spanish Club, and the Atheneum Debating Society.^{136†} In February 1947, WRTC, the "Radio Voice of Trinity," made its first broadcast from the campus (*III-33*). A member of the Ivy Network of the Intercollegiate Broadcasting System, WRTC depended for financial support on a College subsidy and advertising revenue, and offered a varied program including classical music, sports, interviews with faculty, and readings, etc.^{137†} In

addition, there were the public lectures previously mentioned, as well as Professor Cameron's lectures, his late-evening seminars devoted to religious and literary subjects, and his annual pilgrimage to literary Boston and the places associated with Emerson, Thoreau, Hawthorne, and Longfellow.^{138†} There were also informal discussion sessions on a variety of subjects held until closing time at the Trinity Room in the Heublein Hotel downtown. Each club, formal or informal, had a faculty adviser, but what seems by later standards to have been quite unusual was that weekly or monthly meetings were well-attended and that other members of the faculty came in considerable numbers.^{139†} Trinity was still the "Personal College," and there were perhaps closer ties between students and faculty than existed both before and after the postwar student influx. Many of the younger faculty lived on Vernon Street in houses or in an apartment building that the College had purchased to accommodate them as well as married students.¹⁴⁰

Despite all this activity, the undergraduates found time to bring out student publications of high quality. The *Tripod* achieved new standards, each issue carrying general news of the College as well as of events and club activities, photographs, reviews of concerts and recitals at the Bushnell, book reviews, humor columns, letters to the editor, editorials, and from time to time, special reports on formal dances (usually including guest lists). For creative writing there was the *Trinity Review*, dormant since 1941, but revived in 1947 (III-34). Issues contained verse, short stories, and serious essays, and some of the pieces were the work of individuals who later became well-known. The *Trinity Review* of November 1947, for example, carried a short story, "Friends For Dinner," by Edward F. Albee '50, Hon. '74 (III-35), and an essay on English history by Theodore D. Lockwood '48. A member of the faculty, usually from the English Department, would critique each *Review* issue for the *Tripod*, and most of the offerings received favorable comment. The same, unfortunately, was not the case with the *Trinity Harlequin* (III-36), a humor magazine patterned on the *Yale Record* and the *Columbia Jester*. Unlike the *Trinity Review*, faculty critics viewed the *Trinity Harlequin* unfavorably, and it appeared in only four issues during 1948 and 1949.¹⁴¹

The Funston years, in a way, retained something of the spirit that had characterized the College under Ogilby. This was true of the social side of life on campus, and collegiate social events continued on the calendar as they had in the past. A new spirit of "collegiality," however, arose from the large number of faculty who lived on or near the campus, and in the frequent gathering of the younger faculty at informal discussion sessions with students. Several of the newer instructors even asked undergraduates to address them by their first names.^{142†} President Funston himself enjoyed the informality, and took delight in having students refer to him as "Prexy," as had been customary with Ogilby.¹⁴³ Senior members of the faculty were shocked, however, when Funston began addressing *them* by their first names.¹⁴⁴ What drew the junior faculty so close to the undergraduates undoubtedly was the matter of age. The senior faculty were men in their 60s, while most of the instructors were in their 20s,

and many junior instructors found themselves younger than the students they were teaching, most of whom were veterans. Furthermore, many of the young faculty were themselves students, working for their master's degree at Trinity or completing a doctoral dissertation.^{145†}

Of the faculty during this period, almost all of the full professors as well as the associate professors held doctorates, for the most part from Ivy League institutions.^{146†} Faculty compensation, however, was not competitive with Trinity's peer institutions, a situation of which President Funston was keenly aware, and which the College had to address over the long term by increasing the endowment. During the latter half of the 1930s, starting salaries for instructors averaged \$1,000 while full professors received \$5,000 per year. However, unlike so many other colleges and universities during the Great Depression, Trinity never reduced salaries, and was even able to fund modest annual salary increases, particularly for the lower ranks. By the early 1940s, an instructor could count on receiving about \$2,000, and full professors \$5,000 to \$5,500. By the late 1940s, the figures were, respectively, \$2,800 to \$2,900 and \$5,500 to \$6,000. It was not until the early 1950s that top salaries moved beyond the \$6,000 level.^{147†}

Teaching loads for all faculty at this period were substantial by current standards, with 12 to 15 class hours a term the norm, although several faculty taught 18. Conference hours were a requirement, and advising student organizations was an unspoken assumption. Both junior and senior faculty taught introductory courses, and in the few "one-man departments," a single faculty member was responsible for all courses offered. The large number of sections in English and mathematics demanded that faculty teach more than one section of the same course.

Several matters pertaining to the faculty, some of which had long been divisive, came to a head during G. Keith Funston's presidency, and none was more controversial than that of faculty rank. Faculty tables of organization had not changed much since the College's earliest days. It had become customary for each department to have but one full professor who also served as department head. In 1939, President Ogilby reflected on the terms under which the College hired faculty and determined their rank, and what the procedures for promotions were. During the 1930s, Trinity brought in new faculty members either as instructors or assistant professors, their rank depending, as a rule, upon the status of their progress toward the Ph.D.^{148†} Although only full professors had tenure, associate professors, Ogilby explained, had "practically permanent tenure" at a fixed salary of \$4,800 a year. "This is usually," he said, "a signal that the associate professor can't go further than that, but [that] we are glad to carry him on."¹⁴⁹ It would be almost three decades before the College formally granted tenure to associate professors (see Chapter VI).¹⁵⁰

Department chairmen jealously guarded the custom of one full professor per department. An unofficial body known as the "Full Professors" carried out the wishes of the chairmen, who as a group always stood together on any question that pre-

sented a threat to their status. This body had neither charter nor statutory sanction, nor did President Funston ever officially recognize its authority. Although it is unclear when and how the Full Professors came into existence, the group apparently emerged during the Smith and Luther administrations when these presidents sought to lessen the autonomy of the faculty. By the post-World War I period, the Full Professors were firmly established and had become virtually a law unto themselves.¹⁵¹ Extremely protective of what they believed to be their prerogatives, the Full Professors were particularly vigilant whenever they had to fill a vacancy in one of their departments, and were even more so when the creation of a new department added another man to their ranks. Officially, matters pertaining to promotions, dismissals, tenure, and the creation of new departments were the province of the two full professors and two local trustees who constituted the Joint Educational Committee. Further protection of the Full Professors' interests lay in the hands of the faculty's Committee on Committees, consisting of two of the most senior members of the faculty who were always able to influence the faculty vote for membership on the Joint Committee.^{152†} The Joint Committee always confirmed the wishes of the Full Professors, and conveyed those wishes in the form of recommendations to the Executive Committee of the Board of Trustees, which, in turn, presented its recommendations to the full Board.

President Funston took a respectfully critical view of the Joint Educational Committee. He believed its recommendations on faculty matters were flawed due to a lack of full information on candidates for appointment, promotion, or tenure, which resulted from department chairmen not seeking the views of their junior colleagues.¹⁵³ In February 1948, the Trustees agreed to changes in function and name of certain faculty committees, including the Joint Educational Committee, which became the Joint Committee on Appointments and Promotions.¹⁵⁴ The new Joint Committee consisted of the president (*ex officio*), the Dean, two senior faculty members, and two trustees. Business as usual did not, however, change, and the Joint Committee continued to invoke the support of the Full Professors on pending decisions of importance, thus necessitating meetings of this extra-legal group. On such occasions, Professor Kriebel would preside, and it was he who would then pay a visit to the president and Dean to report what had been discussed. Seldom did the administration demur, and rarely was there an open clash. When contracts for assistant professors and instructors were about to expire, the two faculty members of the Joint Committee brought the names of the individuals to the Full Professors. Department chairmen then submitted their opinions of the individuals, and this evaluation usually stood as the verdict without question.^{155†} Thus, promotion was a highly subjective process, and for one to advance, he had to prove himself before his chairman, the president, the Dean, the Joint Committee on Appointments and Promotions, and inevitably, the Full Professors, who always had the last word.

The rank of full professor was open only to a department head, although not all department heads were full professors. An associate professor could advance only

when his chairman died, retired, or resigned. As previously noted, President Ogilby had described the rank of associate professor as one indicating limited success and few prospects for promotion. Advancement from assistant professor to associate professor was an equally imposing hurdle, and a perusal of Trinity *Catalogues* for this period indicates that the former rank had the largest number of incumbents. Most assistant professors hoping for advancement already held doctorates. In 1946, President Funston noted that the practice was to promote a faculty member to an associate professorship only after he had been at the College for several years.^{156†} The numerous instructors included short-term appointees, part-time men, and tenure-track men with doctoral degrees.^{157†} Those with the most minor rank held the position of "assistant." The latter were studying for the M.A. or M.S. degree at Trinity or for a Ph.D. at a university, and teaching one or two sections of an elementary course.^{158†} Almost invariably, an instructor who had recently received the Ph.D. would be advanced to assistant professor.

Unquestionably, such a Byzantine system created an atmosphere of frustration and uncertainty. Deplorable situations arose. In the spring of 1948, Edward F. Humphrey retired as Northam Professor of History and Political Science, a position he had held for 34 years (*III-37*).¹⁵⁹ On March 4, the Executive Committee of the Board of Trustees voted that "Assistant Professor [D. G.] Brinton Thompson [be] appointed acting Head of the History Department until July 1, 1949, or until a full professor is appointed to succeed Professor Humphrey, it being understood that such appointment in no way confers any commitment with respect to the ultimate designation of a full professor."^{160†} A relative newcomer to the College, Thompson had accepted appointment to the faculty only three years before, and found himself in a rather uncomfortable position. Certainly he had no illusions at the time that one with the rank of assistant professor would be made successor to Professor Humphrey, and yet he became very much a part of the faculty search. As candidates for the chairmanship (and presumably the full professorship) came to the campus to be interviewed by the Joint Committee on Appointments and Promotions, they were given over to Professor Thompson's care, and it was he who met them at the railroad station, escorted them about campus, and entertained them at lunch, usually at his own expense.¹⁶¹ In this instance, however, patience had its reward, for Thompson received promotion to full professor and head of the department, effective July 1, 1951.¹⁶²

Perhaps the clearest instance of the peculiarity of the one-professor-per-department policy can be seen in the case of Sterling B. Smith, who had come to Trinity in 1923 as an instructor in chemistry (*III-38*). When Smith received his Ph.D. from New York University in 1927, he advanced to assistant professor, and received the rank of associate professor in 1938. During these years, Smith's Trinity colleagues came to respect him highly and regarded him as an extremely effective teacher. He became one of the most popular professors among the undergraduates, and in the academic and scientific world beyond Trinity attained an enviable record as the author

of numerous scholarly publications in scientific journals.¹⁶³ Most of the faculty undoubtedly would have been pleased to see Smith advanced in rank, but good wishes were to no avail. Eventually, however, Dean Arthur H. Hughes, Smith's long-time friend and admirer, and the one man on campus with sufficient influence to question the system, ended the Full Professors' domination.¹⁶⁴

Hughes spoke on Smith's behalf when he discussed the matter of a promotion with Professor Kriebel, the chairman of Smith's department, and the *de facto* head of the Full Professors. Kriebel was in agreement, and permitted Hughes to make his recommendation to the Full Professors. Unexpectedly, the latter were "heartily in accord," as Hughes later put it, but they did hold out for one minor, and perhaps symbolic, delaying tactic, finding it hard to believe that Hughes would be able to persuade the Trustees to confirm the appointment after all the years of "one professor to a department." Ultimately, the Trustees did agree, and in 1952, after 29 years of service to the College, Smith achieved the rank of full professor.¹⁶⁵

This promotion had the effect of upsetting the College's table of organization, for immediately thereafter the heads of departments saw to it that, one by one, most of the senior associate professors received promotion, with the approval of the Full Professors. The latter's power declined rapidly as the faculty increased in size and became more diversified, and as the Joint Committee on Appointments and Promotions assumed full authority for determining all promotions and all ranks.

Support for Research and Trinity's Response to National Uncertainty

Prior to the 1950s, longevity had clearly been the prime factor in promotion at Trinity, and such later criteria as productive scholarship and community service carried little weight with the Full Professors or with the Joint Committee on Appointments and Promotions. Nevertheless, the College had frequently gone on record in support of scholarly research. As early as 1896, the Trustees had declared themselves "desirous of promoting original research in the various departments of the College. With this end in view [...] they will gladly print from time to time the record of the same as they may be supplied by members of the Faculty and with its approval."¹⁶⁶ This pronouncement came at a period when Trinity had a most remarkable assemblage of distinguished professors in the various scientific departments: Professors Robert B. Riggs in chemistry (III-39), William L. Robb in physics (III-40), and Charles L. Edwards in biology (III-41).¹⁶⁷ Each of these men was a widely recognized researcher and a prolific author of scientific books and articles, and several of their studies appeared in separate issues of the *Trinity College Bulletin*.¹⁶⁸ As these scientists retired or moved on to other institutions, their successors tended to be men who had little interest in either scholarly research or teaching advanced courses.¹⁶⁹ During the Depression years, however, professors Thomas H. Bissonette (Biology) and Vernon K. Kriebel (Chemistry) continued the emphasis on scientific research as an essential obligation of the academic profession. Each of the members

of their departments received encouragement in their research, and Kriebler, as one who always tried to narrow the gap between the sciences and the humanities, felt that other departments should assume a similar responsibility.¹⁷⁰

Research and teaching, however, also went hand in hand in other disciplines, as the Physics Department demonstrated in 1951, with the construction of a small cyclotron in a Jarvis Physics lab. In a pioneering effort among small, liberal arts colleges, Dr. F. Woodbridge Constant, Jarvis Professor of Physics, and Lawrence G. Barrett '51 collaborated on building the cyclotron, which facilitated the study of particle physics (*III-42*). As Professor Constant noted at the time, the universities and government research facilities with their expensive equipment carried out "most of the dramatic research work. They were in a hurry and left many holes in our knowledge of nuclear physics, some of which we may be able to fill in."¹⁷¹ In the humanities also, particularly by the 1940s, the scholarship of Hobart Professor of Classical Languages James A. Notopoulos in Greek brought distinction to the College, as did the publications of James J. Goodwin Professor of English Literature Odell Shepard, who had received the Pulitzer Prize for his 1937 biography of Bronson Alcott, the 19th-century American educator, author, and Transcendentalist.^{172†}

Although not himself an academic scholar, and not seeing a particular need to provide tangible reward to those who were, President Ogilby had been proud of faculty achievement. The Trustee Minutes for June 14, 1940 noted that on that date he "referred with enthusiasm to the researches in the field of languages that had been carried on at Trinity. These had won the recognition and commendation of other institutions and constituted a notable contribution to the academic world. [The President] also spoke of the outstanding work that had been done recently in the scientific fields of Chemistry and Biology."¹⁷³ With the advent of war, as previously noted, all aspects of College life suffered disruption, including productive scholarship. Instructional loads were extraordinarily heavy, faculty teaching virtually 12 months of the year, and the Navy V-12 program causing many of them to become responsible for courses in subject areas far removed from their fields of expertise.

When G. Keith Funston took office, he promised that his administration would encourage research, "to enrich and stimulate the powers of each instructor as a teacher."¹⁷⁴ This was no idle promise, and Funston immediately took steps to enable Trinity faculty to widen their horizons. Faculty at all levels received encouragement to attend professional meetings, and had access to substantial travel allowances that were especially generous for those who went as participants.¹⁷⁵ There was also encouragement to join the professional societies of the various disciplines, and many faculty became active in these organizations. Professor Notopoulos was New England Editor of the *Classical Journal*, and others served on boards and held office, usually in regional professional organizations, particularly those devoted to the teaching of a subject.¹⁷⁶ Faculty publication also flourished, as indicated in the Dean's annual reports,^{177†} and the College took considerable pride that, from the 1930s on, four



Figure III-20
Rev. Gerald B. O'Grady, Jr.,
Chaplain of the College



Figure III-21
Professor of Engineering
Charles E. Rogers



Figure III-22
Hallden Professor of Engineering Harold J. Lockwood

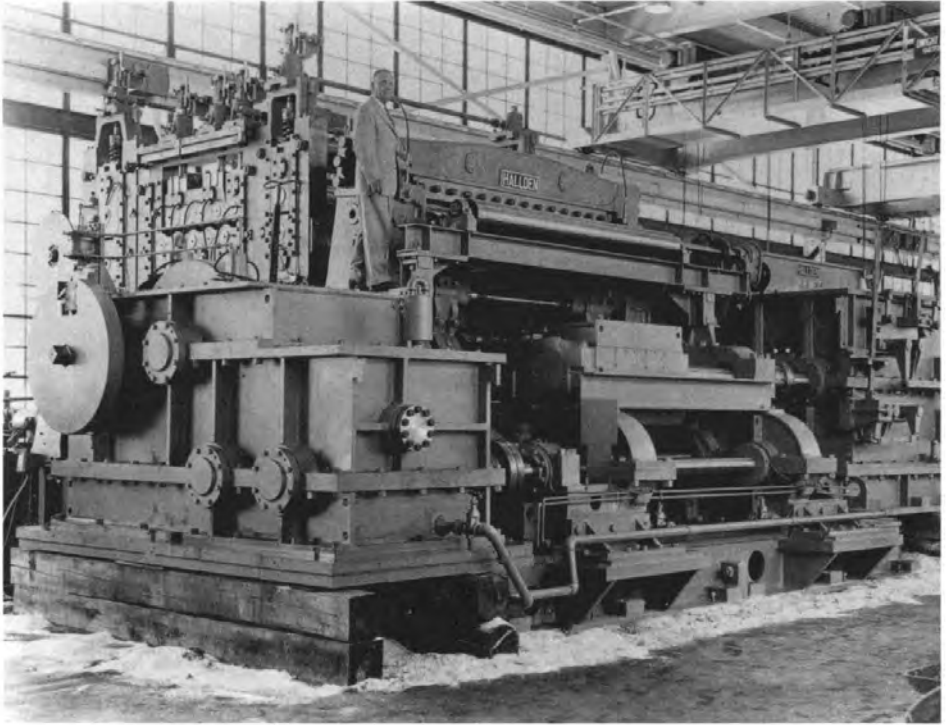


Figure III-23

Karl Hallden, Class of 1909, standing atop one of his "flying shears"



Figure III-24

*A. Everett (Chick) Austin, Jr.,
Hon. M.A., 1930*



Figure III-25

*Associate Professor of Government
Laurence L. Barber, Jr.*



Figure III-26
Northam Professor of
History D. G. Brinton
Thompson



Figure III-27
The Air Force Reserve Officers' Training Corps
unit in formation on the Quad



Figure III-28
McKim, Mead & White Memorial Field House perspective



Figure III-29

Dedication of the Memorial Field House, February 12, 1949. Just behind the unveiled plaque is Chaplain O'Grady, and at the far right is Professor of Geology Edward L. Troxell

Peter J. Knapp



Figure III-30

One of the cannons from the U. S. S. Hartford



Figure III-31

Sir Alfred Zimmern, Hon. Litt. D., 1947, and Lady Lucie Zimmern



Figure III-32

Northam Professor of History George B. Cooper, Hon. L.H.D., 1983



FIRST ROW: Jenkins, R. T.; Thomas, D. M.; Shippy, D. E.; Strongin, J. W.; Gorman, D. T.
SECOND ROW: Grimes, J. W.; Casey, W. V.; Paddon, Jo. G.; Bacon, R.; Holljes, H. R.;
Pinney, W. G. THIRD ROW: Crittenden, R. W.; Billingsley, H. M.; Goldstein, S. S.; Piastro,
M. B.; Steinfeld, N.; Kulp, N. K.

Figure III-33

The WRTC staff, 1947-1948



Figure III-34

The inaugural issue of the revived Trinity Review. The cover is by Theodore D. Lockwood, Class of 1948, the Trinity Review's art editor.

Alix Jeffry



Figure III-35

Edward F. Albee

Class of 1950, Hon. Litt. D., 1974

The Trinity May, 1948
harlequin



Spring Issue 20¢

Figure III-36
Inaugural issue of the Trinity Harlequin



Figure III-37
Northam Professor of History
and Political Science
Edward F. Humphrey



Figure III-38
Professor of Chemistry Sterling B. Smith

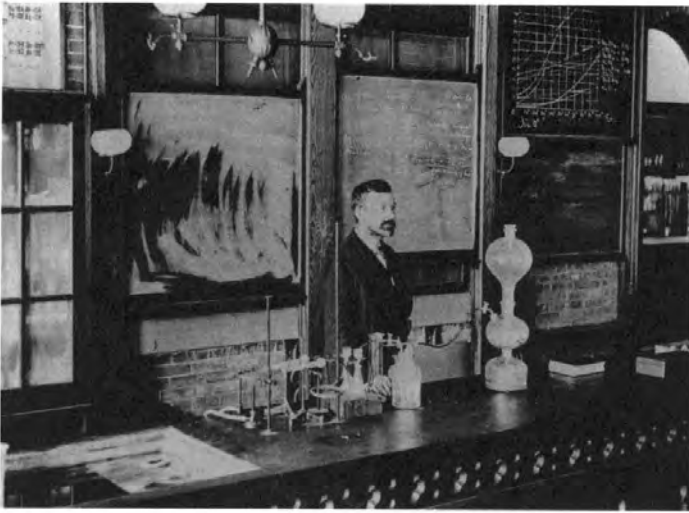


Figure III-39

Scovill Professor of Chemistry Robert B. Riggs



Figure III-40

*Jarvis Professor of Physics
William L. Robb*



Figure III-42

*Jarvis Professor of Physics F. Woodbridge
Constant, Lawrence G. Barrett, Class of 1951,
and the cyclotron*



Figure III-41

*J. Pierpont Morgan Professor of
Biology Charles L. Edwards*



Figure III-43
Assistant Professor of Chemistry
Evald L. Skau, Class of 1919, M.S., 1920



Figure III-44
Professor of Physiology and Medical
Director Horace C. (Ducky) Swan, M. D.



Figure III-45
Seabury Professor of
Mathematics and
Natural Philosophy
Haroutune M.
Dadourian

professors had received prestigious Guggenheim Fellowships: Odell Shepard and Thurman L. Hood for literary studies, Evald L. Skau '19, M '20 in chemistry (*III-43*), and James A. Notopoulos in classics.¹⁷⁸

In recognition of the time productive scholars require to carry out sustained research, colleges and universities developed the modern system of sabbaticals that affords a one or two-semester periodic leave. In the earlier part of the century, the College had granted leaves, some of them generous, for reasons of health. During Ogilby's presidency, faculty began to request leaves for purposes related to their research. During both World Wars, Trinity granted leaves for military service as well as for work in industry and government, thus making an "intellectual contribution" to the war effort as the *Report of the President* and the *Alumni Bulletin* justly claimed. Other situations, however, could also bring about leaves, sometimes with unexpected results. In 1940, Professor Shepard was elected Lieutenant Governor of the State of Connecticut. The Trustees granted Shepard a leave for 1940-1941 with full salary for the "last half of the year." In view of Shepard's receiving a salary as Lieutenant Governor, the Trustees deducted \$750 from his faculty salary for the remaining portion of the term "to compensate the College for the necessary substitute."¹⁷⁹ In the spring of 1946, Shepard applied again for a sabbatical leave, giving as his reason the undertaking of a major literary project. The denial of this request led him to resign, effective at the end of the 1945-1946 academic year.¹⁸⁰ Shepard's resignation caused considerable comment, both on campus and in the Hartford community, where he had an especially wide following in the women's groups and literary circles he frequently addressed. The *Tripod* summed up the reaction in an editorial that praised Shepard as a powerful teacher, a strong individualist, and "the champion of unpopular causes . . .," and concluded with the opinion that "his departure will be a loss to Trinity."^{181†}

Agonizing over the implications of the Shepard case, and hoping to avoid similar situations in the future, President Funston decided that a definite program of sabbatical leaves would be beneficial to faculty and students, and also in keeping with the practices of colleges comparable to Trinity. Accordingly, he asked Dean Arthur H. Hughes to design such a plan and present it to the faculty. Unsurprisingly, the faculty accepted with alacrity Hughes's recommendation of a potentially free seventh year, and the Trustees obligingly adopted it, thus making Trinity more appealing to faculty candidates who valued scholarly research.^{182†}

Another sensitive problem in regard to faculty was the matter of retirement. In the College's earlier years, there was no set policy for retirement, and it was not until 1940 that the Trustees, realizing that several professors were advanced in years, adopted a definite retirement age. On June 14, the Board voted to "reserve the privilege of one-year appointments after a member of the Faculty attains the age of sixty-five."¹⁸³ Although the new policy would enable professors to continue teaching after age 65, the responsibility for initiating the one-year renewal fell upon the individual faculty member, a situation the senior faculty regarded as demeaning. Several of the latter

spoke openly against the rule, and the Joint Education Committee took up the matter.

The Committee did not champion the interests of the senior faculty, and in its report to the Trustees in October 1942, noted that by July 1, 1943, Professors LeRoy C. Barrett (Latin), Horace C. Swan (Physiology and Medical Director) (*III-44*) and Edward F. Humphrey (History) would be past 65 years of age. The Committee recommended that the Trustees retain the professors *only* on a reduced scale.¹⁸⁴ The Trustees referred the Committee's report to the Executive Committee of the Board for consideration. The Executive Committee subsequently recommended to the full Board that after age 65, professors "shall hold their office during the pleasure of the Trustees."¹⁸⁵ Barret retired quietly, Swan reserved comment, but Humphrey decided to fight, insisting that it was his legal right to teach until he was 70. On his behalf, attorney Anson T. McCook '02, Hon. LL.D. '52, son of the late Professor John J. McCook '63 (Modern Languages), brought suit against President Ogilby and the Trustees.¹⁸⁶

Ogilby died before the lawsuit was initiated, and the matter fell to Acting President Hughes for solution. The mere threat of a lawsuit angered the Trustees, while the faculty fully supported their colleague. Hughes was able to persuade the Trustees to allow those then on tenure to go on teaching to age 70.¹⁸⁷ When President Funston assumed office, he expressed his belief that full professors and associate professors should retire at 65, and although he did nothing to rescind the promise Hughes had made in 1943, he insisted that a 65 retirement-age clause be put in the contracts of all faculty subsequently appointed.¹⁸⁸ Professors Swan and Humphrey retired in 1948, Swan after 43 years of service and Humphrey after 34.¹⁸⁹ A year later, Seabury Professor of Mathematics and Natural Philosophy Haroutune M. Dadourian retired at age 70 (*III-45*),^{190†} and Professor Arthur Adams retired at the same age in 1951.¹⁹¹

Despite such concerns, the Trustees, the administration and the faculty enjoyed generally harmonious relations on the campus during this period. Harmony did not prevail, however, across the country, and events were unfolding, internationally and domestically, that alarmed vast sectors of the American public, and contributed to national political turmoil that caught colleges and universities in its crossfire. In a postwar world fraught with uncertainty, the result largely of the Soviet Union's hostile intransigence, its domination of Eastern Europe, and the beginning of the Cold War, many Americans came to believe that the forces of international Communism were insidious adversaries, that Soviet spies had infiltrated the federal government, and that the academic community had become a hotbed of radicalism and un-American ideology. This also was the period of China's fall to Communism, North Korean aggression in South Korea, the development of Russian nuclear weapons capability, the East-West confrontation in Berlin, the Alger Hiss case, the Rosenberg trial, the House Un-American Activities Committee hearings, and the rise of Senator Joseph R. McCarthy. Leading the hunt for alleged Communists and Communist sympathizers in all sectors of American society, McCarthy utilized demagogic tactics on the national stage, including "unproved allegations, name calling and innuendo, character assassination,

institutional slander, guilt by association, and manipulation of publicity to smother opposition.¹⁹² In reference to education, McCarthy himself observed at the time that “the thing that the American people can do is to be vigilant day and night to make sure they don’t have Communists teaching the sons and daughters of America.”¹⁹³ Once the country was “covered with a network of professors and teachers who are getting their orders from Moscow, from an organization that wants to destroy this nation, that wants to corrupt the minds of youth, then . . . we’re rapidly losing the battle.”¹⁹⁴ McCarthy’s views and tactics resulted in a climate of intimidation that, on the local level, encouraged attacks on freedom of thought, and in some instances, particularly at state institutions, led college boards of trustees to require loyalty oaths of their faculty members.¹⁹⁵

Trinity’s trustees, administrators, faculty, and students were well aware of the mood of the times, and although no one connected with the College expressed sympathy with international Communism, nothing in the statements or actions of the Trinity community suggested “Red Hysteria.” Unquestionably the institution’s most conservative element, the Trustees never demanded or even considered a loyalty oath. President Funston, however, undoubtedly spoke for the College in his annual report for 1948-1949, when he declared that academic freedom should never be a cover for faculty with Communist sympathies.¹⁹⁶ Further observing that “higher education would do well to agree unanimously that a proved Communist party member is an unfit teacher,” Funston went on to state that academe “should concentrate on the more difficult and important task of defending as a group those teachers charged with being ‘pink’ until they have been proved, as individuals, to be unfit teachers. Confident that the colleges have the courage to call red ‘red,’ the public might listen with an open mind as educators rightfully decry witchhunts, teacher loyalty oaths, and prescribed textbooks.”¹⁹⁷

Trinity undergraduates were also mindful of the issue of academic freedom. A *Tripod* column of April 29, 1950, titled “Campus Tides,” reported on developments regarding academic freedom and loyalty oaths at various colleges and universities including Williams¹⁹⁸, and that spring, a seminar, consisting of 24 freshmen and 12 faculty members, discussed in groups “What Constitutes a Free Society?” The *Tripod* regarded the seminar as a success, noting editorially that it brought together “some of the most capable members of the freshman class.”¹⁹⁹ Late the following fall, an Atheneum Society debate broadcast on radio station WDRC resulted in the conclusion that perhaps loyalty oaths were not altogether out of place in state-controlled colleges and universities, where the governing boards were, by their very nature, “political.” In contrast, private institutions had the right to support whatever goals and principles they might choose.²⁰⁰ Even the Jesters found themselves reflecting the times, when, in November 1950, they presented *The Male Animal*, a comedy by James Thurber and Elliott Nugent dealing with a conflict over academic freedom at a midwestern university.^{201†}

Another issue that directly challenged Trinity was the so-called "Bowles Committee" controversy in the spring of 1949. Shortly after taking office as governor earlier in the year, Chester Bowles of Essex, Connecticut, prodded the Connecticut Inter-Racial Commission to charge that the state's private, nondenominational colleges (Yale, Wesleyan, Connecticut College for Women, and Trinity) were guilty of discriminatory practices in the admission of students, particularly on the basis of religious belief.^{202†} Each of the institutions reacted with astonishment. Bowles was a Yale alumnus, and as Connecticut's governor, an *ex officio* member of the Yale Corporation. During Funston's administration, Trinity enjoyed friendly relationships with Bowles's predecessors in office, Raymond E. Baldwin, James L. McConaughy, Hon. LL.D. '26, and James C. Shannon, and at the Opening Convocation each year, it was customary for the Governor, in company with the Mayor of Hartford and the Episcopal Bishop of Connecticut, to give brief greetings to the incoming freshmen.

Upon release of the Commission's report, the respective administrations promptly and thoroughly investigated the allegations, in particular that the colleges had directed unfair admissions practices against Jews. A careful review of the report soon discovered flaws in the data upon which the Commission's research had drawn, and determined that the conclusions reached were contrived. Then serving as president of the Connecticut Council on Higher Education, Funston declared that "it was immediately obvious from these ridiculously inadequate figures and many other questionable statistics in the report that the Governor's charges were not substantiated."²⁰³ Regarding Trinity, he stated that "it is deplorable that charges should be brought against us which have no foundation in fact."²⁰⁴ As discussed in the previous chapter, the College never instituted a quota in regard to Jewish students seeking admission. Such an action would have violated the provisions of the College Charter, which stipulated at the time of the institution's founding in 1823 that Trinity would not impose a "religious test" on applicants, students, faculty, college officers, or trustees. Funston and the presidents of Yale, Wesleyan, and Connecticut College for Women presented a joint statement at a public hearing before the Connecticut General Assembly's Education Committee then considering, in company with the Judiciary Committee, legislation to prohibit discrimination in college admissions. Emphatically denying the charges leveled in the report, the presidents stated that the proposed legislation was "unnecessary and unwise. Its most probable effect would be to increase prejudices which unfortunately exist outside the colleges, and which the colleges by precept and example are striving so hard to diminish."²⁰⁵ The Education and Judiciary Committees concluded that the statement refuted the Commission's report, and declined to support the legislation, thus ending the matter.²⁰⁶

The Governor's reaction to the whole affair was unexpected as far as Trinity was concerned. At the Freshman Convocation the following fall, Governor Bowles, along with Acting Mayor Joseph V. Cronin, marched in the academic procession and gave the traditional welcoming remarks. No mention of either report occurred in any of the

speeches nor in the reporting of the event by *The Hartford Courant*.²⁰⁷ The following year, Bowles again appeared, this time in company with Mayor Cyril Colman,²⁰⁸ and on several other occasions he addressed various groups on campus.²⁰⁹ Less than two years later, in March 1951, the press reported what must have seemed, in the context of the Bowles incident, an ironic occurrence. B'nai B'rith presented its Gold Hillel Key award to Chaplain Gerald B. O'Grady, Jr. in recognition of his "unique service in promoting better understanding and interfaith relations." The ceremony took place at Emmanuel Synagogue in Hartford, and significantly, O'Grady was the first person from Hartford to receive the honor.²¹⁰

One indirect result of the Inter-Racial Commission's report was a series of articles and editorials carried in the *Tripod* on the subject of fraternity discrimination. While the *Tripod* concurred in President Funston's insistence that there was no discrimination in admission,²¹¹ an editorial of March 15, 1950, admitted that most of the fraternity chapters at Trinity had national charter provisions limiting membership to "Christians of the Caucasian race." It noted, however, that there were a few Jews among Trinity's fraternity men, apparently in violation of the national fraternity rules.²¹² Discriminatory practices on the part of fraternities were of long standing nationwide. In her study of campus life, Helen Lefkowitz Horowitz notes that efforts to change fraternity policy began at the local level, and that in most instances, "the national organization, dominated by alumni, controlled basic policy and that the fraternity men of the past wanted to keep their organizations restrictive."²¹³ Individual chapters that took exception to national rules faced losing their affiliation, and either became independents or faded away. Fearing the loss of alumni support, particularly in regard to fund raising, colleges and universities as a rule moved slowly to require fraternities to liberalize their constitutions.²¹⁴ The tide of change that swept across campuses in the 1960s challenged all forms of authority, and early in that decade, Trinity's Board of Trustees would address the issue of restrictions in fraternity membership.

The *New York Times*, evidently using the *Tripod* editorial of March 15, 1950 as a point of departure, soon declared that a considerable portion of the Trinity student body could not fully participate in the College's undergraduate life, and noted that, according to Trinity's Interfraternity Council, the fraternities in their selection process denied men of *all* faiths admission to membership.²¹⁵ On March 22, the *Tripod* issued a mild rejoinder to the *New York Times* article, arguing that the fraternities were no more discriminatory in their membership policy than were the Canterbury Club or the Hillel Society.²¹⁶ The whole affair ended on a lighter note when, on April 1, 1950, the *Tripod* carried an editorial declaring that Phi Beta Kappa practiced "the most vicious form of discrimination"—that of the intellect.²¹⁷

Endnotes

1. *New York Herald Tribune*, 8 August 1943; *Necrology: Trinity Men Whose Deaths Were Reported The Year 1943-1944*, *Trinity College Bulletin* XLI, special issue (July 1944): 5.
2. A specialist on Robert Browning, Professor Hood accepted appointment to the faculty as a member of the English Department and as Dean of the College in 1928. In the latter capacity, he was involved with the administration of admissions, course registration, and the student advisory program. Hood's stern but effective manner in the classroom and his sometimes overbearing demeanor were legendary, and he engendered a host of "Hood stories" prized by alumni. He was twice the recipient of a Guggenheim Fellowship to pursue his studies on Browning, and retired from the College in 1959. Thomas A. Smith '44, "Ne Glorietur Accinctus Aequae Ut Distinctus. Thurman Los Hood," *Trinity College Bulletin* LVI (May 1959): 3-5.
3. *Report of the Acting President and Dean of Trinity College, October, 1944*, 10.
4. *Trinity College Alumni News* VI (May 1945): 4.
5. During the winter term of 1945, only 215 undergraduate students (including 138 V-12 men) were enrolled. The summer term of 1945 had only 196 (including 139 V-12 men), and the fall term of 1945-1946, only 356 (including 139 V-12 men). *Catalogue of Trinity College, 1945-1946*, 147.
6. *Report of the Acting President and Dean of Trinity College, October, 1945*, 15-16.
7. *Trinity College Alumni News* VII (January 1946): 7; *Trinity College Alumni News* VII (March 1946): 18; *Report of the Acting President and Dean of Trinity College, October, 1945*, 17-18.
8. *Trinity College Alumni News* V (March 1944): unpaginated insert; *Trinity College Alumni News* VII (August 1945): 3-10.
9. *Trinity College Alumni News* V (July 1944): 2. In 1962, the Trustees conferred an honorary Doctor of Laws degree on Funston in recognition of his devoted service to Trinity.
10. *Trinity College Alumni News* VI (October 1944): 9; *Trinity College Alumni News* VI (March 1945): 3.
11. *The Inauguration of George Keith Funston, Thirteenth President of Trinity College*, *Trinity College Bulletin* XLIII (April 1946): passim.
12. Reprinted with permission from David D. Henry, *Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930* (Copyright 1975, Jossey-Bass Inc., Publishers, San Francisco), 69.
13. *The Inauguration of George Keith Funston*: 17-23. These objectives had already been circulated in a four-page document, "Policies for the Future Administration of Trinity College," January 24, 1946, and had been fully discussed with both the Trustees and the faculty. Copy with enclosures in possession of Glenn Weaver.
14. Martin Trow, "Federalism in American Higher Education," in Arthur Levine, ed., *Higher Learning in America, 1980-2000* (Baltimore: The Johns Hopkins University Press, 1993), 58; Keith W. Olson, *The G. I. Bill, the Veterans, and the Colleges* (Lexington: University Press of Kentucky, 1974), 43.
15. Henry, *Challenges Past, Challenges Present*, 57.
16. Trow, "Federalism in American Higher Education," 59; Olson, *The G. I. Bill*, 17-18.

17. William C. DeVane, *Higher Education in Twentieth-Century America* (Cambridge: Harvard University Press, 1965), 149.
18. Henry, *Challenges Past, Challenges Present*, 57.
19. *Ibid.*, 66-68.
20. Remarks made by Thomas A. Smith '44 at a panel discussion on "Twenty-Five Years of Coeducation at Trinity College," Trinity College Reunion, June 1995. See videotape of panel discussion, Trinity College Archives, Trinity College, Hartford.
21. *Report of the Acting President and Dean of Trinity College, October, 1945*, 7.
22. In contrast, there were 356 undergraduates in the fall of 1945, 139 of whom were V-12 trainees. *Catalogue of Trinity College, 1945-1946*, 147; "President's Message," *Trinity College Alumni News VIII* (October 1946): 3; *Catalogue of Trinity College, 1946-1947*, 158.
23. Transcript of Recorded Interview with Dr. Theodore D. Lockwood '48 conducted by Peter J. Knapp, Pt. 1, May 5, 1981, 9, Trinity College Archives, Trinity College, Hartford.
24. Glenn Weaver, *Hartford Foundation for Public Giving* (Hartford: Hartford Foundation for Public Giving, 1975), 23.
25. *Report of the President of Trinity College, October, 1947*, 3.
26. *Ibid.*
27. *Ibid.*
28. "President's Message," *Trinity College Alumni News VIII* (October 1947): 3.
29. *Report of the President of Trinity College, October, 1947*, 4.
30. *Catalogue of Trinity College, 1947-1948*, 132.
31. *Catalogue of Trinity College, 1948-1949*, 134.
32. *Report of the Dean and Librarian of the College, October, 1949*, 2, 15.
33. *Trinity College Bulletin XLV* (November 1948): 9.
34. See the discussion of the Chapel and the Chaplaincy later in this chapter.
35. *Report of the President of Trinity College, September, 1951*, 15.
36. F. Gardiner F. Bridge, "The Admissions Scene," *Trinity College Alumni News VI* (January 1964): 12.
37. *Catalogue of Trinity College, 1946-1947*, 21.
38. "Veterans and the College," *Trinity College Alumni News VI* (January 1945): 5.
39. *Trinity College Alumni News VIII* (February 1947): 6; *Trinity College Alumni News VIII* (May 1947): 7.
40. *Trinity College Alumni News VIII* (July 1947): 9.
41. *Catalogue of Trinity College, 1949-1950*, 140.
42. *Catalogue of Trinity College, 1950-1951*, 132.
43. *Catalogue of Trinity College, 1951-1952*, 136.
44. "Report on the Questionnaire Sent to the Alumni," *Trinity College Bulletin XLII* (April 1945): 27-28.
45. *Report of the President of Trinity College, October, 1947*, 3.

46. Henry, *Challenges Past, Challenges Present*, 91.
47. *Trinity College Alumni News* VII (March 1946): 8.
48. *Trinity College Bulletin* XLV (July 1948): 3-4; *The Hartford Courant*, 1 June 1947.
49. Trustee Minutes, October 14, 1950; *Trinity College Bulletin* XLVII (November 1950): 3. See Chapter IV for a further discussion of the new library.
50. *125th Anniversary Convocation Program, May 16, 1948*; *The One Hundred Twenty-fifth Anniversary of the Chartering of the College* (Hartford: 1948).
51. *Trinity College Bulletin* XLV (July 1948): 3-4. The 125th Anniversary Campaign contributions, in addition to an increase in the annual tuition charge from \$500 to \$600, enabled the College to operate without a deficit, despite enlargement of the physical plant and increases in the staff. *Trinity College Bulletin* XLVI (May 1949): 8.
52. Memorandum from Richard E. Noble '80 to Glenn Weaver, August 15, 1989.
53. *Hartford Times*, 5 December 1951; *The Hartford Courant*, 9 January 1952. The press reported that Goralski came to the graduation platform amid wild cheers from the crowd and with "only a trace of a limp." *The Hartford Courant*, 8 June 1953. For his own account of his experience see *My Last Run—Back to Avon* (Avon, CT: Bill Goralski, 1991). At Reunion 1997, the Class of 1952 announced that it had established a scholarship in Goralski's name.
54. *Trinity College Bulletin* XLVIII (July 1951): 2.
55. *Report of the President of Trinity College, October, 1949*, 12; *Trinity College Handbook, 1963-1964*, 55.
56. *Report of the President of Trinity College, October, 1947*, 8.
57. Anonymous *History of the Brownell Club* (n.d.), mimeograph copy in possession of Glenn Weaver; *Trinity Tripod*, 20 April 1949, and 27 April 1949.
58. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
59. Before Ogilby's death, he was assisted by the Rev. Dr. Robert B. W. Hutt of the psychology faculty, an Episcopal priest. Hutt, however, had left the College in the spring of 1943. See Ogilby's correspondence with Hutt in the Ogilby Papers, Trinity College Archives, Trinity College, Hartford.
60. "Job Description: Director of Religious Activities, Trinity College," undated [ca. 1946]. Funston Presidential Papers, Trinity College Archives, Trinity College, Hartford.
61. *Trinity College Alumni News* VIII (October 1946): 5.
62. *Trinity College Alumni News* VIII (February 1947): 4. President Funston had always insisted that the Trinity Chapel was under the control of the president of the College and not the Episcopal Bishop of Connecticut, but, in fact, the Bishop has authority over all canonical and spiritual matters relating to the Chapel. Funston did not question the ritual or ceremonial practice current within the Diocese of Connecticut. The prevailing middle-ground liturgical norm of the Book of Common Prayer avoided the extremes of High or Low Churchmanship. On one point, however, Funston was insistent—there would be no incense! Conversation of Glenn Weaver with G. Keith Funston, April 1, 1960.
63. *Trinity College Alumni News* VIII (February 1947): 5.

64. *Catalogue of Trinity College, 1947-1948*, 89-90.
65. *Report of the President of Trinity College, October, 1948*, 12. Students also participated in retreats Chaplain O'Grady sponsored, including the February 1950, Ash Wednesday retreat led by the Rev. Robert C. Smith of the Cowley Fathers, Order of St. John the Evangelist, in Cambridge, Massachusetts. *The Hartford Courant*, 21 February 1950.
66. *Report of the President of Trinity College, September, 1951*, 21-22; *Report of the President of Trinity College, October, 1947*, 10. In 1951, Chaplain O'Grady introduced at Trinity an adaptation of a program called Embassy that appealed to a wide audience of students seriously interested in religious matters but not necessarily considering ordination to the ministry. In the late 1920s, several students at Bowdoin had developed Embassy in an effort to relate Christianity to the problems of daily life and to encourage interest among larger numbers of undergraduates. Outstanding young ministers in the East were invited to Bowdoin for two days to lead group discussions concerning a variety of issues. The effort was successful and was soon adopted at other New England colleges. Usually held in the late winter and broadened to include different faiths, Embassy at Trinity served through the mid-1960s as one aspect of the Chapel's Lenten program. Program for the Third Annual Trinity College Embassy, March 12, 1953, in Embassy Folder, Files of the Office of the College Chaplain, Trinity College Archives, Trinity College, Hartford.
67. *Report of the President of Trinity College, September, 1951*, 22-23.
68. The money received was invested in a diversified portfolio that has had phenomenal growth. By June 30, 1995, the market value of the portfolio stood in excess of \$5.5 million. The authors are indebted to Professor Ward S. Curran '57, himself an Illinois Scholar, for information on the Illinois Scholarship Program. A member of Trinity's faculty, Dr. Curran is the George M. Ferris Professor of Corporation Finance and Investments. Another Illinois Scholar is the Pulitzer Prize-winning columnist and author, George F. Will '62. See also Peter J. Knapp '65, "Creating the Illinois Scholarship Program," *Trinity Reporter* 26 (November 1996): 8.
69. *Report of the President of Trinity College, September, 1951*, 25-26.
70. *Report of the President of Trinity College, September, 1950*, 13-14.
71. *Report of the President of Trinity College, September, 1951*, 31.
72. *Report of the President of Trinity College, September, 1950*, 14.
73. *Report of the President of Trinity College, September, 1950*, 1.
74. *Trinity College Summer School Catalogue for 1951 Session; Trinity College Bulletin XLVII* (March 1951): 3.
75. *Report of the President of Trinity College, September, 1951*, 31.
76. "Report of the Committee on the B.A. Degree," *Trinity College Bulletin XLI* (April 1944): iv.
77. *Ibid.*, v.
78. Gordon K. Chalmers, "A Critique of the Harvard Report," *Association of American Colleges Bulletin XXXI*, no. 4 (December 1945): 592.
79. "Report of the Committee on the B. A. Degree," 37.
80. *Ibid.*, 23.
81. "Report on the Questionnaire Sent To The Alumni," *Trinity College Bulletin XLII* (April 1945): 7-9, 12, 14-16.

82. *Catalogue of Trinity College, 1946-1947*, 46, 75-76.
83. Faculty Minutes, March 9, 1948.
84. Faculty Minutes, June 1, 1949; *Trinity College Bulletin XLVI* (November 1949): 3.
85. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
86. *Hartford Times*, 2 September 1947.
87. *Ibid.*
88. Faculty Minutes, June 1, 1949; *Trinity College Bulletin XLVI* (November 1949): 3.
89. For course descriptions in engineering, see various issues of the *Catalogue of Trinity College* for the period. The observance of the 100th anniversary of engineering at Trinity occurred in November, 1997. See the illustrated commemorative booklet *A Century of Engineering at Trinity College* (Hartford: Trinity College, October 1997).
90. Professor Lockwood was the father of Theodore D. Lockwood '48, future president of the College (1968-1981).
91. Memorandum of Arthur H. Hughes to Glenn Weaver, March 7, 1987. In the prewar period, the College considered the courses in engineering only as a partial preparation for an engineering career.
92. Among the latter was Karl W. Hallden Professor of Engineering August E. Sapega, who joined the Trinity faculty in 1951 after completing his engineering studies at Columbia University. August E. Sapega to Glenn Weaver, February 18, 1988.
93. Memorandum of Arthur H. Hughes to Glenn Weaver, March 7, 1987; *Catalogue of Trinity College, 1944-1945*, 45, 51-52; *Report of the Acting President and Dean of Trinity College, October, 1944*, 12.
94. Karl W. Hallden File, Public Relations Office Records, Trinity College Archives, Trinity College, Hartford.
95. Memorandum of Arthur H. Hughes to Glenn Weaver, March 7, 1987.
96. Thomas F. Oakes to Remsen B. Ogilby, March 2, 1936, Ogilby Papers.
97. Remsen B. Ogilby to Thomas F. Oakes, March 7, 1936, Ogilby Papers.
98. *Report of the President of Trinity College, November 1, 1930*, 17.
99. There are several class lists in the A. Everett Austin, Jr. File, Ogilby Papers.
100. *Catalogue of Trinity College, 1930-1931*, 105.
101. *Catalogue of Trinity College, 1936-1937*, 16, 54.
102. *Report of the President of Trinity College, October, 1941*, 9.
103. Remsen B. Ogilby to Thomas F. Flanagan, Esq. '13, March 22, 1941, Ogilby Papers.
104. *Report of the President of Trinity College, November 1, 1930*, 17; *Catalogue of Trinity College, 1930-1931*, 66-67.
105. *Report of the President of Trinity College, October, 1932*, 9; *Catalogue of Trinity College, 1932-1933*, 56.
106. *Report of the President of Trinity College, October, 1947*, 6-7.
107. *Trinity College Alumni Magazine VIII* (July 1947): 12.

108. *Trinity College Bulletin* XLV (July 1948): 8; Laurence L. Barber, Jr. "Study of Government In a Liberal Education," *Trinity College Bulletin* XLV (November 1948): 4-5. The Government Department later became the Political Science Department.
109. *Report of the President of Trinity College, October, 1948*, 11-12.
110. *Catalogue of Trinity College, 1948-1949*, 12; *Trinity College Bulletin* XLV (July 1948): 8.
111. *The Hartford Courant*, 16 December 1948.
112. *Trinity College Bulletin* XLV (November 1948): 20. In the spring of 1946, Professor Watters had announced plans to organize a string orchestra, but nothing came of the initiative. *Trinity Tripod*, 10 May 1946. In October of the same year, Watters announced that a "military band" was being formed to play at the remaining football games. *Trinity Tripod*, 19 October 1946. As it turned out, this was a "pick-up" group under the student leadership of Kenneth Wynne, Jr. '48, although the *Ivy* for 1950 noted that a formal band had been in continuous existence from that time. *Trinity Tripod*, 15 October 1947. Wynne had been the director of Trinity's V-12 unit band.
113. *The Hartford Courant*, 13 February 1949. The Trinity band remained active for several years, although the R.O.T.C. formed its own bugle and drum unit in 1949. Unidentified newspaper clipping and Trinity College Public Relations Office press release in *Trinity College News Book, June, 1949-March, 1950*, Trinity College Archives, Trinity College, Hartford.
114. Peter J. Knapp '65, "Trinity's Tribute to Its Civil War Veterans," *Trinity Reporter* 25 (September 1995): 81. One-hundred-five Trinity men served in the Civil War—81 in the Union forces, 24 in the Confederate forces. Sixteen men gave their lives. The "torpedoes" to which Farragut referred were mines.
115. During the fall of 1950, in commemoration of the 200th anniversary of the death of Johann Sebastian Bach, visiting organists presented a monthly series of recitals in the Chapel. *Trinity College Bulletin* XLVII (March 1950): 8.
116. *Trinity Tripod*, 20 November 1946, and 2 December 1946.
117. *Trinity College Alumni News* VIII (May 1947): 4; *Trinity Tripod*, 14 February 1947.
118. *The Hartford Courant*, 9 August 1947.
119. *The Hartford Courant*, 23 October 1947.
120. *The Hartford Courant*, 6 November 1947.
121. *The Hartford Courant*, 7 March 1947.
122. *The Hartford Courant*, 14 January 1948.
123. *The Hartford Courant*, 13 March 1947, and 25 December 1947; *Trinity College Bulletin* XLVI (November 1949): 5.
124. *The Hartford Courant*, 16 October 1948.
125. *Trinity College Alumni News* IX (December 1947): 10.
126. *Trinity College Bulletin* XLVI (May 1949): 12.
127. *Trinity College Bulletin* LVI (January 1958): 16.
128. *Trinity College Bulletin* XLVII (November 1950): 7.
129. *The Hartford Courant*, 8 February 1949. See also Peter J. Knapp '65 and Anne H. Knapp M '76, *Presidents and Politics in the 20th Century-The Trinity Connection* [Exhibition Catalog] (Watkinson Library, Trinity College: October 1996), 6-8.

130. *The Hartford Courant*, 29 January 1948.
131. *The Hartford Courant*, 7 February 1948; *Trinity College Bulletin XLV* (March 1948): 16.
132. *Report of the Dean and Librarian of the College, October, 1949*, 3.
133. *Trinity College Bulletin XLVI* (March 1949): 7.
134. *Report of the Dean and Librarian of the College, October, 1949*, 8.
135. *Trinity Tripod*, 29 September 1948.
136. For club notices, see the *Trinity Tripod* issues of 29 October 1947, 23 March 1949, and 23 May 1949. Membership lists for each organization appear in the issues of the *Ivy*.
137. *Hartford Times*, 26 February 1947; *Trinity College Bulletin XLVI* (November 1949): 5. Among the students responsible for establishing the station were: Charles E. Saunders '45, station manager and treasurer; Donald E. Shippy '48, chief technician; Lewis A. Reutershan '45, assistant technician and secretary; Edwin G. Higgins '48, program director; and David L. Schroeder '47, special events director.
138. See the representative notebooks students maintained regarding the Cameron tours in the Trinity College Archives, Trinity College, Hartford.
139. *Trinity Tripod*, 5 March 1947. There was almost too much of a good thing. As F. Scott Billyou '50 wrote in the *Tripod*, there was a "piling up of scheduled events," especially on midweek afternoons and evenings, so much so that students were unable to benefit from all the intellectual attractions available.
140. *Trinity Tripod*, 24 May 1949.
141. *Trinity Tripod*, 19 May 1948, 19 October 1949, and 14 December 1949.
142. Andrew H. Souerwine (Psychology) probably started the trend. *Trinity Tripod*, 28 September 1947. Mitchel N. Pappas, a member of the fine arts faculty and coach of the golf team, was universally known as "Mitch."
143. Remarks of President Funston at the President's Dinner for the Class of 1953, September 16, 1949, Funston Presidential Papers.
144. Conversation of Glenn Weaver with Professor Eugene W. Davis (History), February 23, 1988.
145. In 1962, Doubleday & Company published Laurence Lafore's novel, *Learner's Permit*. A junior member of Trinity's history faculty in the early 1940s, Lafore reportedly drew to some extent for inspiration on his experiences with senior faculty of the College. Lafore dedicated the novel to his friend, George B. Cooper.
146. For example, see *Catalogue of Trinity College, 1947-1948*, 10-17.
147. Salaries can be traced through the Trustee Minutes.
148. Ogilby did not mention that an occasional appointment was at the rank of full professor. Only once had there been two full professors in a single department. In 1905, Professor Karl W. Genthe (Biology) was given the rank of full professor along with Professor Charles L. Edwards. Both resigned in 1908. See Glenn Weaver, *The History of Trinity College, Vol. 1* (Hartford: Trinity College Press, 1967), 261.
149. Remsen B. Ogilby to Dr. Robbins B. Barstow, president of the Hartford Seminary Foundation, January 18, 1939, Ogilby Papers.
150. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.

151. Ibid.
152. Ibid. The issues of the *Catalogue of Trinity College* include lists of faculty committees for any given year.
153. Memorandum from G. Keith Funston to the Joint Educational Committee, December 7, 1945, Funston Presidential Papers.
154. Faculty Minutes, February 10, 1948.
155. Arthur H. Hughes believed that this procedure enabled "department heads to make uncomfortable decisions about their younger teachers with the support of an anonymous group which could be blamed when the inevitable confrontation took place." Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
156. G. Keith Funston to Dr. John P. Seward, April 4, 1946, Funston Presidential Papers. A member of the faculty at Boston University, Seward had applied for an assistant professorship of psychology at Trinity.
157. The term was not then in use, but it has been used here to indicate a faculty member whom the College regarded as having long-range prospects.
158. See issues of the *Catalogue of Trinity College* for any given year.
159. Executive Committee Minutes, March 4, 1948; *The Hartford Courant*, 11 May 1948; *Trinity Tripod*, 19 May 1948.
160. Executive Committee Minutes, March 4, 1948. At the same time, Laurence L. Barber, Jr., Assistant Professor of History, received the designation of Associate Professor of Government, "it being understood that the description in no way implies any commitment with respect to the establishment of a Department of Government." A month later, however, the Executive Committee of the Board "voted: to establish a separate department of government, it being understood that such action in no way implies any intention of ever having the department head [be] a teacher with rank above that of assistant professor." Executive Committee Minutes, March 4, 1948, and April 1, 1948.
161. Interview of Glenn Weaver with D. G. Brinton Thompson, March 1, 1960.
162. Executive Committee Minutes, June 7, 1951.
163. *Trinity College Bulletin* XLIX (November 1952): 5.
164. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
165. *Trinity College Bulletin* XLIX (November 1952): 5.
166. Trustee Minutes, June 23, 1896.
167. Weaver, *History of Trinity College*, 233, 239.
168. See the issues of the *Trinity College Bulletin* for the early 1900s.
169. Weaver, *History of Trinity College*, 239ff.
170. Address given by Dr. Robert L. Burwell, Jr., Professor of Chemistry, Northwestern University, at the 50th Anniversary celebration of the opening of the Clement Chemistry Building, Trinity College, October 31, 1986. Typescript in possession of Glenn Weaver.
171. *Trinity College Bulletin* XLVIII (March 1951): 4.
172. Weaver, *History of Trinity College*, 305. Professor Shepard's biography of Alcott was entitled *Pedlar's Progress; the Life of Bronson Alcott* (Boston: Little, Brown and Company, 1937). The following year, Little, Brown published *The Journals of Bronson Alcott*, also edited by Shepard.

173. Trustee Minutes, June 16, 1940.
174. *The Inauguration of George Keith Funston, Thirteenth President of Trinity College* [*Trinity College Bulletin* XLIII] (April 1946): 19.
175. *Trinity College Bulletin* XLVII (March 1950): 21.
176. *Report of the Dean and Librarian of the College, October, 1949*, passim; *Trinity College Bulletin* XLVII (November 1950): 12.
177. See various issues of the annual *Report of the Dean*.
178. *Trinity College Bulletin* XLIX (May 1950): 8.
179. Trustee Minutes, January 11, 1941.
180. Executive Committee Minutes, April 8, 1946, and April 26, 1946; Trustee Minutes, June 14, 1946; Interview of Glenn Weaver with Odell Shepard, March 14, 1960.
181. *Trinity Tripod*, 10 May 1946. The *Tripod* was correct in its characterization of Shepard as "the champion of unpopular causes." In the aftermath of World War I, he had been one of the chief instigators of the movement to fire Professor Edward F. Humphrey (History) in connection with a controversy involving Professor Wilbur M. Urban (Philosophy), Hon. L.H.D. '37, and he was the most vocal faculty defender of the Jewish students during the period from 1918 to 1920. In 1939, while addressing a group of social workers, he attacked "the profit motive inherent in the capitalistic system of production." One trustee resigned, and the Board referred the matter to the Trinity chapter of the American Association of University Professors. After a full consideration of Shepard's case, the chapter decided he "had gone beyond the privileges conferred upon him." Shepard made a rather vague explanation of what he had meant by his statement, and the Trustees accepted it as an apology. Trustee Minutes, October 28, 1939; *The Hartford Courant*, 28 October 1939.
182. Memorandum of Arthur H. Hughes to Glenn Weaver, October 24, 1986; Interview of Glenn Weaver with G. Keith Funston '32, April 1, 1960. The Board granted sabbatical leaves to: Professor Vernon K. Kriebel (Chemistry), Executive Committee Minutes, January 12, 1948; Professor Thurman L. Hood (English), Executive Committee Minutes, June 7, 1951; and Professor Laurence L. Barber, Jr. (Government) to accept a Fulbright Fellowship to Luxembourg, Executive Committee Minutes, July 5, 1951. Sabbaticals thereafter became common practice. See also Trustee Minutes, July 13, 1947, and April 1, 1950.
183. Trustee Minutes, June 14, 1940.
184. Trustee Minutes, October 31, 1942.
185. Executive Committee Minutes, April 1, 1943, and April 22, 1943; Trustee Minutes, May 14, 1943.
186. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
187. *Ibid.*
188. *Ibid.*; Executive Committee Minutes, January 4, 1951.
189. *Trinity Tripod*, 15 May 1948; *The Hartford Courant*, 11 May 1948.
190. *Trinity Tripod*, 9 March 1949; Executive Committee Minutes, July 7, 1949. Professor Dadourian had served on the faculty at Yale University for several years before accepting appointment at Trinity in 1919 as Assistant Professor of Physics. Four years later, he became the Seabury Professor of Mathematics and Natural Philosophy. Renowned for

hurling chalk and blackboard erasers in class as an outlet for impatience with students who did not apply themselves in their work, he was highly respected by undergraduates. Off campus, Dadourian had a reputation as a skilled mountain climber, and enjoyed the challenges of New Hampshire's White Mountains. For a profile at the time of his retirement written by Professor Morse S. Allen, see *Trinity College Bulletin*, XLVI (May 1949): 4-5. See also "Four Classes of Fools," a tribute to Professor Dadourian on his 80th birthday, by Alonzo G. Grace, Jr. '49, that appears in the *Trinity College Bulletin* LV (February 1958): 8-10. Grace was a member of Trinity's engineering faculty from 1976 to 1996.

191. *Trinity Tripod*, 16 May 1951.
192. Reprinted with permission from David D. Henry, *Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930* (Copyright 1975, Jossey-Bass Inc., Publishers, San Francisco), 92-93.
193. Duane DeMello, *The McCarthy Era: 1950-1954* (New York: Scholastic Book Services, 1968), 54-55.
194. *Ibid.*
195. Henry, *Challenges Past, Challenges Present*, 96-97.
196. *Report of the President of Trinity College, October, 1949*, 3-4.
197. *Ibid.*
198. *Trinity Tripod*, 26 April 1950.
199. *Ibid.*
200. *Trinity Tripod*, 3 May 1950.
201. *Trinity Tripod*, 15 November 1950. Written in 1940, *The Male Animal* was in part a response to the House Committee to Investigate Un-American Activities' probes of subversive groups in the United States prior to World War II. Established in 1938 largely through the efforts of Martin Dies, a Democratic member of the House from Texas, the House Committee to Investigate Un-American Activities was known also in its early years as the Dies Committee.
202. One of the best summaries of the Bowles incident as it affected all of the colleges is Dan A. Oren, *Joining the Club: A History of the Jews at Yale* (New Haven: Yale University Press, 1985), 178-181, and following pages. See also G. Keith Funston, "President's Message," *Trinity College Bulletin* XLVI (May 1949): 2.
203. *The Hartford Courant*, 2 June 1949; *Trinity College Bulletin* XLVI (May 1949): 2.
204. *Trinity College Bulletin* XLVI (May 1949): 2.
205. Answer to Report of the Interracial Commission Concerning College Admission Practice, April 27, 1949, Funston Presidential Papers.
206. *Ibid.* See also numerous newspaper clippings in the *Trinity College News Book, March, 1949-June, 1949*, Trinity College Archives, Trinity College, Hartford.
207. *The Hartford Courant*, 25 September 1949.
208. *Trinity Tripod*, 4 October 1950; *Waterbury Republican*, 29 September 1950.
209. *Trinity College Bulletin* XLVII (March 1950): 7; *Trinity Tripod*, 29 March 1950.
210. *The Hartford Courant*, 3 March 1951.
211. See especially, *Trinity Tripod*, 18 May 1949.

212. *Trinity Tripod*, 15 March 1950.
213. Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Culture From the End of the Eighteenth Century to the Present* (New York: A. A. Knopf, c1987), 148.
214. *Ibid.*
215. *New York Times*, 19 March 1950.
216. *Trinity Tripod*, 22 March 1950.
217. *Trinity Tripod*, 1 April 1950.

CHAPTER IV

Tradition and Progress



G Keith Funston surprised the Trinity community and Hartford in mid-May 1951, with the news that he would be leaving the College. On May 15, Funston had informed the Trustees that on the previous day the New York Stock Exchange invited him to assume its presidency, and that he would be resigning as soon as the Exchange offered him a formal contract.¹ On June 16, he submitted his resignation to the Trustees.² The Executive Committee of the Board accepted it on August 2, and designated Dean of the College Arthur H. Hughes acting president, effective September 7 (*IV-1*). A trustee committee soon began to seek Funston's successor.^{3†}

Funston's Twilight and the Second Hughes Interlude

Although Funston's tenure as Trinity's president was relatively short, many recognized it as highly successful. The *Tripod* succinctly summarized the central accomplishment of his administration as soon as news of the resignation became public. "President Funston," the editor wrote, "has converted the administrative organization of the College from presidential-centered activity to a thoroughly modern and effective team operation."⁴ The local press carried long columns of praise for his achievements, and many tributes appeared in Trinity publications. On October 23, 1951, Funston accepted appointment to the Board as successor to the late William G. Mather '77,⁵ and as a trustee, the former president continued to offer the College the benefit of his counsel for many years. Florence S. M. Crofut, Hon. M.A. '38, Connecticut author and philanthropist, expressed her personal appreciation for Funston's service to Trinity when she presented the Funston Court, a sunken garden between the chemistry building and the new library (*IV-2*).^{6†}

Funston had won the respect of both the business and religious communities. He was a member of the boards of the Aetna Insurance Company, the Connecticut General Life Insurance Company, the Hartford National Bank and Trust Company, and the Hartford Steam Boiler Inspection and Insurance Company, and on the

national scene had become a director of the B. F. Goodrich Company, General Foods Corporation, and the Owens-Corning Fiberglass Corporation. He also served on the Connecticut State Commission on Government Organization, and enjoyed as well a sound relationship with the hierarchy of the Episcopal Church, serving on numerous Church commissions and committees, and as a trustee of the Church Society for College Work. Despite his involvement in the latter activities, however, Funston was always careful to stress that, although enjoying close *informal* relations with the Church, Trinity was a nondenominational college.^{7†}

Organized alumni activities increased during the Funston years. The previously established local alumni groups met regularly, and new chapters began to form around the country. Funston made a point of visiting these groups on his travels, as did other members of the administration and the athletic coaches. Soon the Alumni Annual Fund became an important part of the College's fund-raising efforts, and even though the goals at this time were never very large, each year brought in funds that helped balance the College's budget.^{8†}

This same period also saw the development of a rudimentary parents' association. Although such an organization was not formalized until the following decade, the College held informal parents' days regularly, and President Funston made a particular effort to keep parents informed of developments. In January 1948, the College began issuing the *Trinity Parent* as a service to help parents "become better acquainted with the college and the opportunities which it offers their sons."⁹ The Funston administration eventually abandoned the mimeographed publication, preferring the *Trinity College Bulletin* for the communication of news.

Funston's Trinity College valedictory was the 1951 Commencement, and June 17 was a day of great celebration (*IV-3*). The president's friend, Connecticut Governor John D. Lodge, delivered the Commencement address and received an honorary Doctor of Laws degree, and the Rt. Rev. Robert W. Hatch, Suffragan Bishop of Connecticut, preached the Baccalaureate sermon, and was honored with the Doctor of Divinity degree. Other honorary degree recipients were: Beatrice Fox Auerbach (Master of Science), the owner of G. Fox & Co., the leading Hartford department store; Alfred N. Guertin '22 (Master of Science), an actuary, insurance executive, and president of the Illinois Scholarship Foundation; Robert M. Brady '90 (Master of Science), manufacturer and business executive; Alfred C. Fuller (Master of Arts), business executive and founder of Hartford's Fuller Brush Company; Benjamin F. Fairless (Doctor of Laws), president of United States Steel Corporation; the Rev. Charles F. Whiston '26 (Doctor of Divinity), Professor of Moral Theology at the Church Divinity School of the Pacific; and Martin W. Clement '01, railroad executive and trustee of the College, upon whom Trinity conferred the Doctor of Humane Letters degree on the 50th anniversary of his graduation.¹⁰

In his last official report as president, Funston described one of the more important accomplishments of his administration: "An effort was . . . made to reestablish

after the War's hiatus, Trinity's rich body of tradition. Pageantry appropriate to academic occasions has been fostered in the belief that it assists in the maintenance of traditions which contribute to high morale.¹¹ The College had reinstated the time-honored Matriculation and Book Ceremony for freshmen, and by vote of the faculty, established Honors Day that occurred for the first time on May 23, 1950, the last Friday in May. The intent of the Honors Day observance was to confer all prizes and awards at the same time with the exception of graduation honors, which continued to be announced at Commencement.¹² Another new tradition inaugurated at Commencement in 1951 was the ceremonial headgear that trustees and other members of the president's party wore instead of the traditional mortarboards. The new "beefeater" hats (IV-4) evoked the costume in use for centuries at Oxford and Cambridge. Also on that occasion, the president's mace (IV-5) made its first appearance, and was carried in the academic procession by the Faculty Marshal, Professor John E. Candelet (Economics).

The symbol of the president's executive powers, the mace was the gift of the family of the late Owen Morgan '06, former Treasurer of the College, member of the Board of Fellows, and a trustee. The Morgan mace is rich in symbolism, and its components sum up much of the history and tradition of the College, with emphasis on both *Pro Ecclesia* and *Pro Patria*. Forty-four inches in length, the mace is made of ebony, signifying endurance; bronze, representing power; and gold, symbolizing dignity and glory. The fluted staff represents the various qualities of an enduring education. On the head or urn of the mace are six seals representing the sources of life and growth of the College: the Great Seal of the United States, the seal of the State of Connecticut, the Charter Oak, the original seal of the City of Hartford, the Washington coat of arms, and the seal of the Episcopal Diocese of Connecticut. Surmounting the Gothic urn is the Trinity College seal crowned by an eagle about to take flight, symbolizing the freedom and power of an educated person. Also engraved on the mace directly below the eagle is the statement of Charles Sigourney, one of the founding trustees, that the College, established in large part by laymen and clergy of the Episcopal Church, has as its purpose the development of outstanding character through a blending of "knowledge, wisdom, integrity, kindness, and Christian faith. . . ." ¹³

Three years later, Funston presented to the College a ceremonial presidential collar (IV-6) as a memorial to his grandmother, Maria Briggs Keith. The collar conveys much of the symbolism of the mace, and is a visible representation of the president's high office and authority. It is a reminder of the links modern higher education has with the universities of the past. The president's golden seal hangs from the collar, which consists of 20 replicas of the Trinity elms, and seven silver seals, including the six appearing on the mace as well as the Trinity College seal. The latter is superimposed on a triangle representing the relationship between the Episcopal Church and the College in 1823, and is crowned by a sun signifying enlightenment. In the lower corners of the triangle are the Book used at Matriculation and Commencement, and a

pair of student's hands extended to receive it, symbolic of the desire of youth to receive an education.^{14†}

Even before the Commencement of 1951, the Trustees' Presidential Search Committee had begun its task. The initial steps involved developing criteria for the sort of person the Committee hoped to find, and narrow guidelines emerged. The Committee agreed that the new president should be a scholar able to lead the faculty in such a way as to "command the respect of the educational world." He would have to be an able administrator so that Trinity could continue to live within its budget. He would certainly require a "warm and pleasing personality so that the faculty, students, and citizens of Hartford might look upon him as a friend." Also, he should be a man of religious conviction and an Episcopalian, an aggressive man in the prime of life, a political conservative, "not allied with any 'pink groups,'" a family man, and "an alumnus of our beloved Trinity."¹⁵ During the summer of 1951, a number of the Committee's members were on extended holidays, and the search made little progress. The remaining members announced that they had not begun to narrow the list of applicants, which eventually exceeded 100.¹⁶

The names of several of those who were in the running soon became known. One was Charles T. (Chuck) Kingston, Jr. '34 (*IV-7*), a prominent Hartford insurance executive and former captain of the football team. Kingston said at the time that, while he did not seek the post, he would accept it if it were offered to him. By the fall, the Committee announced that they had reduced the list substantially, and among the leading names were those of William Goodwin Avirett, Vice President of Colgate University, and Frank Ashburn, founder and headmaster of the Brooks School, Andover, Massachusetts, neither of them an alumnus. Cholly Knickerbocker's syndicated column in the *New York Journal-American* noted that while Avirett was the favored candidate, Ashburn remained in the running, and that the name of Albert E. Holland '34 had made the list.^{17†} The leading contender throughout the search was Arthur H. Hughes. Although he had announced in October that he would not be a candidate,¹⁸ the *Tripod* strongly urged the Committee to select Hughes, and a student poll gave him a large vote.¹⁹ *The Hartford Courant* came out editorially for Hughes,²⁰ and a letter to the editor of the *Hartford Times* demanded to know: "Why is Hughes not elected president?" The writer argued that a man of Hughes's stature would "get back to spiritual values and away from our money-mad sense of values."²¹

Hughes had already begun his second acting presidency. He refrained from announcing any plans for administrative or curricular changes, and in his address at the opening convocation of the 1951 fall term, dealt largely with religion, strongly urging more formal religious study in American colleges. "A religiously illiterate people," he said, "become an irreverent people, and irreverence [will] be followed by a decline of morals and living standards."²² Hughes proceeded to carry out his many responsibilities. Listed in the College's *Catalogue* as "Acting President, Dean, Professor of Modern Languages, and Registrar,"²³ he served in each capacity, teach-

ing at least one course in German in the fall and spring terms and acting as statistician for the Registrar's Office.

Hughes won the admiration of the the faculty as well as the undergraduates,²⁴ but despite the latter's support, student conduct was something less than both Hughes and Dean of Students Joseph C. Clarke desired. "Bottle Night" was a long-standing custom at Trinity, but it seemed to get completely out of hand during these years. Bottle Night came toward the end of each academic term, usually just before exam week, when residents of the dormitories along the Long Walk would drop to the pavement below the bottles they had collected during the term. Each such occasion required the grounds crew to work many hours, as literally tons of broken glass had to be gathered up and carted away.^{25†} Also problematic was the first annual "Stunt Night," which occurred on December 5, 1951. The idea came originally from the Interfraternity Council, which, in addition to wanting to provide undergraduate entertainment, found the small admission fee a useful means of raising money for the student charity fund. Each fraternity put on a short skit, and between each performance there were songs by two undergraduate vocal groups: the Trinity Pipes (*IV-8*) and the Bishop's Men. Faculty members and administrators perhaps found the parodies of themselves entertaining, but the largely risqué and sometimes scatological humor led the *Tripod* to observe that "it seems to the Trinity College mind [that] whatever is obscene is funny."²⁶ Stunt Night became a regular event on the College calendar, and continued for a number of years.

The fraternities, too, did much to tax the patience of Hughes and Clarke. Initiation week had become a source of concern, and Dean Clarke urged the fraternities to curtail their practices and devote their time and energies to working for such charitable groups as the Salvation Army. When the fraternities failed to reform, Clarke attempted to abolish initiation week, but excesses of one kind or another continued long thereafter.²⁷ He also deplored "the break-down in college morals and support for the College," stating in a 1953 *Tripod* interview that on weekends vandalism of College property was becoming a considerable problem. Furthermore, the Hartford police had, on numerous occasions, arrested students for intoxication and other forms of unacceptable behavior in downtown Hartford.^{28†} Acting President Hughes, while not condoning unacceptable student conduct, believed that much of what was going on at Trinity was occurring nationally, noting that there was an "unusually large incidence of student escapades ... [throughout] America," and that young people everywhere were struggling with fears and anxieties that resulted from international uncertainties. He found a reasonable explanation for such student behavior in the national draft of young men into the armed forces brought on by American involvement in the Korean War, and their resulting fear of a sudden departure from college.²⁹

Academic performance during this period reflected, to a considerable degree, undergraduate restlessness. Grade averages fell, and midway through the fall term of 1951, about half of the freshman class was failing in one or more courses.³⁰ Within the

year, in response, the College instituted a Junior Advisory System, whereby members of the junior class were assigned to advise freshmen in study methods and College rules and regulations, and to provide information concerning the draft.³¹ The program was highly successful as were other Hughes initiatives, which included a unique community relations effort and the strengthening of language instruction. The acting president instituted the popular series of weekly carillon concerts that guest artists continue to give on summer evenings. The first such concert on July 11, 1951, featured Roland Pomerat, organist at Christ Church Cathedral in Springfield, Massachusetts, and carillonneur at Trinity Methodist Church in that city.³² As would become the practice in the summers following, the audience brought folding chairs, and many enjoyed a picnic on the Quad before the concert began (*IV-9*). In 1975, in cooperation with the College, Professor James R. Bradley '57 (Classics) instituted an annual series of musical concerts performed by invited artists in the Chapel, preceding the carillon recitals.³³

In his role as a professor of German language and literature, Hughes continued to support his discipline, and worked to improve instruction in German as well as in the other modern languages. In 1952, he set up a language laboratory on the ground floor of Seabury Hall. Although hardly state of the art, the records, tapes, and listening equipment enhanced language learning considerably. Hughes also made an arrangement with the *Deutscher Akademischer Austauschdienst* in Bonn, West Germany, whereby the College provided housing, plus a nominal salary, for an unmarried German university student affiliated with this educational program. For five consecutive years, young German students came to Trinity, spending either an academic year or college term teaching elementary courses in German. In one case, a German assistant even taught an intermediate course in French.³⁴

The grounds and instructional facilities of the College benefited greatly during Hughes's brief term in office. In the spring of 1952, the construction of the Downes Gate formalized the Summit Street entrance to the Chapel parking lot. The gate was the gift of Louis Welton Downes '88, Hon. '13 (*IV-10*) of Providence, Rhode Island, a successful businessman and inventor who developed the enclosed fuse for use in electrical circuits. In 1913, the College had conferred on him an honorary Doctor of Science degree in recognition of his many contributions to the electrical industry.³⁵ Simultaneously, the new library building was nearing completion. By the end of March 1952, the imposing task had begun of moving more than 275,000 volumes from the old library quarters in Williams Memorial, primarily with the aid of students. The new library was in use at the beginning of the fall semester, and the formal dedication took place on Saturday, November 8, 1952 (*IV-11*). Dr. Charles W. Cole, Hon. L.H.D. '53, president of Amherst, gave the principal address, and among the distinguished guests were former president Funston, and the principal donor, Paul W. Mellon, who received a gold key to the building (*IV-12*).³⁶

The design of the new library resulted from the collaboration of College Librarian Donald B. Engley (*IV-13*) and the architect Robert B. O'Connor '16, who had just

completed work on the Firestone Library at Princeton University. The Trinity College Library (*IV-14*) featured a spacious arrangement of book stacks, offices, workrooms, a periodical and smoking room, seminar rooms, study alcoves, and private carrels for faculty and student research (*IV-15*). For the first time in the College's history, there was also sufficient space to accommodate art exhibitions, and from the library's very opening, paintings and sculpture were on display as were interesting items from Trinity's collections.³⁷ The old library quarters in Williams underwent conversion to office space in 1956.³⁸

Concurrent with the opening of the new library, its resources increased impressively with the addition of the Watkinson Library, an extensive noncirculating research collection in the humanities (*IV-16*). Founded as a public library of reference in 1858 by the terms of the will of a Hartford merchant, David Watkinson (*IV-17*), it had been housed since 1866 at the Wadsworth Athenaeum.^{39†} President Funston and the other members of the Watkinson Library's Board of Trustees, including Wilmarth S. Lewis, Hon. L.H.D. '50, a prominent book collector of Farmington, Connecticut, had been instrumental in facilitating arrangements for the merger of the Watkinson Library with Trinity's library. Also, in the fall of 1952, Trinity made space available in the new library building for the Archives of the Episcopal Diocese of Connecticut which was under the supervision of the Rev. Dr. Kenneth W. Cameron of the College's English Department, who had just accepted appointment as Diocesan Archivist. In 1974, he moved the Archives to Diocesan House in Hartford.⁴⁰

Helping strengthen the library was an organization called the Trinity College Library Associates, which Donald B. Engley, then Associate College Librarian, formed in June 1951, with the cooperation of Jerome P. Webster '10, M.D., Hon. M '37, Hon. Sc.D. '68 (*IV-18*) and Wilmarth S. Lewis.⁴¹ With an initial membership of 40, the Associates soon grew in number, and attracted faculty, alumni, and scores of others whose sole connection with the College was an appreciation of books. In time, the Associates would publish the *Trinity College Library Gazette*, which Engley described as a "journal of bibliographical and historical information about the libraries and their collections."⁴²

Acutely aware of what was going on in the wider academic world, Acting President Hughes had frequently served on accreditation teams of the New England Association of Schools and Colleges, and occasionally was an observer for accrediting agencies in other parts of the country.⁴³ During World War II, Hughes had helped develop the Trinity-R.P.I. joint program in engineering,^{44†} and later would assist in working out a similar arrangement with the Columbia School of Engineering.^{45†} In 1952, Hughes brought Trinity into the New England Colleges Fund, an organization formed to solicit financial support for member colleges from business corporations. In addition to Trinity, charter members of the Fund were Amherst, Bates, Boston College, Colby, Connecticut College, Dartmouth, Emmanuel, Fairfield, Holy Cross, Middlebury, Smith, Tufts, Wellesley, Wesleyan, Wheaton, and Williams. The Fund

apportioned the monies raised annually to the member colleges on the basis of undergraduate enrollments. Over the years, the Fund provided Trinity with a modest but welcome income.⁴⁶

The Jacobs Years Begin

The brief interlude of Arthur H. Hughes's second acting presidency drew to a close in the fall of 1952. On October 11, the Trustees ended further speculation about the search for G. Keith Funston's successor when they unanimously elected Albert Charles Jacobs as Trinity's 14th president (*IV-19*).⁴⁷ Jacobs was then 52 years of age, and had received his undergraduate education at the University of Michigan (A.B., 1921), interrupting his studies to serve as a U. S. Army private in World War I. He then pursued advanced study of law at Oxford (A.B., 1923, B.C.L., 1924, and M.A., 1927), and became a leading authority on property and family law, authoring several standard works. An experienced teacher, he had served on the faculty of Brasenose College, Oxford, as a lecturer in law, and joined the law faculty at Columbia University in 1927, becoming a full professor in 1936. During World War II, Jacobs was in charge of the Dependents Welfare Division of the U. S. Navy's Bureau of Naval Personnel, with the rank of Captain. He returned to Columbia in 1946, and became Provost of the University in 1947, following the appointment of General Dwight D. Eisenhower as Columbia's president. In 1949, Jacobs became Chancellor of the University of Denver, a private institution. He was the first modern Trinity president to combine a scholarly reputation with extensive experience in higher education administration.⁴⁸

Jacobs was an ardent Republican, and abhorred Communism, never missing an opportunity to denounce it as an evil force at work in the world. His unwavering devotion to free enterprise, furthermore, enabled him to develop a cordial relationship with the business community. Jacobs was a family man, and he and his wife, Loretta, had two daughters and a son. The new president was also a staunch Episcopalian, and had served on important agencies and commissions in both the Diocese of New York and the Diocese of Colorado. He strongly supported independent higher education, and had a particularly high regard for Church-related colleges. The qualities Jacobs evidenced fit the search committee's criteria, and although not an alumnus, he would become one of the College's most loyal "adopted sons."^{49†}

The Trinity community and Greater Hartford welcomed the news of Jacobs's election. As word circulated of the circumstances under which he had left the University of Denver, however, some of the older alumni, especially the more ardent sports enthusiasts, became concerned as to whether Jacobs would fully support inter-collegiate athletic competition. Jacobs had gone to Denver with the understanding that he would reorganize the University to improve its academic standing, and immediately upon arrival he made drastic changes. As Chancellor, Jacobs eliminated almost 300 courses that he regarded as marginal, discontinued the University's many large athletic scholarships, and reallocated the money to faculty salaries. As if in response,

during his first season at Denver, the football team lost every one of its Mountain State Conference games, and attendance at sports events declined drastically. Contributions to the University's alumni fund dwindled, and as a Denver newspaper reported, Jacobs's popularity "plummeted wildly."⁵⁰

The awareness among the Trinity community and alumni that the new president had played varsity baseball at the University of Michigan, and was an avid fan of the Detroit Lions and Tigers as well as the New York and San Francisco Giants, soon dispelled fears that he was hostile toward college sports.⁵¹ Jacobs spoke to the issue on November 8, 1952, when he addressed the Trustees, faculty and student body at a convocation in the Chapel. Athletics, he said, would continue to play an important part in Trinity's undergraduate life, and it was his conviction that "clean, hard-hitting competition is a great builder of American character."⁵² Although hesitant at first to respond editorially to the new president's views on athletics, the *Tripod* staff soon perceived Jacobs's wisdom, expressing the hope that "academics would come first." The *Tripod* noted that "if American education has reached the point where an education is curtailed by the athletic departments and alumni associations, it is a bad indication of the values guiding higher education."⁵³

Jacobs also used his convocation address to set forth some of his basic ideas on higher education in general and Trinity in particular. Despite his Midwestern origins, he noted that he was glad to return East, and regardless of his previous connections with large institutions, happy to be at "a liberal arts college of moderate size enjoying the highest of academic prestige, with a distinguished faculty of scholarly teachers, and a splendid student body national in scope."⁵⁴ Jacobs even used the old expression of his predecessors, promising that Trinity would still be "the personal college."⁵⁵ He also stressed the value of the American way of life, a theme that would remain constant throughout his administration. Academic freedom, he noted, was academe's "specific application of the freedoms inherent in the American way of life."⁵⁶

Before returning to Denver to conclude his service with the University, Jacobs met briefly with alumni groups in New York and Philadelphia. When he visited Trinity in early December to participate in the observance of the Chapel's 20th anniversary, the Second Annual Stunt Night was underway, and one can only speculate about his reaction. The following March, Jacobs assumed office, and on the evening of his arrival, a crowd of several hundred students, including members of the choir and other vocal groups, serenaded him in front of the president's house. As the last notes faded away, Jacobs came to the door to express his thanks. The response was an encore, following which he requested one more song. *Lord Jeffrey of Amherst* then filled the air, perhaps not the most appropriate choice for the occasion.^{57†}

Jacobs's first weeks at Trinity were extremely busy. On March 12, he received his introduction to the Hartford community at a dinner for some 50 government and business leaders that Francis S. Murphy, publisher of the *Hartford Times*, hosted at the Hartford Club. Shortly thereafter the Trinity Trustees gave a welcoming dinner in

Hamlin Hall. Jacobs then addressed the 161st annual meeting of the Hartford County Medical Association, where his praise of the profession for its strong stand against socialized medicine won him the friendship of Hartford's medical community. In Chicago, he addressed the convention of the North Central Association of Colleges and Secondary Schools, warning his audience of the danger of international Communism and its threat to higher education, while at the same time urging American educators to avoid "Red Hysteria." Subsequently Jacobs expressed many of the same sentiments to a Weaver High School honors assembly.⁵⁸ These public statements and others he made during this period reflected his belief that, as a distinguished liberal arts institution, Trinity was a bulwark against Communism. Another theme to which Jacobs frequently referred was the College's duty to preserve its Episcopal heritage. In an address to the 38th annual diocesan dinner of the Episcopal Diocese of Connecticut on May 19, 1953, he stated that while many colleges with church origins had settled for "a lowest common denominator type of religion . . . [,] Trinity . . . believes that it has carried out faithfully . . . the original intention of the College."^{59†} The new president also found time to contribute an article to the *Trinity College Bulletin* entitled "The College, Scholarship, and Public Service" in which he proclaimed the value of a liberal arts education. "There has been and is," Jacobs wrote, "a tendency in higher education toward the practical which in the long run may be impractical." Only broad training in the humanities and sciences could provide "enlightened citizenship" and "enlightened leadership."⁶⁰ These beliefs, too, became central to his articulation of the College's mission.

Jacobs's inauguration as the 14th president of Trinity took place on Saturday, May 16, 1953, the 130th anniversary of the chartering of the College (*IV-20*).⁶¹ About 1,000 delegates and friends assembled at noon in the Memorial Field House to begin the festivities. Here, amid a park-like setting with blue and gold decorations, they enjoyed a pre-inaugural luncheon to the accompaniment of chamber music performed by members of the Hartford Symphony. Following the luncheon, some 1,800 guests gathered just south of the Chapel Tower for the inauguration. Frederick L. Johnson '17 performed on the Plumb Memorial Carillon, and as had long been the custom, the First Company Governor's Foot Guard Band provided the music for the academic procession.⁶² After the inaugural formalities concluded, President and Mrs. Jacobs received the guests at the president's house.

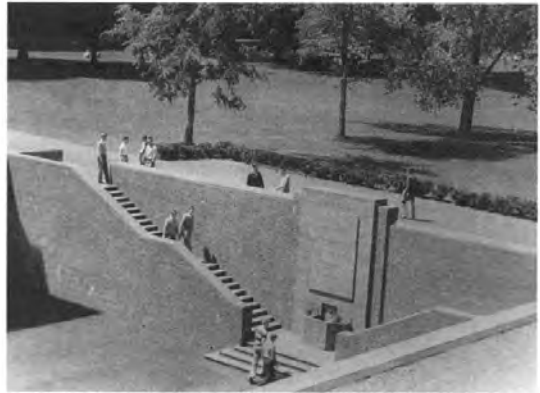
The ceremonies on the Quad opened with A. Northey Jones '17 (*IV-21*), Chairman of the Trustee's Presidential Search Committee, presenting Jacobs for inauguration. Following his investiture by Newton C. Brainard Hon. M '46, Hon. LL.D. '59, Chairman of the Board of Trustees, the new president delivered his inaugural address from the Chapel's outdoor pulpit. Next came greetings from Raymond C. Parrott '53 on behalf of the students, Harmon T. Barber '19 for the alumni, and Professor Lawrence W. Towle (Economics), Secretary of the Faculty, on behalf of Trinity's faculty, followed by remarks by Hartford's mayor, Joseph V. Cronin, Connecticut Governor



Barton - Gillet Company

*Figure IV-1
Arthur H. Hughes
in later life*

*Figure IV-2
The Funston Court*



Hartford Courant



Figure IV-3

*Honorary Degree recipients with President Funston, Commencement 1951.
Front row, from the left: Martin W. Clement, Class of 1901; Connecticut Governor John D. Lodge; President Funston; Mrs. Beatrice F. Auerbach; Benjamin F. Fairless. Back row, from the left: Rev. Charles F. Whiston, Class of 1926; Alfred C. Fuller; Robert M. Brady, Class of 1890; Rt. Rev. Robert W. Hatch; Alfred N. Guertin, Class of 1922*



Figure IV-4

The Trustees wearing the new beefeater hats at Commencement 1951



Figure IV-5

The Ceremonial Mace



Figure IV-6

The Presidential Collar



Figure IV-7

*Charles T. (Chuck) Kingston,
Jr., Class of 1934*



Left to Right: Stewart, J.; Curry, G.; Garrison, R.; Shaw, R.; Wildrick, D.; Harvey, D.; Coholan, M.; Thomas, P.

Figure IV-8
The Trinity Pipes, 1949-1950



Figure IV-9
Summer Carillon Concert



Roberts Studio

Figure IV-10
Louis Welton Downes,
Class of 1888,
Hon. Sc.D., 1913



Figure IV-11
Dedication of the Library,
November 8, 1952



Figure IV-12
Former President Funston presenting
Paul W. Mellon (center) a gold key
to the Library while Acting
President Hughes looks on



Figure IV-14
The new Library



Figure IV-13
College Librarian Donald B. Engley



Figure IV-15
The lobby and the George N. Hamlin
(Class of 1891) Memorial Reading Room
seen from the Library's main entrance

David, Wyllie & Olson



Figure IV-16

The reading room of the Watkinson Library located on the third floor of the new Trinity College Library, Fall 1952



Watkinson Library

Figure IV-17
David Watkinson

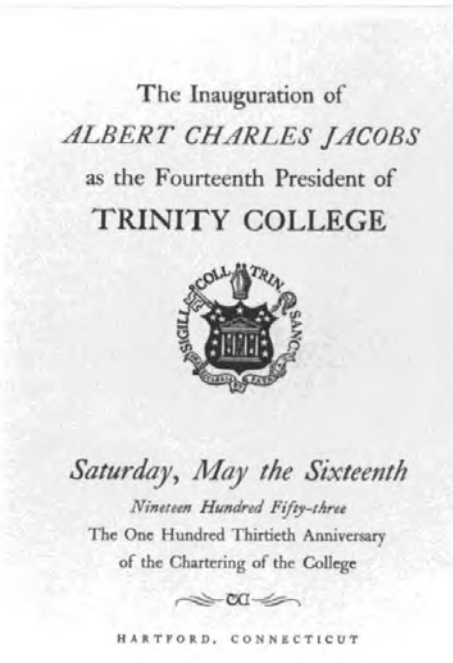


Figure IV-18
Jerome P. (Dan) Webster
Class of 1910, M.D.
(Hon. M.S., 1937; Hon. Sc.D., 1968)



Edward Saxe Studio, Inc.

*Figure IV-19
Portrait of Dr. Albert C. Jacobs
(Hon. Litt.D., 1968),
14th president of Trinity College,
by Alfred Jonniaux*



*Figure IV-20
The program for the inauguration
of President Jacobs*



*Figure IV-21
A. Northey Jones, Class of 1917
(M.A., 1920; Hon. LL.D., 1958)*

John D. Lodge, and the Rt. Rev. Walter H. Gray, Hon. '41, Bishop of the Episcopal Diocese of Connecticut. Dr. Robert L. Johnson, president of Temple University, newly appointed head of the U. S. State Department's International Information Administration, and spokesman for the College's sister institutions of higher education, then delivered an address on the importance to society of a liberal education in an age of increasing specialization. Concluding the ceremonies was the conferral of honorary degrees on Dr. Johnson (LL.D.), Earl D. Babst, lawyer and industrialist (LL.D.), and Prescott S. Bush, senior U. S. Senator (Republican) from Connecticut (LL.D.).⁶³

In his inaugural address, President Jacobs focused on a number of issues related to the central theme of the College's role in the world. Fully sharing the conviction of his predecessors, Ogilby and Funston, he cited as one of Trinity's unique strengths its location in "the splendid City of Hartford where freedom, culture, social conscience, and individual initiative, vital parts of the American heritage, long have flourished, . . . a community that means much to Trinity as Trinity does to it."⁶⁴ Jacobs went on to assert that the goal of the College was "to promote the intellectual, physical, moral, and spiritual development of the young men entrusted to our care so that they may become intelligent, self-reliant, upright, and enlightened citizens and leaders."⁶⁵ The College would accomplish this "high mission" through the curriculum, "subject to constant study for improvement," and through a carefully selected faculty, "ever mindful that their primary duty is to stimulate thought and not the parroting of encyclopedic facts."⁶⁶ Also vital in carrying out Trinity's mission were a pervading religious atmosphere through which, "in accordance with our Charter [.] we seek to intensify the ties of each student with his chosen faith," and a student body, "national in character and limited in size without reference to race, color, or creed," which would remain "small in number because we believe that the highest academic values can be conveyed only through close personal contact between teacher and student."⁶⁷

Jacobs then stated his conviction that Trinity possessed "the requisite tools for the effective execution of our dedicated mission" that was vital to the nation's welfare in view of the "life-death conflict with the dread forces of totalitarianism." The existence of atomic weapons complicated the world scene, and future "citizens and leaders of wisdom, courage and vision, of understanding, resourcefulness and faith in God," would face the challenges ahead, secure in the strength of a liberal education, the bulwark of freedom. Such an education could make a major contribution to the nation's financial strength and prosperity. According to Jacobs, industrial leaders were increasingly aware that "the most difficult problem facing American enterprise lies in obtaining persons capable of sound judgment; that scientific and technical training alone no longer suffice." Narrowly focused vocational and specialized education had resulted in "a loss of meaningful connection with the source springs of our heritage." The generation of the "common man" had become a reality with "common" having come to mean "technically skilled." By contrast, the liberally educated

man, although specializing in one field, was possessed of a mind conversant with many fields. For Jacobs, a Trinity education should "help create the uncommon man, the moral and spiritual man; the man who will search himself so that he may distinguish the values he considers really worth while [*sic*]." Viewed from this perspective, Trinity's role in the current world was of enduring importance.⁶⁸

The *Tripod* staff may have seen an advance copy of the inaugural address or been advised of its emphasis, for in the issue of May 13, an editorial referred to several of the matters with which Jacobs dealt, in the form of suggestions. Firstly, the editorial called for an increase in salaries that would attract faculty of better quality. Secondly, although Trinity students had usually accepted the idea of increasing Trinity's size, the editor urged a reduction in undergraduate enrollment by "increased selectivity" and by "drastically cutting" the number of Hartford-area students. Thirdly, to attract better-qualified freshmen, the College should provide more scholarship assistance similar to the Illinois scholarship program. Finally, the editorial suggested the abolition of compulsory chapel, and the improvement of the physical education program through provision of more informal sports.⁶⁹

Many undergraduates criticized the *Tripod* editorial, particularly the day students. A clarification appeared in the May 20 issue, stating that no offense had been intended, although the editors believed that many of the Hartford students were "of, but not in, the student body," and that these students spent very little time on campus, with the result that "the over-all aspect of the student body" was weakened. There was, the *Tripod* insisted, "a definite schism" between local students and those who lived on campus. The *Tripod* then restated its original position.⁷⁰ The editorials came late in the academic year, and opponents had no time to rebut them effectively. Tempers cooled during the summer, and talk of town versus dorm did not recur when the fall term opened. In its September 30 issue, the *Tripod* again urged a smaller student body, this time arguing that fewer students would mean smaller classes and closer ties with faculty.⁷¹

The institution that was now the focus of Jacobs's energies had experienced an administrative transformation under former president Funston, and had benefited as well from the construction of new buildings and an increase in undergraduate enrollment. Enlarging the endowment, continuing the expansion of facilities, and broadening Trinity's appeal to prospective students, particularly those from areas outside the Northeast, emerged as central challenges. The geographical distribution of the student body had begun to increase in the years following World War II, and although immediately prior to the war, 42 percent of the undergraduates were from Hartford and surrounding communities, this figure had declined to less than 25 percent by the early 1950s. Students from outside the Northeast and even from overseas were increasingly seeking admission to Trinity, a positive trend and an encouraging sign of the College's growing national appeal.⁷² Regarding the physical plant, the new library was spacious and provided expansion room for the research collections. A new dor-

mitory, later designated as Jones Hall, was under construction (*IV-22*), but an additional dormitory was a pending need as was a student center. The chemistry building was well equipped for teaching and research, and Hallden Engineering Laboratory was undergoing expansion. In contrast, the Biology, Mathematics, Geology, and Physics departments continued to occupy outdated and inadequate facilities in Boardman Hall and Jarvis Laboratory. Such inadequacies concerned many alumni, especially when Trinity was compared with other small liberal arts institutions. Alumni were annoyed also whenever Wesleyan, Amherst, and Williams referred to themselves as the "Little Three," openly excluding Trinity.

Jacobs was well aware of the College's strengths and weaknesses. From his perspective, Trinity's greatest strengths were its campus and physical plant, despite the need for continued development, while the greatest weakness was a relatively small endowment. Trinity had been successful in the fund-raising campaigns it had undertaken during the previous half-century, and there had been a number of generous bequests. The College, however, had invested a large portion of the funds it received in buildings, including new dormitories that a more numerous student body required. While Trinity's budget had shown a small annual surplus for many years, the endowment had not kept pace with the institution's growth. In 1941, before America's involvement in World War II, endowed funds amounted to just over \$3.6 million, and by 1953, the figure stood at slightly in excess of \$5 million, the ratio of endowment per student having declined.⁷³ In 1941, endowment per student (with 556 undergraduates) was \$6,476, while in 1953 (with 925 undergraduates) it was \$5,420.⁷⁴ Tuition, the other major source of income, was \$400 per year in 1941, and stood at \$600 in 1953,⁷⁵ while the College's actual operating budget had increased from the 1940-1941 figure of \$404,026 to \$1,337,700 for 1952-1953.⁷⁶

Some months before Jacobs's election as president, the Trustees had authorized Acting President Hughes to engage the New York consulting firm of Marts and Lundy, Inc. to undertake a survey of Trinity's fund-raising potential.⁷⁷ The firm had previously assisted the College with the 125th Anniversary Campaign conducted during 1947-1948. Marts and Lundy's report, dated November 6, 1952, included among its recommendations that Trinity establish an ongoing development program and undertake another fund-raising campaign.⁷⁸ The report confirmed President Jacobs's own sense of the financial picture, and increasing the endowment soon became one of his central priorities. The Board agreed that the College should embark on a major fund-raising effort, and that it should employ a qualified individual to set up a development program and direct a campaign. They turned to Albert E. Holland '34, M '58, Hon. '66 (*IV-23*), who was then Assistant to the President, a position in which he had served under both Funston and Hughes. With his title augmented to include responsibilities as Director of Development, Holland accepted an initial assignment for the period from May 1, 1953 to September 1, 1954.^{79†} In June, 1954, the Trustees appointed him Vice President in Charge of Development, and at

the same time designated Arthur H. Hughes as Vice President of the College in recognition of his long and outstanding service.^{80†} In 1957, Holland's title also became Vice President of the College.⁸¹

Albert E. Holland '34 was the ideal choice to oversee a development program. From the beginning of his administrative connection with Trinity in 1946, he had been involved with fund raising for various Hartford organizations, among them the Hartford Symphony Society and the Wadsworth Atheneum, and had successfully headed the Hartford Community Chest campaign. Holland operated on the principle that "it takes money to get money," one that had been highly effective in community affairs and would produce remarkable results at Trinity. He had come to know Hartford well, and although a resident of the city for little more than a decade, was well-acquainted with influential members of the community. Holland, it seemed, knew everybody in Hartford, and everybody in Hartford knew him.⁸² His Hartford connections were most useful, and in his many short memos to Jacobs, Holland often suggested which members of the Hartford community were worth cultivating and which were not.⁸³ Needless to say, he enjoyed the job, and early on indicated to Jacobs: "This Development work is most interesting."⁸⁴

Based on the findings of Marts and Lundy as well as on his own experience, Holland prepared a report in which he discussed the principles guiding his approach to fund raising, and laid out a basic strategy for the College, including the requirements for establishing an ongoing development program. He also proposed the objectives for a long-range capital campaign. Three development committees, composed respectively of trustees, faculty, and members of the administration, considered and endorsed his report, and it received full Trustee approval at a special meeting on October 17, 1953.^{85†} Holland's ambitious campaign goal called for raising \$8.2 million, with most of that amount dedicated to increasing the College's endowment. Trinity would seek \$3 million to improve faculty salaries and support scholarly and scientific research; \$2 million would add new scholarships; \$1.5 million would be for general operating expenses; \$750,000 would construct and endow "a modest student center"; \$200,000 would complete the transformation of the old library quarters in Williams Memorial into faculty and administrative offices; and the remainder would repay the loans the College had incurred to build the Jones Hall dormitory then under construction.⁸⁶

Over the course of the next two years, Holland set up a development program, energetically cultivated contacts in Hartford and beyond, oversaw successful Alumni Fund and Parents' Association campaigns, and worked with President Jacobs on stimulating relations with local businesses and industries. In view of the success Holland had, and with Jacobs's enthusiastic recommendation, the Trustees voted on April 23, 1955 to undertake "an intensive capital campaign" as a major step in moving toward the \$8.2 million goal they had previously approved. They also authorized engaging Marts and Lundy as campaign consultants.⁸⁷ Following a period of study and review

of the College's most pressing needs, the Trustees at their January 1956 meeting set an adjusted goal of \$4.57 million for what they called the "Program of Progress" campaign. They further specified raising \$3.35 million of the campaign's goal by June 30, 1957, and the remaining funds by June 30, 1958. Up to that time the largest campaign in Trinity's history, the Program of Progress also was the largest intensive campaign any college of Trinity's size had undertaken.⁸⁸

The revised priorities that the Program of Progress embraced consisted of \$1 million as "new endowment for faculty purposes"; \$100,000 for remodeling Williams Memorial; \$1 million for a new student center; \$420,000 to retire the debt on the new Jones Hall dormitory completed in 1953; \$1 million for a mathematics and physics building; \$200,000 for library purposes; \$500,000 for endowed memorial scholarships; and \$350,000 for use as "unrestricted expendable funds."⁸⁹ The campaign that ensued was highly successful, although it did not result in meeting the target figures for some of the priorities, especially the student center, and the mathematics and physics building. Funds raised amounted to \$4,666,981, almost \$100,000 in excess of the goal, and credit for this achievement went to Holland as well as to Martin W. Clement '01, the honorary national chairman, and Robert S. Morris '16 (*IV-24*), the national chairman. Particularly important was the dramatic increase in support from the Hartford area community, which contributed \$1,732,850 in contrast to the \$270,000 contributed to the 125th Anniversary Campaign in 1947-1948. Such a change was a sign that, as President Jacobs observed, Trinity had "finally become a vital part of the Hartford community."⁹⁰

Local businesses and industries played an important part in helping the College achieve its Program of Progress goals. One of the major points Holland had made in his 1953 report on fund-raising strategies for Trinity was the importance of seeking support from Hartford's business community. Concurring strongly in Holland's view that this "community" was a natural College constituency, Jacobs believed that strengthening an already cordial relationship would benefit Trinity greatly. To this end, Jacobs began working closely with trustees Newton C. Brainard (president of Connecticut Printers, Inc.) (*IV-25*), and Lyman B. Brainerd '30, Hon. '71 (president of the Hartford Steam Boiler Inspection and Insurance Company) (*IV-26*), both members of the Executive Committee of the Board of Trustees.⁹¹

On October 19, 1953, the College entertained 150 Hartford-area business leaders at the "First Annual Business and Industry Dinner." Commemorating the 175th anniversary of the birth of Trinity's founder, the Rt. Rev. Thomas C. Brownell,^{92†} and the 130th anniversary of the founding of Trinity, the event took place in Hamlin Dining Hall. The Honorable Raymond E. Baldwin, Associate Justice of the Connecticut Supreme Court, a former Connecticut Governor and a Wesleyan graduate, acted as toastmaster. In his address to the guests, Jacobs pledged that Trinity would serve the community in new ways. There would be more participation in community affairs by members of the faculty and administration, as well as the offering of

graduate courses that would address the interests of individuals involved in Hartford's businesses and industries. Faculty would also be more available for consulting services. Jacobs indicated to his audience, however, that the College expected the business community to reciprocate. In a time when tax policies were having a negative impact on the sources of large endowments, the independent colleges had to seek corporate support. This, he said, was not asked "as a matter of charity," but as "an opportunity to invest in the future of America, in enlightened self-interest."⁹³

President Jacobs's words did not fall upon deaf ears, and the business community willingly responded by cooperating to bring itself and Trinity closer together. In the fall of 1954, the College organized the Trinity College Associates, "a cooperative effort for the benefit of business, industry, and higher education." Membership consisted of firms that agreed to contribute \$1,000 to the College annually, in return for which they received the designation "Associate." By June of 1955, the Associates consisted of 21 Central Connecticut businesses and industries of varied size,⁹⁴ and to accommodate this variation, the College soon introduced a sliding scale into the membership fee structure. The number of associates thereafter increased.⁹⁵

In response to such direct support from the business community, Trinity pledged to expand the graduate program by including more courses useful to corporate employees, particularly in the areas of economics, mathematics, and physics. For the benefit of corporate executives, the College also agreed to bring lecturers to the campus in such fields as economics and public policy, with a special emphasis on developments and challenges in New England. There would also be an effort to strengthen library resources in connection with developing a broad-based reading program of interest to junior executives.⁹⁶

Employees of Hartford-area businesses and industries soon took advantage of the additional course opportunities, and in many cases, the employer paid either all or part of the student's tuition fees. Several corporations made direct grants to the College to cover the added costs of graduate instruction, among them IBM, which paid for several student assistants, and United Aircraft Corporation of East Hartford, which contributed \$35,000 to support the entire Trinity graduate program.⁹⁷ Also, in 1956, G. Fox & Company, a major Hartford department store owned by Mrs. Beatrice Fox Auerbach, supported both graduate and undergraduate instruction by endowing the G. Fox & Company Professorship of Economics through a gift of \$100,000 to the Program of Progress.⁹⁸

The lecture series designed for corporate executives began in October 1954, and was open to the public. Among the featured speakers were Alfred C. Neel, first vice president of the Federal Reserve Bank in Boston; Robert Brendt, vice president of the New England Power Company;⁹⁹ and Henry L. Shepherd of the law firm of Shepherd, Murtha and Merrit, who spoke on "Taxes and Industrial Progress."¹⁰⁰

Perhaps the foremost example of business and industry cooperation with Trinity was the creation in 1958 of the Capital Area Scholarships (later the Capital Area

Corporate Scholarships). As the Minutes of the College's Board of Trustees state, "the full-tuition scholarships were to serve a two-fold function: as an expression of Trinity's debt to the community, and also a desire to help needy young men in the community to receive an education of quality."¹⁰¹ Hartford-area corporations provided most of the funding for the Capital Area program, with slight additional support from Trinity. Under the terms of the Capital Area Scholarships, the College would admit 10 young men from the capital area annually. Each candidate had to possess several qualifications that, as President Jacobs described them, were absolute integrity and willingness to work hard, the admiration and respect of peers, the resolve to make something of one's life, and a strong religious conviction, whatever the candidate's creed.¹⁰² The Capital Area program proved to be a tremendous success, and annually, a new group of students from Hartford and 17 surrounding towns had the opportunity to attend an independent college, something each Capital Area Scholar could not otherwise have afforded.¹⁰³ Nearly 40 years later, in the 1995-1996 academic year, 10 corporations were contributing to what has become known as the Connecticut Scholars program: CIGNA Corporation, Connecticut Mutual Life Insurance Company, Dexter Corporation, Duracell, Heublein, Inc., R. C. Knox, Northeast Utilities, Savage-Alert, Shawmut Bank, and United Technologies Corporation.¹⁰⁴

At the same time that President Jacobs was busily soliciting the cooperation of the Hartford business community, the Vice President for Development was making contacts with the corporate world at large. During the winter of 1953-1954, Albert E. Holland '34 visited the headquarters of some 60 foundations and national business corporations.¹⁰⁵ During much of this time, Holland worked from an office that he opened in New York City so as to be near the center of America's corporate and foundation action. He soon discovered that Trinity lacked a sufficiently distinctive profile among national foundations and corporations, despite former president Funston's personal connection with many corporate executives. Holland also learned that corporations and corporate foundations had cooled somewhat toward making charitable contributions, fearing opposition from stockholders who could conceivably object to giving away funds that they might feel were rightfully theirs. Fortunately, the New Jersey Supreme Court, in a June 25, 1953 decision stemming from a case involving Princeton University, had declared the legality of corporate charitable contributions.¹⁰⁶

Jacobs and Holland persevered, and alumni and friends of the College involved with the campaign continued to stress how important Trinity and other American liberal arts colleges were to the welfare of the nation as well as to the communities in which they were located.¹⁰⁷ In 1955, with Marts and Lundy's assistance, Trinity's public relations staff prepared a color motion picture entitled *Neath The Elms*. Narrated by Professor John A. Dando (English), the film briefly recounted the College's history, highlighted the distinctive features of a Trinity education, and concluded with a segment on the institution's needs as summarized in the Program of Progress campaign objectives.¹⁰⁸ This and other public relations efforts, coupled

with Holland's tenacity, gradually achieved the desired result, and foundation and corporate support for the campaign began to develop. Early in 1956, the United States Steel Foundation included Trinity in the distribution of \$1 million among 400 colleges and universities throughout the country.¹⁰⁹ At the same time, the John Hay Whitney Foundation helped support the salary of a visiting professor, Louis Brand, the distinguished mathematician.¹¹⁰ The most spectacular gift to Trinity came during the academic year of 1955-1956, when the Ford Foundation distributed \$500 million among the independent colleges of the United States, the grants being intended to "improve instruction." Trinity's share was \$532,000, and the College compared favorably with other recipients. Yale received \$4 million, Wesleyan \$894,000, and Albertus Magnus in New Haven \$111,300.¹¹¹ During 1956-1957, Trinity received an additional \$103,400 from the Ford Foundation.¹¹²

Another important foundation gift to the Program of Progress occurred in 1958, and resulted in the creation of the George F. Baker Scholarship program at the College. Established by a prominent New York banker, the George F. Baker Trust had previously funded scholarships at a number of colleges and universities. The scholarships paid the full college expenses of young men interested in careers in business or industry. The intent was to attract young men of exceptional ability, and have them concentrate during their college years on work in economics and other disciplines that would provide an intellectual foundation for success in the business world. Recipients did not have to make a final vocational choice. The Trust continued to fund the scholarships until 1973, and over the span of 15 years, the College awarded three or four Baker Scholarships each year for a full four years of study.^{113†}

As noted previously, the Program of Progress campaign not only reached its total dollar goal, but exceeded it, and went a long way toward making Trinity's name better known, particularly in the eyes of the corporate and foundation world. Corporations had contributed just over \$737,000 to the campaign, and foundations in excess of \$1.7 million.¹¹⁴ This level of support helped place Trinity in the lead among 14 small "quality colleges" in a 1958 J. Price Jones Company survey of direct gifts received during the 1956-1957 fiscal year. The College reported the receipt of \$1,744,000 for the period, while Wesleyan was second with \$1,657,000, and Williams third with \$1,650,000.¹¹⁵

A Second Natural Constituency

The conviction Jacobs and Holland shared that business and industry were a natural constituency was ultimately justified, and throughout Trinity's subsequent history the bonds between the College and the business community have remained strong. Both men also believed that there was a second natural constituency: the Episcopal community, which consisted of the laity and various Church-related groups, organizations, and institutions. In respect to the modern history of the College there is an important distinction between the Episcopal community and the Episcopal Church.



Figure IV-22
Jones Hall



Figure IV-23
Albert E. Holland, Class of 1934
(M.A., 1958; Hon. LL.D., 1966)



Figure IV-24
Robert S. Morris, Class of 1916
(M.S., 1917; LL.D., 1965)

Deford Dechert

Broderick



Figure IV-25
Newton C. Brainard (Hon. M.A.,
1946; Hon. LL. D. , 1959)



Figure IV-27
The Crypt Chapel Altar. Vice President Holland
is shown addressing a group of students.

Meyers Studio, Inc.



Figure IV-26
Lyman B. Brainerd, Class of 1930,
Hon. LL.D., 1971



Figure IV-28
Dominic Cristelli and the
St. Dominic kneeler end



Jonathan Lester

Figure IV-29

The new carillon bells given in 1979
by Florence S. M. Crofut, Hon. M.A., 1938



Figure IV-30

The Rev. Dr. Eugene
V. N. Goetchius



Tom Ross Studio

Figure IV-31

The Rev. Allen F. Bray III,
Class of 1949

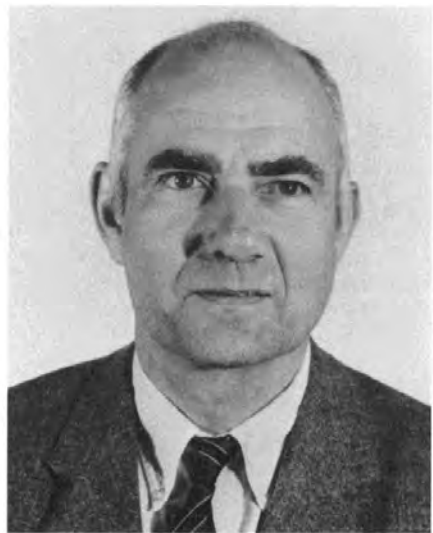


Figure IV-32

Professor of Religion
Edmond L. Cherbannier

Studio "D" Productions, Ronald Durdin



Figure IV-33
Elsworth Morton Tracy Lecturer
and Professor of Religion
Theodor M. Mauch

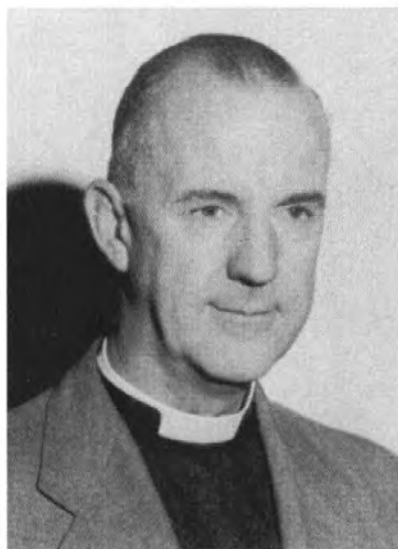


Figure IV-34
The Rev. James Moulton (Mo)
Thomas, College Chaplain



Figure IV-35
The Rev. Dr. Alan C. Tull,
College Chaplain



First Row: Pitcher, W. R.; Haddad, E. M.; Fish, D. J.; Pingpank, R. C.; Owen, W. H.; Nolan, R. T.; Mehrenger, W.; Davenport, C. W.; McNulty, A. F.; Lockton, S. H.
Second Row: Stetler, H. C.; Russell, R. N.; Johnson, P. A.; Turner, W. H.; Warren, R. R.; Plates, J. E.; Wilson, R. S.; Harned, R. E.; Luts, B. M.; Forman, J. C.; Dove, G. O.; Reese, T. D.; Kapouch, J. W.; Baker, J. H.; Densem, J. A.; Polk, W. M.
Third Row: Mackay, D.; Price, W. H.; Jago, F. K.; Kemble, P.; Hoffman, C. L.; Creighton, M. W.; Shaw, G. T.; Horsley, C. B.; Brashich, N. R.; Bundy, P.; Williams, P.; Marvel, R.; Swatkiewicz, L. N.; Haynie, W. N.; Cool, S. J.

Figure IV-36

The Canterbury Club, 1958-1959



First Row: Snyder, T. C.; Cammings, F. J.; Liepis, R. F.; Canivan, J. T.; Brian, R. A.; Coogan, N. W.; Odlum, G. B.; Campion, P. S.
Second Row: Kroczyński, R. P.; Dedemonti, R. A.; Wilson, T. B.; Albano, J. T.; Gerundo, L. P.; Johnson, T. S.; O'Brien, K. L.; Fitzpatrick, K. B.; Wassons, J. F.; Pizella, R. J.; Nardiello, J. B.
Third Row: McNutty, W. C.; Quigley, M. J.; Anderson, G. K.; Wischenbart, J.; Rewa, M. P.; Judge, A. T.; Paslaske, P. S.; Gibbons, E. F.; Bishop, J. P.

Figure IV-37

The Newman Club, 1958-1959



First Row: Fairbanks, G. W.; Backman, C. G.; Hunter, J. C.; Burdin, T. W.; Mills, P. R.; McRae, R.; Henriques, P. R.; Foster, J. S.
Second Row: Steeves, R. S.; Brush, R. O.; Soash, M. A.; Dominique, L. A.; Harting, R. M.; Rice, G. S.; Field, R. C.; Lynde, D. A.

Figure IV-38

The Protestant Fellowship, 1958-1959



First Row: Jaffe, R. R.; Lipson, S. H.; Jaffee, P. S.; Perlman, M. S.; Stone, B.; Levit, S. A.; Kardon, P.; Hoffman, P. A.; McCammon, R. F.
Second Row: Berkley, R. B.; Rotenberg, D. A.; Green, A. X.; Haddad, E. A.; Rudnick, A. M.; Kolman, B. T.; Ascher, P. B.; Brosgol, F. L.; Borus, M. E.; Broudy, E. H.; Miller, A. J.; Lipkind, B.; Broder, J. A.; Hecht, S. W.; Friedman, A. M.; LeWinn, L. R.; Levy, R. E.

Figure IV-39

The Hillel Society, 1958-1959

Ties with the Church had existed since Trinity's founding, but from the turn of the century on, any formal connections had ceased. Lingering confusion on this point had prompted President Funston to issue a memorandum in 1948 on the relationship between the College and the Church. In it, he reaffirmed that Trinity was a non-denominational college that had "close informal relations with the Episcopal Church."¹¹⁶ In contrast, the relationship with the Episcopal community had remained strong, and Jacobs and Holland capitalized upon that strength in conjunction with Trinity's emerging development program. In December 1953, the College sent letters to "6,000 Hartford friends, past parents, and Episcopalians . . . to acquaint or reacquaint certain important publics with the aims and objectives of Trinity."¹¹⁷

Jacobs also firmly believed that the College should be of service to the Episcopal community. Within a month of the new president's inauguration, for example, the College was host to the nationwide Conference in Theology for College Faculty, a weeklong gathering of academic Episcopalians sponsored by the Synod of the Episcopal Church in New England, New York, and New Jersey, and by the Church Society for College Work. First held in 1950 at Hamilton College, and continued annually until the 1960s, the conferences were intended to discuss matters of moral and theological concern to Episcopal professors of all disciplines.^{118†} In ensuing years, the College continued to host a number of conferences, educationally oriented programs, and anniversary observances directly related to the Episcopal community.

Jacobs enthusiastically supported Trinity's observance of Christian Higher Education Day, and in time the celebration evolved into an unusual fund-raising venture. In 1947, the College had joined in an informal alliance with Hobart, Kenyon, and the University of the South in observing the day each November. The occasion was given new importance in 1954, when the National Council of Churches designated Sunday, April 25, as National Christian College Day, and in that connection, asked all church-related institutions of higher learning to pursue a common theme: "Christian Colleges for a Free America." Hobart, Kenyon, Trinity, and the University of the South agreed to pursue the theme collaboratively. Each Episcopal parish in the United States received an explanatory brochure on behalf of the four institutions that discussed the theme's significance, requested that there be some observance of the day, and urged parishioners to contribute to the colleges of their choice.^{119†} The president of each of the four colleges preached the sermon in one of the larger churches or the cathedral of the diocese in which his college was located. On the first such occasion, Jacobs ventured beyond the Diocese of Connecticut and preached at the Cathedral of St. John the Divine in New York City at the 11:00 a.m. service, and at the Cathedral of the Incarnation in Garden City, Long Island, at Evensong. The wide publicity the services received resulted in a large attendance, and many in the congregations were alumni, parents, and students from the New York-New Jersey area.¹²⁰

Thereafter, the presidents of the colleges worked closely in planning each annual Christian College Day observance, and in addition, sought each other's advice regard-

ing athletic matters, chapel observance, fund raising and other mutual concerns.^{121†} When the University of the South withdrew from the arrangement, the remaining institutions became known as "The Three College Group."¹²² An informal organization, the Group soon concluded that a permanent arrangement could be advantageous to both the colleges and the Episcopal community. The Association of Presidents of Church Colleges, an organization that had existed briefly in the 1920s, consisting of the heads of Trinity, Hobart, Kenyon, the University of the South, and St. Stephen's College (later Bard College), may have served as a model for the Three College Group in broadening their membership. The Association of Presidents of Church Colleges was the brainchild of the Rev. Bernard J. Bell, Warden (President) of St. Stephen's College, and he had been the Association's leading figure throughout its short life.¹²³ Although far from being a resounding success, the Association had succeeded in securing for each of the five colleges a grant of \$10,000 per year for three years from the General Council of the Episcopal Church, the first and only grants Trinity ever received from the Church.¹²⁴

The Three College Group and five other colleges organized the Episcopal Church College Association in 1962, after several years of planning. President Jacobs urged the Trinity Trustees to accept membership, and on June 8, 1962, the Board voted to join the organization, soon to be known as the Association of Episcopal Colleges.¹²⁵ In addition to Trinity, Hobart, and Kenyon, membership consisted of the University of the South, Bard, Shimer (Illinois), and three black colleges, St. Paul's (Virginia), St. Augustine's (North Carolina), and Voorhees (South Carolina). Early publicity releases emphasized that the Association received no funds from the Church and that it would be entirely self-supporting. Its stated purpose was to act as a liaison among member colleges and, through a Fund for Episcopal Colleges, to solicit financial support for the member colleges directly as well as collectively.¹²⁶

Membership in the Association was not popular at Trinity, where the belief prevailed that it would divert funds from the College.¹²⁷ Such fears were soon realized in the form of a small booklet, *Their Precious Power*, which explained the basis for allocating the funds raised. The primary goal was to secure \$50 million of "new, unrestricted endowment" for the institutions, over a period of 10 years, primarily from the Episcopal community. The secondary but vitally important goal was to strengthen endowed support for professorships, faculty fellowships, lectureships, scholarships for Episcopal students (with a specific fund for black students), student exchange, and library improvement.¹²⁸ On all counts, Trinity would benefit to a lesser degree than the smaller, less-well-endowed member colleges. Several of the institutions had libraries severely lacking in resources, and faculty exchange was clearly to the advantage of the other colleges willing to participate. The objective of providing one four-year scholarship for each member college could hardly have been to Trinity's advantage. In years when funds raised were insufficient, the size of an institution's endowment would determine whether or not it received a scholarship, and the college with

the smallest resources would have first choice. A further disadvantage to Trinity was that the multi-million-dollar endowment goal would take many years to achieve.¹²⁹

Despite such considerations, Trinity assumed a key position in the organization. When I. Dwight Fickes, a New York businessman and Episcopal layman, accepted appointment as Executive Director, Trinity provided temporary headquarters until the Association could locate permanently in New York City.^{130†} The first formal meeting, coinciding with National Church College Day, took place in New York City on April 28, 1963. Albert C. Jacobs was elected president, and Kenneth C. Parker, the College's Director of Public Relations, became secretary.¹³¹ Enthusiasm for membership in the Association soon waned when it became clear that the Episcopal Church Foundation, a major fund-raising arm of the Church, was beginning to assume responsibility for much of the Association's work, and that such an altered alliance was not to Trinity's advantage. The terms "Church-related college" and "Episcopal college," used in the Association's brochures, had become a hindrance to the College's admissions program. Trinity was not an "Episcopal college" functioning as an educational extension of the Church, and terminology suggesting such a relationship was confusing if not completely misleading. At President Jacobs's request, a trustee committee reviewed the membership question, and upon its recommendation, the Board voted on June 1, 1968, to withdraw from the Association effective June 30, 1969.¹³²

President Jacobs's devotion to his faith and to the Episcopal Church carried over to the Trinity campus, and many undergraduates, as well as faculty and members of the administration, became active participants in several new religious programs and organizations. Unquestionably, the Chapel was the center of religious life at the College, and numerous gifts continued to add to its beauty and practical functioning. In 1955, for example, Bern Budd '08 presented a free-standing marble altar (*IV-27*) for the Crypt Chapel in memory of his wife,¹³³ and at their 26th anniversary service in December 1958, the Chapel Builders added an accompanying altar rail.¹³⁴ One of the most moving gifts was a kneeler end donated by Dominic Cristelli, the Chapel custodian for many years. Dedicated at Evensong on January 7, 1955 to Cristelli's patron saint, St. Dominic, the kneeler end featured carved details representing events in the lives of both the donor and his patron (*IV-28*). Cristelli had just two or three years of schooling in Italy, and had saved the funds for the kneeler end from his earnings.^{135†} That same year witnessed a gift for a "Memorial Bell-Ringing Fund" from Florence S. M. Crofut, a long-time friend of the College, as noted previously. Miss Crofut stipulated that the income from her gift was to enable the College to attract distinguished performers for the summer carillon concerts rather than employ "a regular College carillonneur."¹³⁶ Miss Crofut enjoyed visiting the Chapel, and on occasion would attend a weekday or Sunday service. The carillon was a focus of her interest, and in 1979, she presented 19 additional bells, thus extending the original 30 bells to a range of four octaves (*IV-29*).¹³⁷

The incongruity President Jacobs noticed in the religious life of the College was

that while undergraduates took pride in the Chapel as an architectural masterpiece, many of them seemed oblivious to its purpose. Chapel attendance was still compulsory, and students earned "chapel credits" for attending services not only in the Chapel but also in churches or synagogues in Hartford or their home towns. At the time of Jacobs's inauguration, he ignored the *Tripod's* suggestion that the College abolish compulsory chapel. The president viewed student resistance to compulsory chapel as a challenge, and immediately set out to develop a religious program that he hoped would be more to the students' liking and bring more of them, as individuals, into the religious life of the institution.

Late in 1953, Jacobs appointed a Faculty Committee on Religious Life to study the entire religious situation on campus and make suggestions for its improvement.¹³⁸ Proposals came quickly, and received prompt attention. In an effort to draw the fraternities more fully into the religious life of the College, an annual corporate communion was celebrated in the Chapel of Perfect Friendship for each fraternity on a day of special significance for the chapter. In addition, faculty and staff attended a corporate communion followed by breakfast on the first Wednesday of each term.¹³⁹ Another proposal involved the establishment of a series of monthly Chapel convocations on the subject of "The Christian in the Academic Community." The convocations were intended to foster faculty-student relationships, encourage greater faculty involvement in the life of the College, and integrate more closely spiritual and academic concerns. Begun in October 1955, the convocations consisted of half-hour lectures by different members of the faculty with discussion following. Among the topics were: "The Christian and Economics" by Professor John E. Candelet (Economics); "The Christian and Modern British Literature" by Professor John A. Dando (English); and "The Christian and Chemistry" by Professor Robert H. Smellie, Jr. '42, M.S. '44 (Chemistry). There was no chapel credit for attendance, which averaged 70.¹⁴⁰

The challenge of a new opportunity for service in his ministry led Trinity's Chaplain, the Rev. Gerald B. O'Grady, Jr., to resign in 1955 to become rector of the American Church in Geneva, Switzerland.¹⁴¹ The Chaplain's departure had an impact on the curriculum, and soon led to the establishment of the Department of Religion. In addition to his other responsibilities, O'Grady had served on the faculty as Assistant Professor of Religion. Shortly after his appointment in 1946, he developed semester-long courses on Christian thought and Christian ethics, as well as a yearlong introductory course on the literature and religion of the Old and New Testaments. In the years following, the Chaplain taught the survey courses and the Scriptures course on an alternating basis while continuing to conduct a full schedule of services in the Chapel, counsel students, and carry out other pastoral functions. In 1952, the College moved to lighten O'Grady's taxing schedule by appointing as his assistant the Rev. Dr. Eugene V. N. Goetchius (*IV-30*). The latter also served as Instructor in Religion, and offered new courses on the Judeo-Christian sources of Western culture, the history of religions, and the philosophy of religion.¹⁴² When

Goetchius left the College in 1954 to take a parish position in New York City, the Rev. Allen F. Bray III '49 became Assistant Chaplain (*IV-31*). Bray, however, did not engage in teaching, and O'Grady that year took on the full course load.¹⁴³ Instruction in religion for the 1955-1956 academic year rested with a new member of the faculty, the Rev. Dr. Edmond L. Cherbonnier, Associate Professor of Religion (*IV-32*).¹⁴⁴ Cherbonnier soon broadened course offerings, introducing the study of the religions of the Far East. With the appointment in 1956 of Dr. Theodor M. Mauch as Assistant Professor of Religion (*IV-33*), the Department of Religion became a reality, thus adding an important dimension to the College's curriculum.¹⁴⁵

Assistant Chaplain Bray assumed responsibility for the Chapel following O'Grady's departure. The College engaged the Rev. Dr. Kenneth E. Cragg, then teaching at the Hartford Seminary Foundation, to help Bray, but this arrangement came to an end when Cragg accepted appointment as Canon of St. George's Collegiate Church in Jerusalem.¹⁴⁶ Bray had become increasingly aware that the chapel situation needed a fresh vision, and indicated to President Jacobs that he would like to leave the College to enter the Chaplaincy Corps of the U. S. Navy. Accordingly, on June 9, 1956, he submitted his resignation, effective July 1.¹⁴⁷ Having unsuccessfully conducted a personal search for a successor to O'Grady the previous fall, Jacobs had appointed an official faculty-administration committee to seek a new chaplain. In the interim, the Rt. Rev. Lewis B. Whittemore, Hon. D.D. '57, retired Bishop of the Episcopal Diocese of Western Michigan, assumed the responsibilities of the chaplaincy.¹⁴⁸

Selecting a new chaplain proved to be almost as complicated as choosing a new president. There was little agreement as to what qualities a new director of religious life at Trinity should possess. A consensus existed on only one point: the chaplain would have to be a priest of the Episcopal Church because of the diocesan status of the Chapel. The final choice was the Rev. James Moulton (Mo) Thomas, who accepted appointment as Chaplain in July 1956 (*IV-34*). An alumnus of Princeton, he had wide pastoral experience in West Virginia and Maryland, and had been highly successful in working with young people. Perhaps recalling former president Funston's comment that "pageantry appropriate to academic occasions . . . assists in the maintenance of traditions which contribute to high morale,"¹⁴⁹ President Jacobs decided to make the installation of the new chaplain an occasion that would impress upon the students the great importance of the chaplaincy and the Chapel in the life of the College.

The installation service occurred on November 1, 1956 in a ceremony conducted entirely in Latin. The academic procession consisted of the College Marshal, representatives of the student religious organizations, the officers of the Classes of 1957, 1958, 1959, and 1960, the Medusa, the Senate, the faculty, the Trustees, the Dean of Christ Church Cathedral, the Chaplain-elect, the mace bearer, President Jacobs, the Bishop's Chaplain, and the Rt. Rev. Walter H. Gray, Bishop of Connecticut and a trustee of the College. Bishop Gray presented Chaplain Thomas with the Bible, the Book of Common Prayer, the Canons of the Episcopal Church, the College Charter, and the

“Book” used at Matriculation and Commencement, following which President Jacobs presented the Trinity College Bachelor of Divinity hood, the tippet, the Canterbury cap and the Chapel key.^{150†}

In brief remarks, Thomas outlined his plans for the Chapel. He would continue the daily services usually observed in an academic community, and would encourage faculty and student lay-readers to conduct as many of the short weekday services as possible. The Chaplain proposed less liturgical emphasis, brief sermons or homilies at every service, and more hymns. He also planned to invite alumni clergy of various denominations to preach when they were in Hartford.¹⁵¹ Beginning in the fall of 1957, a new schedule of services went into effect, including Sunday Evensong. President Jacobs, Dean Hughes, or one of the faculty or student lay-readers conducted the weekday services.¹⁵²

Chaplain Thomas soon introduced a number of innovations, the first of which was a Chapel Cabinet made up of the heads of the four student religious organizations — the Canterbury Club, the Newman Club, Hillel, and the Protestant Fellowship.^{153†} The Cabinet’s first activity was to coordinate the observance of Brotherhood Week during February 1957, with a goal of working toward the elimination of social and religious intolerance and prejudice in American life.^{154†} The following month, on March 7, the Cabinet sponsored Trinity’s first Seminary Day, intended to encourage men of all faiths to consider a full-time religious vocation. Some 60 students (Anglicans, Jews, Roman Catholics, and Protestants) heard representatives of the seminaries give short presentations on the general theme of “God’s Call in Today’s World.” The meeting was ecumenical, with representatives attending from several Episcopal seminaries on the East Coast, St. Thomas Seminary (Roman Catholic), Jewish Theological Seminary, the nondenominational Hartford Seminary Foundation, Union Theological Seminary, and Yale Divinity School.¹⁵⁵

Seminary Day’s focus was on students looking toward ordination or those seriously considering it. In contrast, another program called Embassy appealed to a broader audience of students seriously interested in religious matters but not necessarily having any vocational objective. As noted in the previous chapter, Chaplain O’Grady had introduced Embassy in 1951, and by the late 1950s it had become a two-day program involving clergy and laymen of various religious faiths.¹⁵⁶ Chaplain Thomas regarded Embassy as one of the more significant components of the Chapel program, and continued to emphasize it as part of the Chapel’s Lenten observance although attendance was never very large in any single year.¹⁵⁷

These initiatives did not, however, succeed in revitalizing the religious spirit at the College. Undergraduate resistance to compulsory chapel became more intense than ever, and there was even the threat of a lawsuit over the matter. In a petition to the Trustees in 1958, students charged that compulsory chapel was a violation of their constitutional rights. The Board referred the petition to the Trustees’ Law Committee, which decided that the requirement was “legal and enforceable.”¹⁵⁸

Further reflection on the wisdom of the requirement led the Trustees to vote on June 12, 1959 to make weekday chapel attendance totally voluntary. Students still had to attend sabbath services at the Chapel or in a church or synagogue of choice nine times in each academic term.¹⁵⁹

Such a partial victory elicited little gratitude, and student dissatisfaction shifted quickly to another Chapel concern: the choice of Sunday morning visiting preachers. During the 1958-1959 academic year, there were 27 visiting preachers, most of them priests of the Episcopal Church. Among their ranks, the Rev. William A. Spurrier, Professor of Moral Science and Religion at Wesleyan, proved particularly popular with the students. At the other end of the spectrum were several clergymen who reportedly expounded what a letter to the *Tripod* described as "Sunday-school" religion, insulting to a college student's intelligence.¹⁶⁰ The worst offender was a parish priest from another diocese who had appeared previously several times and had participated in Embassy.¹⁶¹ The response to such complaints was that the individual in question had been designated by *Newsweek* as "one of the ten greatest preachers in the United States."¹⁶² The controversy was prolonged,^{163†} and on Sunday mornings dissatisfaction went so far that students read newspapers during the sermon. The Chaplain soon engaged fewer outside preachers, but his sermons were equally criticized.^{164†}

It soon became apparent to almost everyone that the time had come to end required chapel attendance. Even the Chaplain agreed, and suggested that removing the compulsory element would allow the Chapel services to stand on their own and result in increased attendance. Not fully convinced, the Trustees appointed a Committee on the State of Religion at the College. Its members soon discovered that other colleges were eliminating similar requirements. The Committee reported its findings at the Board's June 1964 meeting, and recommended ending compulsory attendance. President Jacobs and Bishop Gray attempted to defend the principle of required chapel, but their arguments were to no avail. One year later, on June 11, 1965, the Trustees voted to eliminate all chapel attendance requirements.^{165†}

Frustrated at the Chapel situation, the Chaplain had resigned during the summer of 1964, and accepted a position as priest-in-charge of St. Stephen's Parish in Middlebury, Vermont, and chaplain to Episcopal students at Middlebury College. The appointment of the Rev. Dr. Alan C. Tull as Chaplain and Instructor in Religion (*IV-35*) marked the College's return to an earlier concept of the chaplaincy that integrated the position into the academic life of the College. Tull began his teaching duties in the fall of 1964, and his installation as Chaplain took place on April 29, 1965.¹⁶⁶

In view of Trinity's informal relationship with the Church, and the jurisdiction that the Bishop of Connecticut exercised over the Chapel and the Chaplain, the College's religious life had an Episcopalian emphasis. Regardless of this, the College strictly observed its Charter requirement not to impose any religious test upon trustees, faculty, officers, or students. There were several faiths represented in the Trinity community, and four organizations existed to accommodate undergraduate

religious affiliations: the Canterbury Club for Episcopalians, the Newman Club for Roman Catholics, the Protestant Fellowship, and Hillel for Jewish students. The Canterbury Club (*IV-36*) had a large membership, in 1958, for example, numbering 135 students.¹⁶⁷ All were members of the Episcopal Church "and affiliated branches of the Anglican Communion," and the activities in which they participated, under the guidance of the Chaplain, included "worship, study, service, prayer, giving, and evangelism," with the aim of strengthening the spiritual life.¹⁶⁸ The Newman Club (*IV-37*), at this time under the guidance of the Rev. Robert Callahan, also had a large membership. The club carried on an active spiritual and social life featuring study groups on religious subjects, weekly meetings, corporate communions, an annual dance, and mixers at Smith, Albertus Magnus, St. Joseph, and Hartford College for Women.^{169†} In 1955, President Jacobs reported that just over 18 percent of the undergraduate body (166 of 906) were members of the Roman Catholic Church.¹⁷⁰

Equally active was the Protestant Fellowship (*IV-38*) under the leadership of the Rev. Jack Grenfell, a young Methodist clergyman. The Fellowship held study groups, semi-annual dinners, and social gatherings, and was particularly active in the annual charity drive.^{171†} Rabbi William Cohen provided energetic leadership for Hillel (*IV-39*), the smallest of the campus religious societies, and encouraged students to participate in campus religious life as fully as Jewish law permitted. Hillel was well represented in both Seminary Day and Embassy, and rabbis and Jewish laymen were always participants in such occasions. Hillel members did not serve in any liturgical capacity at Chapel services, but the Chapel Cabinet did include Hillel representation, and in 1956, Milton Israel '58 served as Cabinet chairman.¹⁷²

From the very beginning of his administration, President Jacobs continued to enhance the ties of good will that had existed for many years between Trinity College and Hartford's Jewish community. The delegates to Jacobs's inauguration included Rabbis Joseph Gitman and Abraham J. Feldman.¹⁷³ Rabbi Feldman later received an honorary Doctor of Sacred Theology degree at the 1953 Commencement,¹⁷⁴ and in the fall of 1963, the Trustees of the Congregation Beth Israel of Hartford established "The Rabbi and Mrs. Abraham J. Feldman Scholarship Fund."^{175†} Jacobs was always welcome as a public speaker before Jewish groups,^{176†} and Jews among the alumni as well as those with no tie to Trinity contributed generously to the Program of Progress, and have supported subsequent fund-raising campaigns.^{177†}

Alumni, Parents, and Convocations

President Jacobs and Vice President Holland believed that Trinity's alumni were a crucial source not only of moral but also of financial support. The College's continuing efforts to establish and sustain local alumni chapters throughout the nation were highly successful, and helped increase contributions to the annual Alumni Fund. Every Trinity matriculant was a member of the national Trinity College Alumni Association, and each received an invitation to join his closest local association. By

1957, the College could point to 22 active local alumni associations or clubs throughout the country from Boston to San Francisco. During the weekend of October 18-20, 1957, class agents, local officers, and Fellows of the College gathered for the first Trinity Campus Conference organized by the Development and Alumni offices "to help keep Trinity alumni fully informed as to the College's activities"¹⁷⁸ Concurrent with the second Campus Conference on September 26-27, 1958, was the first annual meeting of the Alumni Council, formed by the Trinity College Alumni Association as a year-round organization to advise the College administration on matters concerning alumni activities. Membership on the Council consisted of representatives of the local clubs, the class agents, and the Fellows, along with the chairman of the Faculty Athletic Advisory Committee.¹⁷⁹

Each issue of the *Trinity College Bulletin* devoted many pages to the reports of class agents, which included personal and local association activities. Some local associations merely met at cookouts, cocktail parties, informal suppers, or evenings at the home of one of the members. President Jacobs and other administrators, particularly those involved with admissions, often attended. The Hartford group met monthly for breakfast at a downtown club, usually with a faculty member or administrator giving a talk on the state of the College as it related to his office or department. The New York association, one of the largest and most active, enjoyed its annual "Spring Frolic" (IV-40) in late May at Meadowlawn, the estate of Dr. Jerome P. (Dan) Webster '10, in Riverdale, New York.^{180†}

While Trinity moved to strengthen its relations with alumni, the parents of undergraduates also became the focus of increased attention. During this period the College established Parents' Day and organized the Trinity College Parents' Association. The First Annual Parents' Day on October 30, 1954, drew an unexpectedly large attendance of over 1,000 parents, and this gathering led to the formation of the Trinity Parents' Association.¹⁸¹ Each year thereafter, Parents' Day was one of the major autumn campus events, with greetings from the president, reports from the Admissions Office and the Treasurer of the College, informal seminars conducted by representatives of the academic departments, and coffee sessions at which parents could meet with their sons' professors. Saturday morning classes were still the order of the day, and parents often attended classes with their sons. Although the parents were always glad to hear from President Jacobs each year, they were not always happy with what they heard. In 1957, for example, Jacobs informed them that student academic performance was far below its potential, insisting that an all-College grade of 75.1 was the result of a "lack of adequate motivation."¹⁸² The annual gathering also was an occasion for the College to express gratitude for the financial support that parents generously provided in the Program of Progress as well as in the yearly Parents' Fund solicitation.

Another event intended to strengthen the sense of community on campus and increase institutional self-awareness occurred on November 24, 1953, when President

Jacobs presided over the first of a series of all-College assemblies. More than 300 students, administrators, and faculty members learned about the current status of the institution's internal affairs and its relationship to the larger academic world. Jacobs again took the opportunity to set forth his educational philosophy regarding the primacy of the liberal arts, his fears of Communism, and the needs of the College: more scholarships, improved faculty salaries, and a greater commitment to academic excellence.¹⁸³ The assemblies did not prove successful in achieving the desired goals and were discontinued. Parents' Day, the Alumni Association's Campus Conference, and the assemblies reflected Jacobs's belief that gatherings of this nature, whether open to the public or limited to the campus community, were the foundation for a vital academic life.

The high point of such events was a series of extraordinary convocations that brought to Trinity a large number of leaders in the academic community and government, and called the attention of the world to the College. A memorable day in Trinity's history was October 20, 1954, when Dwight D. Eisenhower, the President of the United States, visited the campus. President Jacobs had served as Provost of Columbia University when Eisenhower was president of that institution, and the two had become close friends. During the Eisenhower administration, Jacobs was a frequent visitor at the White House, and he hoped to turn his friendship with the Chief Executive to the College's advantage. Even before he was inaugurated as president of Trinity, Jacobs had invited Eisenhower to give the Commencement address on June 7, 1953.¹⁸⁴ Eisenhower's busy schedule prevented him from accepting the invitation, and Jacobs subsequently asked him to address the graduating class in 1954. Once again, Eisenhower's schedule was full, but he promised to visit Trinity the following autumn.¹⁸⁵ Delighted, Jacobs was determined to make the occasion one of the most spectacular in the College's history. In an outdoor ceremony on the Quad, south of the Chapel, President Jacobs briefly addressed an audience of approximately 7,500, and conferred the honorary degree of Doctor of Laws upon his distinguished guest (*IV-41*).¹⁸⁶ Eisenhower responded with a short speech of acceptance in which he focused on the importance of a well-educated citizenry in working toward improved international understanding.¹⁸⁷ He also expressed regrets at never having learned the Latin language, noting that in the text of the degree citation that the Senior Proctor, Hobart Professor of Classical Languages James A. Notopoulos, had just recited in Latin, the only words he recognized were "Dwight David Eisenhower" and "Ike." The Chief Executive went on to observe that because the manner in which the citation had been read was so cordial, he was certain that it was complimentary.¹⁸⁸ After the public formalities, Eisenhower attended a luncheon at Jacobs's house, stopped briefly at a political rally in Hartford, and returned to his plane at United Aircraft Corporation's Rentschler Field in East Hartford.¹⁸⁹

The Eisenhower visit was the first time that an incumbent President of the United States had appeared at Trinity, although Theodore Roosevelt had come to the College to receive an honorary degree in June 1918, nine years after he had left the White

House. Trinity took great pains to give the Eisenhower Convocation full publicity. The press recognized the event as one of national importance, and more than 250 representatives of newspapers, radio, television, and the wire services were present, including correspondents for some 35 newspapers from home and abroad. Trinity's public relations staff set up a press room in the old library in Williams Memorial.¹⁹⁰ Trinity fared well in the press reports. The *Los Angeles Times* noted that "Their academic procession was something to see—looked as if half the faculty had Oxford doctorates, and they had a fellow carrying a huge gold mace." The *London News Chronicle* stated: "Trinity is a small, old and honorable university [...] and on the platform [...] in its calm and beautiful grounds amid the autumn leaves, the gowns, and mortar boards and the seated ranks of students and parents [...] Eisenhower was plainly well content" (IV-42).¹⁹¹

In President Jacobs's view, the Eisenhower visit was nonpolitical, but Connecticut Governor John D. Lodge, a Republican and friend of the College, was holding a mass rally at Bushnell Park in his campaign for re-election on the afternoon of Eisenhower's visit to Trinity. After leaving the campus, Eisenhower stopped at the rally on his return to the airport, and appeared before a crowd estimated at 50,000.¹⁹² Well before the visit, Jacobs had made it known that he was a Lodge supporter and a member of the citizens' committee to reelect the Governor, but pointed out that his support was personal and in no way represented an official position of the College. He responded to one critic of his partisan views, an alumnus, that if his political positions had harmed the College, he would gladly "step down and turn the reins over to someone more worthy."¹⁹³ As it turned out, Lodge's Democratic opponent, Abraham A. Ribicoff, won the election, and at Commencement the following year, Trinity awarded the new Governor an honorary LL.D.

President Jacobs was a staunch Republican, highly respected in party circles. Shortly after arriving in Connecticut, he became a member of the state party's Platform Research Committee, the policy-setting group. Rumors even circulated that Jacobs was a potential candidate for Lieutenant Governor in 1956, although he insisted that he knew nothing about the rumor.¹⁹⁴ It was certainly nothing new for a Trinity president to be interested in politics. One of Jacobs's predecessors, Flavel S. Luther, an ardent Progressive, won election to the Connecticut State Senate on the Republican ticket, and served two successive terms (1906 and 1908). A Republican point of view had long been popular on the Trinity campus. In the *Tripod's* postwar polls of political preference, Republican candidates had always emerged victorious by large margins, and in the poll for the election campaign of 1952, which brought Eisenhower to the presidency, Republicans had prevailed by a margin of four to one.¹⁹⁵ That year there were several active political support groups among the undergraduates including a chapter of Connecticut Students for Stevenson, an offshoot of the Young Democrats Club,¹⁹⁶ and "Ike for President" and "Taft for President" committees preceding the Republican National Convention.¹⁹⁷ In January 1952, the *Tripod* reported the results of a poll of some 150 students regarding their perception

of the political tendencies of Trinity's faculty. Fifty-one percent saw the faculty as conservative, 16 percent as liberal, and 33 percent indicated they "Did not know."¹⁹⁸ The *Tripod* itself questioned the validity of its own polls, the May 26, 1952 issue noting the suspicion that there had often been "considerable ballot stuffing."¹⁹⁹

Eisenhower's popularity remained solid at Trinity, and when he ran for re-election in 1956, again versus Adlai Stevenson, a poll of both faculty and students gave the incumbent 77.9 percent of the vote to Stevenson's 22.1 percent. The faculty portion of the poll gave Eisenhower 56.4 percent and Stevenson 43.6 percent.²⁰⁰ The culmination of campaign activities on campus was a well-attended debate held the week before the election. H. Dyke Spear, Jr. '57 and Professor D. G. Brinton Thompson (History) spoke for the Republicans, and Franklin L. Kury '58 and Professor George B. Cooper (History) argued the contending point of view for the Democrats. Professor John A. Dando (English), the moderator, tactfully declared the result a draw.²⁰¹

Jacobs found himself in a difficult position during the 1956 campaign when the Republican National Committee asked him to invite Vice President Richard M. Nixon to give a major address to the students. The expectation was that the College would host something similar to the Eisenhower visit, but President Jacobs was extremely cautious, feeling that any appearance by the Vice President would be overtly political. Jacobs asked Connecticut Democratic Chairman John M. Bailey whether his party could find an equally distinguished figure to visit the campus as well.²⁰² Bailey did not take up the suggestion, and the matter was dropped, although hard feelings resulted from Jacobs's refusal to cooperate with the Republicans. H. Meade Alcorn, the Republican Chairman, was incensed that Jacobs had approached Bailey, and had tried to "insulate [the students] against hearing the Vice President upon any such excuse."²⁰³ Alcorn's annoyance also stemmed from Yale University's announcement that Adlai Stevenson would appear at Woolsey Hall.²⁰⁴

Vice President Nixon did eventually appear on campus, but not to make a speech. On Sunday, October 16, 1960, during his campaign for the presidency, Nixon was meeting in Hartford with senior staff members and his running mate, Henry Cabot Lodge, to discuss strategy for the final push before the election, and for the last televised debate with Senator John F. Kennedy.²⁰⁵ It was Nixon's custom to attend church wherever he happened to be on Sunday. There was much speculation among Hartford's newsmen as to what his choice would be. Without public announcement, Nixon appeared at the Trinity Chapel for the 11:00 a.m. service, in the company of the U. S. Senator from Connecticut Prescott S. Bush^{206†} and Attorney General of the United States William P. Rogers. The press had no information as to where the Vice President would go, and even as the Nixon limousine left the Statler Hotel, the reporters were still unaware of his destination. The Nixon entourage arrived at the Chapel two minutes before the service, and was greeted by President Jacobs at the door. Word rapidly spread that Nixon was on campus, and by the time he emerged from the Chapel, a large crowd of undergraduates had gathered, including Anthony W. Rogers '63, son of the Attorney General. Nixon spoke briefly to the gathering, com-



*Figure IV-40
Dr. Jerome P. (Dan) Webster, Class of 1910 (right), and Director of Athletics Raymond Oosting at a Spring Frolic at Dr. Webster's estate, Meadowlawn, in Riverdale, New York, circa 1960s*

*Figure IV-41
President Dwight D. Eisenhower receiving the honorary Doctor of Laws degree at Trinity on October 20, 1954. Assisting are Chaplain O'Grady (left) and Dean Hughes, while President Jacobs looks on.*



Manchester Herald



*Figure IV-43
Vice President Richard M. Nixon receiving a freshman beanie from Michael N. Tousey, Class of 1964, on October 16, 1960*



Hartford Times

*Figure IV-42
President Eisenhower and President Jacobs on their way to Vernon Street and the President's House after the Convocation*

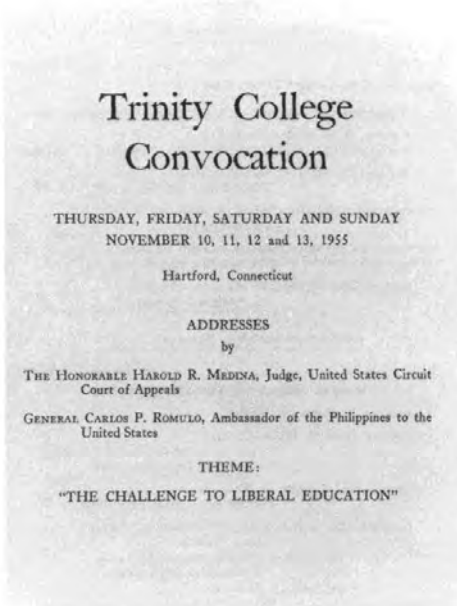


Figure IV-44
Cover of the Trinity College Convocation
program, November 10-13, 1955

Figure IV-45
President Jacobs with
the Convocation's
principal speakers



Judge Medina, Dr. Jacobs and Ambassador Romulo.



Degree recipients with Pres. Jacobs after the ceremony: Krout, Poling, Medina, Wells, Romulo, Fraser, Jacobs, Knapp, Spender, Long, Rose, Trilling, Taylor, Phillips and Lyon.

Figure IV-46
Honorary degree recipients at the Convocation



Figure IV-47
Professor of History
Norton Downs



Figure IV-49
Participants in the 1960 Convocation panel session — seated (left to right): Charles H. Malik, Walt W. Rostow, Dennis W. Brogan; standing (left to right): the Rev. Dr. Johannes Lilje, James Reston, F. S. C. Northrop, McGeorge Bundy



Figure IV-48
Ostrom Enders, Hon. LL.D., 1976, trustee of the College and president of the Hartford National Bank and Trust Company, was chairman of the 1960 Convocation. He is shown opening the evening panel discussion.

SCIENCE SYMPOSIUM

The future of man during this scientific age of enlightenment, missiles and space probes was the prime concern of a Science Symposium, "New World Ahead - Interpretation and Prophecy," held in the Chemistry Auditorium under the auspices of the Trinity College Lecture Committee in honor of the sixteen Trinity College Associates.

Three top scientists participated in the symposium: Dr. Polykarp Kusch, Nobel Prize winner in physics and chairman of the department of physics at Columbia University; Dr. Mark Kac, professor of mathematics and engineering physics at Cornell; and Dr. Detlev W. Bronk, president of the Rockefeller Institute for Medical Research.

Dr. Kusch and Dr. Kac shared the podium during the afternoon session and following an address by Dr. Bronk in the evening session, all three scientists submitted to a discussion period.

We Quote



Dr. Mark Kac
Professor of Mathematics
Cornell University

Dr. Kac: "... Science almost overnight changed from the avocation of a few into the profession of many. There is at present an enormous need for mathematical skills. The mathematical community has the responsibility to the society of which it is a part to help fill this need. It must, however, cope with this vastly difficult task without destroying the basic integrity of the subject.

"... Our graduate schools are turning out specialists in topology, algebraic geometry or what have you, and these in turn go on turning out more specialists. There is something disconcerting and slightly depressing in the whole process ... we no longer climb a mountain because it is there but because we were trained to climb mountains and mountain climbing happens to be our profession.

"... While serving reality we must not abandon the dream; while performing a task we must keep alive the passion.

"... The two great streams of mathematical creativity (pure and applied) are a tribute to the universality of the human genius. Each carries its own dreams and its own passions. Together they generate new dreams and new passions. Apart both may die."



Dr. Polykarp Kusch
Professor of Physics
Columbia University

Dr. Kusch: "... There is neither good nor evil in nature or in man's discoveries of nature. The good or evil arises in man's use of these discoveries. Science in itself does not generate the criteria by means of which a code of moral or of ethical conduct may be established, it does not establish all the elements by which wisdom of a policy may be determined.

"... I sometimes wish technology could un-invent some of the truly remarkable inventions ... I personally could live quite happily without television ... with cars whose maximum speed is, say, 50 miles an hour ... without portable radios in the woods of New Hampshire.

"... Man cannot afford to abdicate his responsibility for making the decisions that affect his personal future and that of his civilization. The future of man does not lie so much with new knowledge of nature and new power over nature as it does with an increased ability of man to use the knowledge of science and the power of technology for valid human purposes."



Dr. Detlev W. Bronk
President
Rockefeller Institute for
Medical Research

Dr. Bronk: "... I do not see this age of science leading to catastrophe. Only in change is there hope and growth. We must stifle the curiosity of our youth ... with outdated curriculums ... and I hope among our students there will be more learners, and not more who are taught and stop learning when they leave the classrooms.

"... One of the most tragic things I ever witnessed was two people frozen with fear on a mountain ledge. They were unable to go up or to go down. I don't want us to become frozen at the heights to which we have already aspired. If we become paralyzed with fear by the things we have done we will lose the initiative. We must continue up the great mountain.

"... I believe that people want to get ahead ... and I believe the youth of all time will see a future of greater satisfaction."

Figure IV-50

Publicity brochure for the March 18, 1961 Science Symposium

menting on the excellence of the service and urging those who had overslept to be in the Chapel the following Sunday. Among the students the Vice President greeted was Michael N. Tousey '64, who presented his freshman beanie to Nixon (*IV-43*).^{207†}

The Eisenhower Convocation had brought considerable public attention to the College, and such was also the case with a series of large-scale academic gatherings Trinity held in the ensuing years. From November 10 to November 13, 1955, the College invited a number of men distinguished in education, religion, and government to a convocation devoted to "The Challenges to Liberal Education," in celebration of Trinity's 133rd year (*IV-44*). As President Jacobs put it, the convocation's objective was "to bring Trinity even more to the attention of the public, inspiring in our students, faculty, alumni, parents and friends a deeper appreciation of the College's services and of its role in the community and in the nation."²⁰⁸ The convocation coincided with the annual Business and Industry Dinner, and was provided with generous financial support from the Trinity College Associates. General chairman of the convocation was Peter M. Fraser, chairman of the Connecticut Mutual Life Insurance Company, and honorary chairman was Newton C. Brainard, senior trustee of the College.²⁰⁹

The convocation opened on Thursday evening, November 10, with the Business and Industry Dinner. Dr. A. Blair Knapp, president of Dennison University, H. Mansfield Horner, chairman of United Aircraft Corporation, and G. Keith Funston '32, gave brief remarks on the theme of "Liberal Education and Our Industrial Civilization," followed by James M. Symes, president of the Pennsylvania Railroad, who delivered an address entitled "Industry Looks at the Campus." The Friday morning symposium, held in the Field House, with some 600 in attendance, focused on "Liberal Education and the Free Man," and featured a panel of distinguished speakers chaired by Dr. Kenneth D. Wells, president of the Freedoms Foundation at Valley Forge. The panel consisted of: Dr. John A. Krout, Vice President and Provost of Columbia University; the Honorable Ori L. Phillips, retired Chief Justice of the 10th Federal District (Denver); the Rev. Dr. Daniel A. Poling, Editor of *The Christian Herald*; and the Honorable Sir Percy C. Spender, the Australian Ambassador to the United States. All dealt with the ways in which liberal education contributed to the development of the free man.²¹⁰

The audience of approximately 1,000 at Friday afternoon's session heard panelists address the theme of "Liberal Education and the Creative Man." Vice President of the College Arthur H. Hughes presided over the panel that included: Lionel Trilling, author, critic and Professor of English at Columbia University; Dr. E. Wilson Lyon, president of Pomona College; Richard Eberhart, poet and lecturer at Princeton; Richard F. Goldman, composer and faculty member of the Juilliard School of Music; Dr. Perrin H. Long, physician and educator, College of Medicine of New York City, State University of New York; Robert Motherwell, artist and faculty member at Hunter College; Robert B. O'Connor '16, Trinity trustee and principal in the architectural firm of O'Connor & Kilham; and Dr. Francis H. Taylor, director of the

Worcester Art Museum. Friday evening featured the Hartford Symphony Orchestra in concert under the baton of maestro Fritz Mahler, followed by the awarding of Alumni Citations to 17 distinguished graduates of the College. Keynote speaker was the Honorable Harold R. Medina (*IV-45*), Judge of the United States Circuit Court of Appeals, Second Circuit, who entranced the 2,000 in attendance with his remarks on "Liberal Education and American Freedom."²¹¹

Saturday was Homecoming Day when approximately 400 alumni attended a morning session on "The Trinity Alumnus and His College." The audience heard remarks from several well-known alumni: the Honorable Russell Z. Johnston '16, M.A. '19, Judge of Probate Court, Hartford, and president of the Trinity Alumni Association; the Honorable Alex W. Creedon '09, a Hartford attorney; John B. Barnwell '17, M.D., Hon. Sc.D. '53, Chief of the Tuberculosis Division, Veterans Administration; Lewis G. Harriman '09, M.S. '17, LL.D. '54, chairman of the board of Manufacturers and Traders Trust Company, Buffalo, New York; Lisenard B. Phister '18, prominent Boston attorney; the Rt. Rev. Lauriston L. Scaife '31, Bishop of the Episcopal Diocese of Western New York; and Professor Robert H. Smellie, Jr. '42 (Chemistry). That evening, 350 guests enjoyed the convocation dinner at the Hartford Club, and heard President Jacobs's convocation message, "The Renaissance of the Liberal Arts College." The 11 a.m. service in the Chapel on Sunday had as its theme "Religion and Liberal Education." Officiating with Assistant Chaplain Bray was the Rev. Canon Henry K. Archdall, Visiting Lecturer at Berkeley Divinity School, and the preacher was the Very Rev. Lawrence Rose, Dean of General Theological Seminary. At the final session on Sunday afternoon the Honorable Carlos P. Romulo, the Philippine Ambassador to the United States, gave an address, "Ideas for the Future," to an audience of 1,500, and the College conferred honorary degrees on 14 of the convocation's principal participants (*IV-46*).²¹²

The convocation was a resounding success, and received much publicity in the local as well as national press. Professor Norton Downs (History) (*IV-47*), campus liaison to the convocation's outside hospitality committee, summed up the reaction of many in the Hartford community to the event in an interview with William O. Richardson '57 which appeared in the December 1955 issue of the *Trinity College Bulletin*: "Many, many people have told me how impressed they were with the fact that Trinity, *Hartford, Conn.* — could bring such a distinguished array of men to Hartford. I think, if nothing else [,] . . . the weekend dramatically showed Trinity's place on the educational scale. And that place, all now agree, is very high."²¹³

Five years later, on April 9, 1960, Trinity convened a one-day convocation whose theme was "The New World Ahead: Interpretation and Prophecy." (*IV-48*) Sponsored by the College and the Trinity College Associates, the convocation had as its aim an exploration of "Society in the New World," including the social revolution stemming from world population growth and the global community that was taking shape, and of "Man in the New World," an attempt to discern man's role in a chang-

ing society from the perspective of philosophy and theology. In concert with members of the convocation committee, Donald B. Engley, College Librarian and the convocation's executive director, organized the event, and Professor George B. Cooper (History) served as presiding officer at the day's three sessions. Featured speakers at the morning program, which focused on society in the new world, were Dennis W. Brogan, Professor of Political Science at Cambridge University; McGeorge Bundy, Dean of the Faculty of Arts and Sciences at Harvard University; and Walt W. Rostow, Professor of Economic History at M.I.T. The audience at the afternoon program on man in the new world ahead heard addresses by the Rev. Dr. Johannes Lilje, Bishop of the Evangelical Lutheran Church of Hanover, West Germany; Charles H. Malik, former president of the United Nations General Assembly and Professor of Christian Philosophy at the American University in Lebanon; and F. S. C. Northrop, Sterling Professor of Philosophy and Law at Yale University. At the concluding evening session, James Reston, chief of the Washington Bureau of the *New York Times*, moderated a panel discussion in which the speakers participated (IV-49). The general public attended the convocation in great numbers, and the College soon published the text of the sessions for the benefit of the community at large.²¹⁴

The following spring, on March 18, 1961, the College Lecture Committee sponsored a one-day science symposium in honor of the Associates, Trinity's corporate friends. Entitled "Interpretation and Prophecy," the symposium focused on the future of science, its transforming character, and its relationship to the world (IV-50). The invited guests heard papers by Mark Kac, Professor of Mathematics and Engineering Physics at Cornell University; Polykarp Kusch, Nobel Laureate and Professor of Physics at Columbia University; and Detlev W. Bronk, president of the Rockefeller Institute for Medical Research.²¹⁵

By bringing together some of the leading contemporary figures in the arts, the humanities and the sciences, the College had found a distinctive way to enhance its image in the eyes of the public, and to demonstrate unequivocally that it was a place of intellectual ferment. The coming years would bring even greater, more far-reaching ferment.

Endnotes

1. Executive Committee Minutes, May 17, 1951.
2. Trustee Minutes, June 16, 1951.
3. Executive Committee Minutes, August 2, 1951. Funston was installed as president of the Stock Exchange on September 10. The *New York Times* (8 September 1951) reported that there would be no formal ceremonies when Funston took office.
4. *Trinity Tripod*, 24 May 1951 (extra edition).
5. *Hartford Times*, 22 October 1951; *Trinity College Bulletin* XLVIII (November 1951): 3; *The Hartford Courant*, 7 July 1951, and 12 August 1951.
6. *Report of the Acting President of Trinity College, September, 1952*, 14; *New York Times*, 5 March 1952. Miss Crofut later established in the library a history seminar room in memory of Professor Charles M. Andrews, Class of 1884, long-time professor at Yale. In 1962, the College conferred an honorary LL.D. degree on former president Funston.
7. Memorandum to the Faculty from G. Keith Funston, April 21, 1948, Funston Presidential Papers, Trinity College Archives, Trinity College, Hartford; *The Living Church*, 31 July 1950; unidentified clipping in *Trinity College News Book, July, 1951-March, 1952*, Trinity College Archives, Trinity College, Hartford. Funston helped establish a scholarship to be named the Bishop Samuel Seabury Scholarship as a memorial to the first Episcopal bishop of Connecticut. The recipient was to be "an Episcopalian demonstrating Christian character, intellectual distinction, leadership ability, and need." Chief among the donors were Trinity Church, New Haven, Christ Church Cathedral, Hartford, and the Church of the Heavenly Rest, New York City. The scholarships were not endowed but were supported on an annual basis by individual parishes. By the 1957-1958 academic year, 14 parishes in Connecticut, New York, Massachusetts, New Jersey, and Rhode Island were supporting the scholarships. *Catalogue of Trinity College, 1958*, 104.
8. The Alumni Fund goal for 1951-1952 was \$50,000. Hugh S. Campbell '32, president of the Alumni Association, recorded at the time that "in the academic world, just as in the business world, the law of competition operates, and money attracts talent." Clipping in *Trinity College News Book, July 1951-March 1952*, Trinity College Archives, Trinity College, Hartford.
9. *Trinity Parent* No. 1 (January 1948): 1, Funston Presidential Papers.
10. Commencement Program, Trinity College, 1951.
11. *Report of the President of Trinity College, September, 1951*, 14-15.
12. *Trinity College Bulletin* XLVII (May 1950): 13.
13. *The Inauguration of Theodore Davidge Lockwood as the Fifteenth President of Trinity College, October 12, 1968*, unpagged; *Trinity College Bulletin* XLVII (July 1950): 10.
14. A full description of the collar appears in *The Inauguration of Theodore Davidge Lockwood as Fifteenth President of Trinity College*.
15. Remarks of A. Northey Jones '17, Chairman of the Trustees' Presidential Search Committee, at Albert C. Jacobs's inauguration as 14th president of Trinity College,

May 16, 1953, *The Inauguration of Albert Charles Jacobs as the Fourteenth President of Trinity College* (Hartford: Trinity College, 1953), unpagged.

16. *The Hartford Courant*, 17 July 1951.
17. *Trinity Tripod*, 3 October 1951; *Hartford Times*, 21 October 1951; *The Hartford Courant*, 29 November 1951; clipping of February (?), 1952 in *Trinity College News Book, July 1951-November 1, 1952*, Trinity College Archives, Trinity College, Hartford. Knickerbocker (in actuality the society columnist, Count Igor Cassini) referred to Trinity as "the small aristocratic Trinity College in Hartford."
18. *Trinity Tripod*, 3 October 1952.
19. *Trinity Tripod*, 1 October 1952, and 22 October 1952.
20. *The Hartford Courant*, 2 April 1952.
21. *Hartford Times*, 7 April 1952.
22. *The Hartford Courant*, 27 September 1951.
23. *Catalogue of Trinity College, 1952*, 8.
24. Conversation of Glenn Weaver with Professor J. Bard McNulty '38, June 15, 1988.
25. For a brief description of Bottle Night as it occurred during this period, see the April 23, 1952 issue of the *Trinity Tripod*. Two photographs accompanying the article show the piles of broken glass on the Long Walk pavement.
26. *Trinity Tripod*, 5 December 1951, 12 December 1952, and 12 January 1955.
27. *The Hartford Courant*, 10 February 1952.
28. *Trinity Tripod*, 4 October 1953. One undergraduate had gone so far as to operate from his Vernon Street fraternity room a mail-order call-girl operation for which he was eventually arrested, convicted, and imprisoned. *The Hartford Courant*, 7 June 1953.
29. *Report of the Acting President of Trinity College, September, 1952*, 3.
30. *Trinity Tripod*, 21 November 1951.
31. *Trinity Tripod*, 1 October 1952.
32. *The Hartford Courant*, 11 July 1951.
33. Conversation of Peter J. Knapp with Dr. James R. Bradley '57, September 3, 1997.
34. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986; *Trinity Tripod*, 22 October 1952.
35. *Trinity College Bulletin XLIX* (May 1952): 3.
36. *New York Times*, 30 March 1952; Program for Library Dedication, and Dedication Pressbook in Trinity College Archives, Trinity College, Hartford. See also clippings from the local press in *Trinity College News Book, July 7, 1952-November 7, 1952*, Trinity College Archives, Trinity College, Hartford.
37. Trustee Minutes, October 14, 1950; *Trinity College Bulletin LII* (December 1955): 5.
38. *Trinity College Bulletin LIII* (May 1956): 9.

39. Donald B. Engley, "Superior Court Approves Watkinson Library Merger; Trinity to Have One of Finest College Collections," *Trinity College Bulletin* XLVII (May 1950): 4-5. David Watkinson was a founder of the College. The history of the Watkinson Library is the subject of Marian G. M. Clarke's *David Watkinson's Library; One Hundred Years in Hartford, Connecticut: 1866-1966* (Hartford: Trinity College Press, 1966).
40. *Report by the Librarian, October, 1953*, 6; conversation of Peter J. Knapp with the Rev. Robert G. Carroon, Archivist and Historiographer of the Episcopal Diocese of Connecticut, August 20, 1997.
41. *Reports for the Academic Year 1950-1951 by the Dean, Librarian and Associate Librarian, October, 1951*, 33-34.
42. *Trinity College Bulletin* LI (March 1954): 3.
43. Memorandum of Arthur H. Hughes to Glenn Weaver, November 24, 1986.
44. See Chapter III for a discussion of the Trinity-R.P.I. program.
45. *The Hartford Courant*, 21 January 1954; *Trinity College Bulletin* LI (March 1954): 37. The Trinity-Columbia program required three years of study at Trinity and two at Columbia.
46. *Trinity Tripod*, 19 November 1952. See the Treasurer's *Annual Reports* for each year following 1953.
47. Trustee Minutes, October 11, 1952.
48. *The Inauguration of Albert Charles Jacobs*, unpagged.
49. For a brief summary of Jacobs's career prior to Trinity, see *Trinity College Bulletin* XLIX (November 1952): 3.
50. Clipping from the Denver, Colorado, *Rocky Mountain News*, 29 March 1953, in *Trinity College News Book, April 17-June 30, 1953*, Trinity College Archives, Trinity College, Hartford; obituary notice for Albert C. Jacobs in *Trinity Reporter* 7 (December 1978): 3.
51. Dr. Arthur H. Hughes, "Profile of the President," *Trinity College Alumni Magazine* IV (May 1963): 1.
52. *Trinity College Bulletin* XLIX (November 1952): 24.
53. *Trinity Tripod*, 25 March 1953.
54. *Trinity College Bulletin* XLIX (November 1952): 4.
55. *Ibid.*
56. *Ibid.*, 24.
57. Unidentified clipping in *Trinity College News Book, November, 1952-April, 1953*, Trinity College Archives, Trinity College, Hartford. Awaiting the new president when he sat at his desk for the first time was an envelope and a most unusual enclosure that President Luther had left for his successor, Remsen B. Ogilby. After Ogilby's death, Hughes discovered the envelope and presented it to President Funston, who in turn, passed it on to Albert C. Jacobs. What was called "Luther's Legacy" read: "To my successors in office, with my compliments—it has often comforted me." Inside was a postcard from Richard's Restaurant in Philadelphia bearing the epigram: "Life is simply one damn thing after

- another." *Trinity College Bulletin* L (March 1953): 3. The envelope and card are in the Luther Papers, Trinity College Archives, Trinity College, Hartford.
58. *Hartford Times*, 7 April 1953; *Trinity Tripod*, 15 April 1953; unidentified clipping in the *Trinity College News Book, April 19-June 30, 1953*, Trinity College Archives, Trinity College, Hartford.
59. "Religion and Higher Education, An Address Delivered at the Dinner of the Diocese of Connecticut, May 19, 1953," 4-5, Trinity College Archives, Trinity College, Hartford. The Trinity College Archives holds a complete file of Jacobs's public addresses and remarks. He read his formal addresses from typed (or occasionally handwritten) manuscripts. Informal remarks made at gatherings were later dictated to his secretary for the record.
60. *Trinity College Bulletin* LI (March 1953): 4-5.
61. The College published the entire proceedings of the occasion. Jacobs's address appeared as an additional issue of the *Trinity College Bulletin* for July, 1953.
62. *The Inauguration of Albert Charles Jacobs*, unpagged.
63. *Ibid.*
64. *Ibid.*
65. *Ibid.*
66. *Ibid.*
67. *Ibid.*
68. *Ibid.*
69. *Trinity Tripod*, 13 May 1953.
70. *Trinity Tripod*, 20 May 1953.
71. *Trinity Tripod*, 30 September 1953.
72. *Report of the President of Trinity College, September, 1955*, unpagged.
73. *Report of the Treasurer of Trinity College, September 22, 1941*, 40; *Financial Report for the Year 1952-1953 by the Treasurer of the College, December, 1953*, 4.
74. *Catalogue of Trinity College, 1940-1941*, 137; *Reports by the Acting President and President [of Trinity College], September, 1953*, 9.
75. *Catalogue of Trinity College, 1941-1942*, 36; *Catalogue of Trinity College, 1953*, 45.
76. *Report of the Treasurer of Trinity College, September 22, 1941*, 63; *Financial Report for the Year 1952-1953 by the Treasurer of the College, December, 1953*, 7.
77. Trustee Minutes, June 14, 1952.
78. Marts and Lundy, Inc., Fund Raising Survey Report (November 6, 1952), Trinity College Archives, Trinity College, Hartford.
79. Trustee Minutes, April 18, 1953. Albert E. Holland earned an M.A. degree from Trinity in 1958, and in recognition of his devoted service to the College, the Trustees conferred on him an honorary Doctor of Laws degree in 1966.

80. Trustee Minutes, June 11, 1954; *Hartford Times*, 2 June 1953. The title "Vice President" was a new one. There had not previously been such an office (or officer) at Trinity.
81. Trustee Minutes, November 16, 1957.
82. *The Hartford Courant*, 29 May 1953.
83. See the Jacobs Papers, Trinity College Archives, Trinity College, Hartford.
84. Albert E. Holland to Albert C. Jacobs, February (?), 1954, Jacobs Papers.
85. Trustee Minutes, October 17, 1953. The full text of Holland's report appears in the Minutes.
86. *Ibid.*
87. Trustee Minutes, April 23, 1955.
88. Trustee Minutes, January 21, 1956; *Five Years "Neath The Elms." A Report By Albert Charles Jacobs . . . Trinity College Bulletin* LV, Special Issue Supplement to No. 9 (November 1958): 34; *Report of the President of Trinity College, September, 1958*, 9-10.
89. *Five Years "Neath The Elms."* 34.
90. *Ibid.*, 35; *Report of the President of Trinity College, September, 1958*, 13.
91. *Trinity College Alumni Magazine* VI (November 1956): 21.
92. Brownell was actually born on October 19, 1779.
93. *The Hartford Courant*, 20 October 1953.
94. *Trinity College Bulletin* LII (January 1955): 6-7, 15; Report of the Director of Development, 1954-1955 (July 20, 1955), Trinity College Archives, Trinity College, Hartford.
95. *Hartford Times*, 2 December 1954.
96. *Trinity College Bulletin* LII (January 1955): 6-7, 15.
97. *Hartford Times*, 18 March 1957, and 10 June 1960.
98. Trustee Minutes, April 21, 1956; *Hartford Times*, 28 April 1956; *Trinity College Bulletin* LIII (May 1956): 9.
99. *New York Times*, 12 December 1954.
100. *Hartford Times*, 2 December 1954.
101. Trustee Minutes, April 11, 1959.
102. *Trinity College Bulletin* LVI (January 1959): 7.
103. *Along the Walk* 5 (December 1989): 2.
104. Information supplied by the Trinity College Development Office, April 1997.
105. *Report of the President of Trinity College, September, 1954*, unpagged.
106. *New York Times*, 26 June 1953.
107. A study conducted by Economics Department faculty found that the College was then "making a minimum annual contribution to the local Hartford economy" of \$2 million. *Hartford Times*, 1 March 1956.

108. *Five Years "Neath The Elms,"* 32. The Trinity College Archives has a copy of the motion picture *'Neath the Elms.*
109. *Hartford Times*, 18 July 1956.
110. Trustee Minutes, June 8, 1956.
111. *The Hartford Courant*, 12 December 1955.
112. Trustee Minutes, November 10, 1956.
113. *Report of the President of Trinity College, October, 1959*, 15; *Trinity College Bulletin* LVI (July 1959): 18. The announcement that the George F. Baker Trust intended to establish the Baker Scholarship at Trinity was made on March 9, 1958. Further information on George F. Baker and the Baker Trust may be found in Sheridan A. Logan, *George F. Baker and His Bank, 1840-1955* (Privately Published, 1981).
114. *Report of the President of Trinity College, September, 1958*, 13.
115. *Trinity College Bulletin* LV (May 1958): 4.
116. Memorandum to the faculty from G. Keith Funston, April 21, 1948, Funston Presidential Papers.
117. *Report of the President of Trinity College, September, 1954*, unpagged.
118. The Trinity Conference of 1953 brought 150 participants to the campus from June 10 to June 16. *Trinity College Bulletin* LII (May 1955): 4; *The Hartford Courant*, 9 June 1953, and 6 June 1955; conversation of Glenn Weaver with the Rev. Dr. Alan C. Tull, March 8, 1990.
119. *Trinity College Bulletin* LI (March 1954): 13; *Connecticut Churchman* (April 1954). Each year, letters were sent to every Episcopal clergyman in the United States. Albert C. Jacobs to Robert J. Plumb, April 25, 1955, Jacobs Papers.
120. *New York Herald Tribune*, 26 April 1954.
121. See the Jacobs Papers for letters of Albert C. Jacobs to and from the presidents of Hobart (Alan W. Brown and the Rev. Dr. Louis M. Hirshson, Hon. D.D., 1955), and Kenyon (Gordon K. Chambers and F. Edward Lund).
122. *The Churchman*, 15 February 1959.
123. See Bell Correspondence, Ogilby Papers, Trinity College Archives, Trinity College, Hartford; Trustee Minutes, June 17, 1922.
124. Glenn Weaver, *The History of Trinity College: Volume One* (Hartford: Trinity College Press, 1967), 294.
125. Trustee Minutes, June 8, 1962, and October 20, 1962.
126. Brian R. O'Connor, Jr. "A Descriptive Survey of Colleges in the United States Belonging to the Association of Episcopal Colleges" (Doctoral Dissertation, University of Denver, 1969): 3, 5.
127. *Ibid.*, 32.
128. *Their Precious Power* (n.p., n.d.), unpagged, Lockwood Papers, Trinity College Archives, Trinity College, Hartford.

129. Ibid.
130. *The Hartford Courant*, 1 February 1963; *Hartford Times*, 2 February 1963. Arthur B. Chitty later became the Association's president.
131. *Trinity College Alumni Magazine* IV (May 1965): 35.
132. Memorandum on the Association of Episcopal Colleges, Lyman B. Brainerd '30 to Theodore D. Lockwood '48, July 16, 1968; correspondence from Theodore D. Lockwood '48 to Arthur B. Chitty, May 30, 1969, and June 30, 1969, Lockwood Papers; Trustee Minutes, June 1, 1968.
133. *The Hartford Courant*, 11 March 1955.
134. *Trinity College Bulletin* LVI (January 1959): 12.
135. *The Hartford Courant*, 10 January 1955. In 1954, the Chapel received a chair that had once belonged to Bishop Seabury, presented by a direct descendant, Virginia Osborn McKay. *Report of the President of Trinity College, September, 1954*, unpagged.
136. Trustee Minutes, January 15, 1955.
137. Peter Grant '72, *The Chapel of Trinity College* (Hartford: Trinity College, 1982), 100; L. Barton Wilson III '37, "Carillonners Hit New Highs," *Trinity Reporter* 9 (Spring 1979): 20-23.
138. *Trinity College Bulletin* LII (January 1955): 2.
139. *Report of the President of Trinity College, September, 1956*, unpagged; *Catalogue of Trinity College, 1954*, 36.
140. *Hartford Times*, 1 October 1955; *Trinity College Bulletin* LII (December 1955): 5; *Report of the President of Trinity College, September, 1956*, unpagged.
141. *Report of the President of Trinity College, September, 1955*, unpagged.
142. *Catalogue of Trinity College, 1948*, 89-90; *Catalogue of Trinity College, 1953*, 86; *Catalogue of Trinity College, 1954*, 87.
143. *Catalogue of Trinity College, 1955*, 12, 84-85.
144. *Catalogue of Trinity College, 1956*, 88-89.
145. *Catalogue of Trinity College, 1957*, 90; *Catalogue of Trinity College, 1958*, 89.
146. *Report of the President of Trinity College, September, 1956*, unpagged.
147. Albert C. Jacobs to the Rev. Allen F. Bray '49, June 30, 1956, Jacobs Papers.
148. *Report of the President of Trinity College, September, 1956*, unpagged.
149. *Report of the President of Trinity College, September, 1951*, 14-15.
150. *Trinity College Bulletin* LIII (December 1956): 4-5; *Trinity Tripod*, 31 October 1956. The "Book" is a small, early-19th-century record book that all recipients of Trinity degrees touch during Commencement ceremonies. According to tradition, in 1827 at the College's first Commencement, the Rt. Rev. Thomas C. Brownell, the president, had planned to have graduating seniors touch a copy of the Bible as they were awarded their diplomas. Realizing as the moment arrived that a Bible was not readily at hand, Bishop Brownell substituted in its place a small record book in which he had written out the order of the

Commencement exercises. The Book's use at Commencement appears to have been inconsistent in the years following the Bishop's presidency. During the 1946-1947 academic year, President Funston introduced additional ceremony in connection with the Book, and from that time forward it can be said with certainty that all Trinity graduates have touched it. At a College convocation in September 1946, Funston presented the Book to the Secretary of the Faculty, thereby symbolically entrusting the education of the student body to the faculty. At the following Commencement, the Secretary of the Faculty returned the Book to the president for the graduating seniors to touch. The presentation of the Book is now conducted at Matriculation in the fall, another tradition begun during the College's earliest days and reflecting a medieval university practice in which the act of registering or enrolling for formal admission carried with it an obligation to obey institutional rules and academic regulations. At Trinity this has taken the form of having each freshman sign the Matriculation register, thereby attesting to the declaration of compliance with the College's rules and academic regulations that is contained in Trinity's *Charter and Standing Rules*.

151. *Trinity College Bulletin* LIII (December 1956): 5.
152. Press release of February 12, 1957, in *Trinity College News Book, February 1, 1957-March 14, 1957*, Trinity College Archives, Trinity College, Hartford.
153. A brief discussion of these organizations appears later in this chapter. In 1960, Chaplain Thomas established the Vestry, which, among other responsibilities, helped in the conduct of Chapel services by coordinating the involvement of student layreaders, servers, and ushers, etc.
154. *Trinity College Bulletin* LIV (February 1957): 80. At this same time, the Chaplain began what he called the Episcopal Round Table, which met in his house at 69 Vernon Street after each Sunday Evensong. Both students and faculty were invited to attend, in the Chaplain's words, "a series of informal talks about the ways and teachings of the Episcopal Church," intended as preparation for confirmation or as "a refresher course for all Episcopalians." Leaflet Bulletin of the Chapel of Trinity College, February 3, 1957, Jacobs Papers.
155. *Trinity Tripod*, 6 March 1957; *The Hartford Courant*, 8 March 1957; *Trinity College Bulletin* LIV (February 1957): 10.
156. *Trinity Tripod*, 15 March 1958.
157. *Trinity Tripod*, 19 February 1960, and 13 March 1963.
158. Trustee Minutes, November 8, 1958.
159. *Report of the President of Trinity College, October, 1959*, 18; *Trinity Tripod*, 18 September 1959; Trustee Minutes, June 12, 1959.
160. *Trinity Tripod*, 13 May 1959, and 30 September 1959; *Report of the President of Trinity College, October, 1959*, 18.
161. *Trinity Tripod*, 17 February 1960.
162. Ibid.
163. See for example: *Trinity Tripod*, 6 May 1959, 13 May 1959, 20 May 1959, 31 October 1960, 7 November 1960, and 14 November 1960.
164. See the *Trinity Tripod*, 20 November 1961, for an example of student reaction to the Chaplain's sermons.

165. Trustee Minutes, June 12, 1964, and June 11, 1965. Hobart and William Smith Colleges had eliminated compulsory chapel in June 1964. Warren H. Smith, *Hobart and William Smith: The History of Two Colleges* (Geneva, New York: Hobart and William Smith Colleges, [1972]), 281. One aspect of the abandonment of required chapel attendance at colleges and universities was undoubtedly unanticipated. Helen Lefkowitz Horowitz notes that "The abolition of compulsory chapel ended the last common [undergraduate] experience." Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Culture From the End of the Eighteenth Century to the Present* (New York: Alfred A. Knopf, c1987), 71.
166. *The Hartford Courant*, 1 July 1964; Trustee Minutes, September 1, 1964; *Trinity College Alumni Magazine* VI (March 1965): 14; letter from the Rev. Dr. Alan C. Tull to his colleagues at Trinity College, January 25, 1990, copy in possession of Glenn Weaver.
167. *Report of the President of Trinity College, September, 1958*, 35.
168. *Trinity College Handbook, 1958-1959*, 28.
169. Issues of the *Ivy* for the period provide information on the Newman Club.
170. Albert C. Jacobs to Martin W. Clement '01, July 21, 1955, Jacobs Papers.
171. See various issues of the *Ivy*.
172. *The Hartford Courant*, 12 December 1956; *Report of the President of Trinity College, September, 1958*, 36.
173. *The Inauguration of Albert Charles Jacobs*, unpagged.
174. Trinity College Commencement Program, June 7, 1953.
175. Trustee Minutes, January 18, 1964. Rabbis have had an important role in Trinity College functions throughout the years, giving invocations and benedictions at Commencements and convocations, and the College has continued to honor members of the Jewish community by the conferral of honorary degrees. At the 1983 Commencement, Dr. Gerson D. Cohen, Chancellor and Jacob H. Schiff Professor of History of the Jewish Theological Seminary of America, became the first rabbi to deliver the Baccalaureate Sermon.
176. Among many such instances was President Jacobs's appearance as the principal speaker at the April 27, 1960 banquet of the National Conference of Christians and Jews. On that occasion, former president Funston received the NCCJ National Human Relations Award. *Hartford Times*, 29 April 1960.
177. *Hartford Times*, 27 February 1956; *The Hartford Courant*, 1 March 1956. Several Hartford Jewish foundations have endowed scholarships, and various Jewish organizations have made significant gifts of books to the library. *Hartford Times*, 5 September 1955; *The Hartford Courant*, 26 September 1956. See also the *Report of the President of Trinity College* for following years.
178. *Trinity College Bulletin* LIV (November 1957): 13.
179. *Trinity College Bulletin* LV (November 1958): 15.
180. *Trinity College Bulletin* LV (January 1958): 6. The most unusual local club, although one not officially recognized by the Trinity College Alumni Association, was the Trinity Club of the Virgin Islands. As reported in the *Trinity College Alumni Magazine* for

November 1959, the Club's annual meeting was held on August 22 at the home of Wayne A. Schoyer '54, Christiansted, St. Croix, Virgin Islands. The Epsilon Chapter of Delta Psi was the fraternity with the largest representation (one). President Schoyer gave a brief address on "Why Trinity?" and the meeting concluded with the singing of 'Neath the Elms. It was undoubtedly the only Trinity Club to boast 100 percent attendance! *Trinity College Alumni Magazine* I (November 1959): 20.

181. *Trinity College Bulletin* LI (December 1954): 3.
182. *Trinity Tripod*, 23 October 1957.
183. *Trinity Tripod*, 2 December 1953.
184. *The Hartford Courant*, 4 February 1953.
185. Albert C. Jacobs to the Honorable Joseph Campbell, June 1, 1954, Jacobs Papers.
186. *Trinity Tripod*, 21 October 1954.
187. See the text of Eisenhower's address in the Eisenhower Convocation Folder, Public Relations Office Files, Trinity College Archives, Trinity College, Hartford.
188. Ibid.
189. Peter J. Knapp '65 and Anne H. Knapp M '76, "Presidents and Politics in the 20th Century: The Trinity Connection," Watkinson Library Open House Lecture, October 3, 1996, Trinity College Archives, Trinity College, Hartford.
190. *Trinity College Bulletin* LI (December 1954): 5-6.
191. Ibid.
192. *The Hartford Courant*, 11 October 1954; *Hartford Times*, 12 October 1954, and 20 October 1954.
193. Albert C. Jacobs to Raymond K. Adams '32, September 28, 1954, Jacobs Papers.
194. *Hartford Times*, 22 May 1954.
195. *Trinity Tripod*, 15 October 1952.
196. *Trinity Tripod*, 1 October 1952.
197. *Trinity Tripod*, 7 May 1952, and 14 May 1952.
198. *Trinity Tripod*, 9 January 1952.
199. *Trinity Tripod*, 26 May 1952.
200. *Trinity Tripod*, 31 October 1956.
201. *Trinity College Bulletin* LIII (December 1956): 14.
202. Kenneth C. Parker to H. Meade Alcorn, September 11, 1956, Jacobs Papers.
203. H. Meade Alcorn to Kenneth C. Parker, September 18, 1956, Jacobs Papers.
204. H. Meade Alcorn to Albert C. Jacobs, October 3, 1956, Jacobs Papers.
205. Theodore H. White, *The Making of the President, 1960* (New York: Atheneum Publishers, 1961), 296-297.
206. Bush was the father of future President of the United States George H. W. Bush.

207. *Hartford Times*, 17 October 1960; *Trinity Tripod*, 17 October 1960; *Trinity College Alumni Magazine II* (November 1960): 11. A student poll the *Tripod* had taken the month before gave Nixon a 371-142 victory over John F. Kennedy, with 48 undecided. *Trinity Tripod*, 26 September 1960.
208. *Report of the President of Trinity College, September, 1956*, unpagged.
209. Ibid.
210. *Trinity College Bulletin LII* (December 1955): 10-12.
211. *Report of the President of Trinity College, September, 1956*.
212. Ibid.
213. *Trinity College Bulletin LII* (December 1955): 9.
214. *Trinity College Alumni Magazine I* (January 1960): 6-7; *Trinity College Alumni Magazine I* (May 1960): 2-44.
215. *Trinity College Alumni Magazine II* (May 1961): 12; *The Hartford Courant*, 19 March 1961; *Hartford Times*, 20 March 1961.

CHAPTER V

New Directions 'Neath the Elms



From the time Augustus P. Burgwin, Class of 1882, set the words for *'Neath the Elms of Our Old Trinity* to the tune of an old spiritual in his senior year, each graduating class had sung the alma mater's nostalgic verses at Commencement. So, too, did returning alumni, recalling the times they had shared as undergraduates. In 1880 and 1883, the Trustees authorized planting rows of elm trees on the Quad. The first plantings, carried out in 1881, were parallel to Seabury and Jarvis. At the suggestion of Frederick Law Olmsted, the foremost landscape architect in 19th-century America, the second plantings ran from Northam toward Broad Street as a border for a carriage drive then under consideration.^{1†} Taken together, the plantings had the effect of creating a giant letter "T," and as they reached maturity, formed a stately canopy over much of the Quad (*V-1*). Unfortunately, by the 1950s Dutch elm disease had ravaged the trees, and for several years, the College replaced the dead elms with new ones. Tree specialists fought the disease at considerable cost, but neither chemicals nor surgery were effective. Following the loss of three elms in the spring of 1955, the Trustees seriously considered replacing the dead trees with pin oaks.² Oaks were hardy, and the white oak was Connecticut's state tree, but singing *'Neath the Oaks* was inconceivable! The Trustees wrestled with this problem for a decade, and in 1966 concluded that they would have to abandon the elms, no matter how beloved.³ At the suggestion of Skidmore, Owings & Merrill, landscape architects, the Board's ultimate decision in 1977 was that all new plantings would be Marshall seedless ash trees, noted for their graceful foliage, moderate height, and resistance to breakage during winter storms.⁴

In 1954, the distinctive character of the Quad and the Long Walk led Richard S. Barthelmess '17 (*V-2*), a famous star of stage and screen in the 1920s and 1930s, to suggest Trinity as the site for the background scenes of "Halls of Ivy," a popular CBS television series starring Barthelmess's friends, Ronald Colman and Benita Hume.⁵ The College's location on a prominent ridge also made it a source of considerable geological interest. Professor Edward L. Troxell (Geology) (*V-3*), who retired in 1954

after 34 years on the faculty, had written a geological study of the rock strata underlying Trinity. Conceived with the layman in mind, and first published in 1923, *The Geology of the Trinity Campus* appeared in its third edition in April, 1950, and discussed in detail the campus's unique features and its importance as a laboratory for the study of geological formations.^{6†}

The Physical Plant Expands

Although beautiful, the campus was far from perfect, and the arrangement of the existing buildings had resulted in odd juxtapositions and awkward gaps. North of the Quad beyond the Chapel stood the old gymnasium known as Alumni Hall. South of the Quad were Jarvis Science Laboratory, a relic of the 1880s, Boardman Hall, built in 1900, and the two post-World War II dormitories, Elton and Jones Halls. None of these structures had any architectural relationship to the buildings on the Quad, whose west side consisted of the Long Walk, formed by Seabury, Northam and Jarvis, dating from the late 1870s and early 1880s. Cook and Goodwin-Woodward dormitories, the chemistry building, and the library formed the Quad's south side. Williams Memorial and the Chapel, separated by a wide empty space, bordered the Quad on the north.

Upon the Chapel's consecration in 1932, its west facade, from the foot of the great Rose Window to the ground, remained unfinished, leaving an exposed brick surface that ivy vines had since covered. There had been no announced plans for facing the wall with limestone or for building a connecting link to Williams Memorial. Visitors to the campus would occasionally ask whether the College intended to extend the Chapel to the west.⁷ President Ogilby had given thought to extending Williams Memorial eastward to join the Chapel, but it was trustee Louis Welton Downes '88 who conceived an imaginative way to fill the void.

Donor in 1952 of the Summit Street Gate to the Chapel parking lot, and a collector of antique clocks, Downes had long dreamed of a clock tower occupying the space between the Chapel and Williams Memorial. As far back as 1931, he had promised to provide funds to erect a replica of the famous Edward III tower at Trinity College, Cambridge, and over the years he conferred with his fellow Trinity trustees about the exact location and the material to be used in its construction. The Board readily approved the project in principle, and encouraged Downes to work out sketches of the tower's appearance. Trained in engineering, Downes was a competent draftsman, and would frequently send the Trustees new sketches of his proposed tower. Several questions, however, delayed final acceptance of the project. Was the tower to be free-standing, or would there be connecting structures to Williams and/or the Chapel? Would Downes give the necessary funds at once, or would they be provided in his will? Finally, how could the building materials be made to harmonize with the two neighboring structures? In 1951, Downes submitted five plans to the Trustees, who at last made a choice.⁸ The final plan called for the tower itself to be built in a combination of brick and limestone, and for a brick connecting building in a harmonious

style to join the tower to Williams Memorial. An attractive cloister would link the tower and the Chapel, thus completing the northern side of the Quad. At the same time, limestone would be installed on the Chapel's west wall.⁹

Downes died on April 7, 1953. Ample provision for the clock tower was included in his will, but Downes's heirs attempted to deny the Trinity bequest in court. By June 1954, the Downes estate was settled in favor of the College, and the Trustees engaged Philip H. Frohman, the principal architect of the Trinity Chapel, "to consult with them concerning the clock tower and terminal structure as they may affect the Chapel."¹⁰ Harold B. Willis of the Boston firm of Collens, Willis & Beckonert was selected to carry out the actual design (*V-4*).¹¹ Groundbreaking ceremonies for the tower took place on March 7, 1957,¹² and on November 8, 1958, the Trustees met for the first time in the new Board room on its second floor.¹³ The tower's brick and limestone exterior complemented both Williams Memorial and the Chapel, while detracting from neither (*V-5*).^{14†} In the spring of 1961, the College erected an aluminum flagpole just south of the intersection of the walkways leading to the Chapel and to the Downes archway. It replaced the 1894 wooden pole to the east of Northam Towers, and helped call visual attention to the Downes Tower.¹⁵

While construction work on the Downes project was in its first stage, a large addition to Hallden Engineering Laboratory reached completion in September 1958.¹⁶ Then, on November 1, during Parents' Weekend, ground was broken for a student center, with construction slated to begin the following spring after completion of working drawings and the raising of additional funds.¹⁷ A long-felt need, the student center had been one of the priorities of the Program of Progress. As previously noted, the campaign had not been successful in achieving the amount needed for the facility. Furthermore, estimated costs for the center had risen. By the fall of 1957, renewed efforts to secure funds for the project had fallen short of the target figure. Dean Arthur H. Hughes, however, declaring that a student center was "the most serious need on the Trinity campus," urged that construction begin as soon as possible, and that the additional money needed be raised "either by voluntary subscriptions or by borrowing."¹⁸ Later that fall, Raymond J. Wean, an engineer, inventor, and manufacturer, and a trustee upon whom the College had conferred an honorary Doctor of Science degree in 1954, contributed \$100,000 for a student lounge in the center.¹⁹ By the spring of 1959, the campaign had ended, but funding for the center was still inadequate, and on April 11, President Jacobs recommended to the Trustees that the College use part of the bequest from William G. Mather '77 to respond to a challenge grant of \$100,000 recently received from the Kresge Foundation. As Dean Hughes later recalled, Martin W. Clement '01 urged his fellow trustees to support Jacobs's recommendation, and in his motion reportedly said: "Billy Mather was a bricks and mortar man. I move that we use \$500,000 of his bequest [and] . . . name the student center for him."²⁰ The motion carried, and Trinity promptly moved ahead with construction of the William Gwynn Mather Student Center, also referred to as Mather Hall (*V-6*).^{21†}

The contract for the Center's design went to O'Connor & Kilham of New York, with Robert B. O'Connor '16 serving as the principal architect.²² The architectural style was eclectic, and attempted to harmonize the Gothic brownstone of Hamlin Hall with the less formal brick of Elton and Jones dormitories. The result, externally, was a compromise, and Hamlin suffered aesthetic loss when approximately a third of that building's Summit Street side was bricked over to accommodate an extension of the Mather Hall kitchen. Internally, the new facility was serviceable,^{23†} and included the Washington Room for large gatherings, centralized student dining facilities, a game room, a bookstore (moved from the basement of Seabury), the campus post office, a student lounge, offices for the *Tripod* and other student organizations, and the "Cave," the snack bar previously located in the basement of Hamlin.^{24†}

Mather Hall was a response to the needs of a student body whose size had stabilized at approximately 1,000 by 1960. President Jacobs had frequently stated that he was comfortable in a small-college setting, which he viewed as well-suited for promoting his ideas of education for citizenry and intellectual freedom. However, the limited numbers of students enrolled at small colleges, and the increase in enrollments at the larger colleges and universities, presented a dilemma. If the small-college ideal was valid, Jacobs reasoned, should not its advantages be made available to larger numbers of young men? Jacobs believed that Trinity should retain a broad liberal arts curriculum and be highly selective in admissions, offering a quality education to intellectually capable students without regard to their social or financial status. The Capital Area Corporate Scholarship program was but one example of putting this concept into practice. Furthermore, Jacobs held the conviction that although the College was located in a heavily populated area, it should draw its students from a national rather than a local or regional applicant pool. The establishment of the University of Hartford in 1959 lessened pressure to admit more local students, and as Jacobs noted, "the formation of a community institution has been filled by the University of Hartford, to whom it properly belongs."²⁵

In view of the conflicting pressures resulting from a larger student body, a selective admissions policy, and an increased number of undergraduates residing on campus, the Trustees appointed a trustee-faculty committee to study the size of the College. When the committee reported to the Trustees, Dean Hughes, its ranking member, observed that "the increasing cost of a Trinity education . . . makes more likely the desirable eventuality that the College will become 100% residential in nature."²⁶ Several committee members recommended maintaining the size of the student body as it was, and supported an expansion of residential facilities. The Trustees voted to maintain the student body at 1,000 "until such time as the College shall have satisfied its needs concerning faculty, facilities, buildings and endowment for its present size."²⁷ At the Board's meeting four months later, O'Connor & Kilham received authorization to prepare working drawings for a dormitory on the north end of the campus between Vernon Street and Allen Place.²⁸ The Trustees decided to borrow

the money needed for the new dormitory. Hartford banks from time to time had loaned money to the College at low rates of interest, usually as a means of facilitating cash flow, and the loans had always been repaid promptly. The funding required in this instance, however, was considerably larger, and the Trustees turned to the federal Housing and Home Finance Agency,²⁹ the first time in Trinity's history that the Board had sought assistance from the federal government. By the spring of 1962, the contractors finished work on the block-deep North Campus Dormitory (V-7). Unfortunately, student critics were unimpressed with its features, a *Tripod* reporter referring to it as an example of the "neo-chicken coop" style.³⁰

Although the administration welcomed the new facility, the construction of additional dormitories would remain a priority, especially in light of the trend toward a wider geographical distribution of the student body, which President Jacobs noted in a special report released in 1963, commemorating the 10th anniversary of his appointment to the presidency. In the decade following 1953, total undergraduate enrollment increased by approximately 14 percent, from 915 (1953) to 1,044 (1963).³¹ During the same period, the number of students from Greater Hartford as a percentage of the undergraduate body declined by over one-half, from 23.4 percent to 10.9 percent. The number of students overall from Connecticut fell from 39.8 percent to 28.9 percent, while the figure for New England also decreased from 50.5 percent to 38.2 percent.³² In contrast, the enrollment of students from other states and abroad rose from 49.4 percent to 61.7 percent. The number of states represented increased from 29 to 41, as did the number of foreign countries, which more than doubled from 6 to 13.³³ By the early 1960s, as reflected in its undergraduate body, Trinity had become an institution of national, and to some extent international stature, and its resident student population had increased accordingly.

Following their decision in early 1960 to hold the size of the student body at 1,000 for the immediate future,³⁴ the Trustees began planning for the eventual construction of additional instructional and athletic facilities. A Trustee-Faculty-Administration Committee on Goals prepared long-term budget projections that formed the basis of an internal report it issued in February 1961. Included in the projections were the cost of constructing a building with classrooms and laboratory space for the Mathematics and Physics Departments, a center for the fine arts, a building to provide instructional space and laboratories for the Biology Department in addition to general-purpose classrooms, and a new gymnasium-athletic complex to supplement the Memorial Field House.^{35†} After considering the report of the Committee on Goals at the Board's June 1961 meeting, the Trustees reaffirmed their earlier decision about maintaining the size of the student body.³⁶

Although securing funds for a new mathematics-physics building had been among the goals of the Program of Progress, the effort had not met with success. Such a facility remained a critical need for the College. Of the sciences, the Chemistry Department was the only one to have suitable quarters. The Physics Department occupied anti-

quated classrooms and laboratories in the Jarvis Science Laboratory; the Biology, Psychology, and Geology departments shared the greater portion of the outdated Boardman Hall; and although the Mathematics Department faculty had its offices in Boardman, they taught classes in rooms scattered widely over the campus. While the Program of Progress campaign was underway, President Jacobs had written to friends of the College, especially the Associates, urging contributions "toward construction of a 'Physics Wing' in the proposed new science building at Trinity."^{37†} In his annual report for 1956-1957, Jacobs declared a building for mathematics and the sciences to be a primary need, and in the final report on the Program of Progress, Vice President Albert E. Holland '34 stated that "Funds must [now] be found for a science building."³⁸ Efforts to secure the \$1.5 million needed went forward during 1960-1961, and at their meeting in June 1960, the Trustees authorized O'Connor & Kilham to prepare working drawings for the building.³⁹ The following November, the Trustees approved the location of the new facility adjacent to Hallden Engineering Laboratory, and in January 1961 gave final approval to the designs.⁴⁰ Groundbreaking ceremonies took place on May 14, 1962, and the contractors completed construction work during the summer of 1963.⁴¹ The Physics Department moved into the first two floors of the structure, while the Mathematics Department took over most of the third floor. The recently created Education Department also occupied quarters in the building, which the Trustees designated the McCook Mathematics and Physics Center in honor of the McCook Family (V-8).^{42†} Over the years, 10 McCooks had attended Trinity, including the Rev. John J. McCook, Class of 1863, Professor of Modern Languages.

In its projections for the decade from 1961 to 1971, the Trustee-Faculty-Administration Committee on Goals took note of the federal government's increasing involvement with higher education, and concluded that Trinity should "take advantage of this insofar as it does not bring interference with academic policies."⁴³ To assure that the College kept abreast of the growing number of financial programs the federal government was making available to colleges and universities, President Jacobs in early 1962 designated Professor Wendell E. Kraft (Engineering) (V-9), a retired Naval officer and former senior administrator in the U.S. Navy's Bureau of Ships, as Trinity's "liaison for college-government relations."^{44†} Soon thereafter, the National Science Foundation (NSF) and the Atomic Energy Commission (AEC) helped the College outfit the physics laboratories in McCook. The NSF provided a matching grant under the supervision of Professor Robert Lindsay (Physics) (V-10) to supply basic instructional equipment, and the AEC's nuclear science education program contributed a matching grant coordinated by Professor Albert J. Howard, Jr. (Physics) (V-11), which enabled the purchase of laboratory equipment for studies in experimental nuclear physics.^{45†}

While construction was proceeding on the McCook building, the College had also undertaken plans to provide a new facility for instruction in music, fine arts and drama. For many years, music classes had been held at various locations on campus,

and Professor Clarence E. Watters usually met with his students in the choir practice room of the Chapel or in the old chapel on the second floor of Seabury. Painting studios were located in Boardman, which also accommodated classes in art history. The study of drama at this period consisted of one full-year course offered under the aegis of the English Department. The Jesters, one of the most active campus groups, presented its dramatic productions in either the Chapel, a temporarily erected stage in Alumni Hall, or on the stage in the Washington Room of Mather Hall.

President Ogilby had once given thought to a building that would accommodate both the Jesters and the study of drama, but World War II brought an end to these plans. The idea of providing a satisfactory facility for the Jesters took on new life shortly after President Jacobs arrived on campus. In the fall of 1953, he met with Robert B. O'Connor '16 and Richard S. Barthelmess '17, the well-known actor, to discuss the possibility of transforming one floor of Alumni Hall into a permanent professional theater.⁴⁶ Although no plan for such a project emerged, the meeting sparked considerable interest among both students and faculty, and suggestions soon arose to provide a new home for the arts in general. A year later, the faculty appointed a special committee to examine the place of the arts in a liberal education, and to explore requirements for instruction in music, fine arts, and drama. The committee reported that it regarded these disciplines as an integral part of a liberal arts education, that the College was inadequately equipped to support them, and that construction of an arts building, complete with theater, gallery, and music rehearsal rooms was long overdue.⁴⁷

Nothing immediate, however, resulted. Friends of the College, as well as faculty members and students, shared the hope that an arts building would be forthcoming, and several trustees began to stimulate interest in such a project. Their efforts were successful, and in June 1960, President Jacobs informed the Trustees that Trinity had received an anonymous challenge gift of \$500,000 for a theater in the fine arts center, contingent upon the College's raising an additional \$1 million. The Board appointed a committee, headed by trustees Robert S. Morris '16 and Robert B. O'Connor '16, and Charles C. Cunningham, Director of the Wadsworth Atheneum, to lay plans for raising the challenge money, and authorized O'Connor & Kilham to prepare working drawings for the facility.⁴⁸ At its November 1960 meeting, the Board gave final approval to the arts center's location and east-west siting.^{49†} The groundbreaking ceremony took place south of the library on June 9, 1962. Assisting Jacobs were trustees James L. Goodwin, Hon. '63 (*V-12*), Robert S. Morris '16, Robert B. O'Connor '16 and Henry S. Beers '18, Hon.'68, Dean Robert M. Vogel, John S. Waggett '63, president of the student body, and professors John C. E. Taylor, Clarence E. Watters, and George E. Nichols III on behalf of the fine and performing arts faculty.^{50†} The subsequent disclosure that James L. Goodwin had been the anonymous benefactor of the arts center raised the consideration of whether it should bear his name. Goodwin was the great-grandson of James Goodwin, one of the first contributors to the College at the time of its founding, and several Goodwins had served on the Board of Trustees.

Goodwin demurred, and at his suggestion the Trustees named the building for the late A. Everett (Chick) Austin, Jr., former director of the Wadsworth Atheneum, who introduced instruction in fine arts at Trinity during the 1930s as a part-time member of the faculty.^{51†}

A number of luminaries in the arts, including Salvador Dali, Alexander Calder, Aaron Copland, Virgil Thomson, Sir Osbert Sitwell, Bette Davis, and George Balanchine, endorsed the proposal to honor Austin.⁵² One of Austin's former students, Harris K. Prior '32, M.A. '35, then director of the Memorial Art Gallery in Rochester, New York, observed at the time: "Everyone who came in contact with Everett Austin changed somehow. They were made to see the world about them, for he brushed away prejudice and opened our eyes. It is fitting that Trinity honor him."^{53†} Recognition came to the principal donor when the Trustees designated the new auditorium the James Lippincott Goodwin Theater. In an effort to broaden student interest in the arts and in the activities of the Arts Center, the Trustees also created the James Lippincott Goodwin Fellows. As Professor George E. Nichols III (*V-13*), the first Director of the Center, described them at the time, the Fellows comprised a small number of juniors and seniors selected on the basis of their achievement in one or more of the arts. The initial group of Goodwin Fellows consisted of 13 members of the Class of 1966 and nine of the Class of 1967.⁵⁴

Dedication ceremonies for the Austin Arts Center occurred on May 15, 1965, with Mrs. Austin present as guest of honor. The College conferred honorary degrees upon Robert S. Morris '16, chairman of the arts center committee (LL.D.), and Charles H. Morgan, Mead Professor of Fine Arts at Amherst College (Litt.D.), who had served during 1964-1965 as Visiting Professor of Fine Arts and acting chairman of a combined Department of Fine Arts. The Widener Gallery, bearing the name of its donor, George D. Widener, Hon. LL.D. '59, featured an exhibition of paintings gathered from the collections of several New England colleges, including Amherst, Bowdoin, Dartmouth, Mount Holyoke, Smith, Wellesley, Wesleyan, and Williams. The Hartford Symphony Orchestra concluded the day with a concert in the Goodwin Theater featuring compositions by Aaron Copland and Virgil Thomson, both of whom had premiered works at the Atheneum.⁵⁵

In addition to a 400-seat theater designed for plays, concerts, and lectures, the Center's facilities fully supported instruction in music, fine arts, and drama, and provided space for offices, rehearsal and practice rooms, rooms for listening to recorded music, exhibition galleries, and studios (*V-14*).⁵⁶ Among the first student presentations in Goodwin Theater were the production by the Jesters of the musical comedy *The Fantasticks* in late April 1965, in cooperation with the Glee Club, and a debut concert the following fall by the revitalized Trinity College Orchestra under the direction of Baird Hastings, Lecturer in Music.^{57†} Also that fall, the Jesters staged a production of *The Death of Bessie Smith* by Edward F. Albee '50. In 1974, the College conferred on Albee an honorary Doctor of Letters degree. The most recent visit to campus of the

three-time Pulitzer Prize-winning playwright occurred in December 1997 when he conducted a master class and reviewed plays by seven students enrolled in the playwriting course of Professor Arthur B. Feinsod (Theater and Dance).⁵⁸

An anticlimax to the Arts Center story came on June 27, 1967 when a fire of undetermined origin gutted Alumni Hall, the old gymnasium. The blaze destroyed thousands of dollars worth of personal property students had stored there for the summer. All that was left in the fire's aftermath were the exterior walls, which were demolished the following day on orders of the Hartford Fire Marshal.^{59†} In addition to supporting the entire athletic program until the completion of the Memorial Field House, for almost 80 years Alumni Hall had been the scene of proms, tea dances, faculty receptions for students, undergraduate course registration, final exams and productions by the Jesters. Alumni Hall's demise, however, was hardly catastrophic. Trinity athletes would soon move to a new athletic center, and the Jesters were enjoying the facilities of the Austin Arts Center.

Vice President Holland approached the raising of funds for the McCook Mathematics-Physics Center and the Austin Arts Center as two mini-campaigns, but these efforts formed part of a broader long-range development plan that the Trustees considered at their June 1961 meeting. Holland proposed a ten-year program beginning in 1961, with a projected yield of approximately \$17.5 million, \$8 million of which was to go to endowment, \$6 million to building projects, and the remainder to underwrite the College's operating expenses. The first phase of the program called for a capital campaign running from 1963 to 1966, with a tentative goal of \$3 million for endowment, and \$3.5 million for construction, including a new gymnasium-athletic complex and a combined biology-general purpose classroom building. The remaining funds would come from increased annual giving on the part of alumni, and from actively soliciting living trusts and bequests. As a suitable date to begin the campaign, Marts & Lundy, the College's fund-raising consultants, suggested the fall of 1963, five years after the completion of the Program of Progress. Holland also proposed a special \$10-million capital campaign that would run from 1971 to 1973, and conclude in the College's 150th Anniversary year.⁶⁰

The Trustees' Executive Committee approved Holland's proposal, and raised the total to \$19 million. Of this amount, they designated \$6 million for construction projects, including the Mathematics-Physics Center and the Arts Center; \$8 million in additional endowed funds to be used for faculty purposes (salary increases, research leaves, etc.), additional scholarships, and plant maintenance; and the remaining \$5 million for the support of operating expenses. The Board adopted the Executive Committee's recommendation on October 10, 1961 but did not set a capital campaign goal pending consultation with Marts & Lundy.⁶¹ In his annual report for 1961, President Jacobs clarified details of the development program, noting that income from 25 percent of the proposed \$8-million addition to the endowment would eventually increase the amount of financial aid available to students on an annual basis from

\$200,000 to \$600,000, and that the capital campaign goal had been set at \$6 million.⁶²

The Trustees postponed further consideration of a fund-raising campaign until Marts & Lundy had reviewed the College's financial condition, investigated its needs, and surveyed alumni, friends of the College, and leaders in the Hartford community. In March of 1963, the consulting firm issued a report stating that Trinity should undertake a capital campaign only after completing the fund drive for the Mathematics-Physics Center and the Arts Center, and that the campaign should take place during 1964 and 1965. In regard to new construction, the focus of the campaign should be the gymnasium and the biology building, both of which had become much-needed facilities. As an incentive for donors, Marts & Lundy noted that the College needed the stimulation of a major challenge gift from a foundation or an individual. Finally, the report concurred in the timing of a 150th Anniversary campaign, provided there was a strong need by the end of the decade for additional resources.⁶³

While the conclusions of the Marts & Lundy report were under review, the Trustees were considering a recommendation of the Board's Executive Committee to increase the size of the undergraduate body by 25 percent. The Trustees' decision three years earlier to hold the student body at 1,000 had reflected the sense that Trinity needed to improve its facilities and strengthen its finances before any expansion in the institution's size was feasible. The completion of the North Campus Dormitory was a major step in addressing the issue of improved student housing, as was initial planning for another dormitory south of Elton and Jones Halls. As far as instructional facilities were concerned, the new Mathematics-Physics Center was in use, and construction of the Arts Center was in its last stage. From the perspective of finances, the dimensions and timing of a capital campaign remained undecided, but it was clear that the College would soon be mounting a major fund-raising effort to increase the endowment, improve faculty compensation and research support, and provide a new athletic complex and science building. Expansion of the College also reflected the sense of institutional obligation that President Jacobs and the Trustees believed Trinity had in responding to the increased enrollment pressures colleges and universities were then experiencing. In his annual report for 1963-1964, Jacobs noted that "although Trinity, like all independent colleges, cannot play the leading part in meeting quantitative problems of higher education, it has the moral obligation to offer to as many gifted students as possible programs of the highest quality. Within a few years over 80 percent of our students will be seeking graduate degrees. We will encourage these young men to enter those professions that will enable them to make felt the influence of the liberal arts. In this way our diminished quantitative participation will be offset by a rising qualitative contribution."⁶⁴ At their January 1964 meeting, the Trustees approved the Executive Committee's recommendation to increase undergraduate enrollment by 25 percent in a phased process, which would result in expanding the student body from 1,000 to 1,250 between 1965 and 1970.⁶⁵



Figure V-1

The Quad and the rows of elms paralleling the Long Walk, circa 1920



Figure V-2

*Richard S. Barthelmess, Class of 1917 (center), with his friends, former President and Mrs. Flavel S. Luther in 1926. Then living in southern California, the Luthers visited the Hollywood set of *The Amateur Gentleman*, a feature film in which Barthelmess starred, based on the novel by Jeffery Farnol. The photograph is from one of Barthelmess's scrapbooks in the Trinity College Archives.*



Figure V-3

Professor of Geology Edward L. Troxell playing the stonophone, a xylophone-like instrument of his design created from rocks chipped to musical pitch

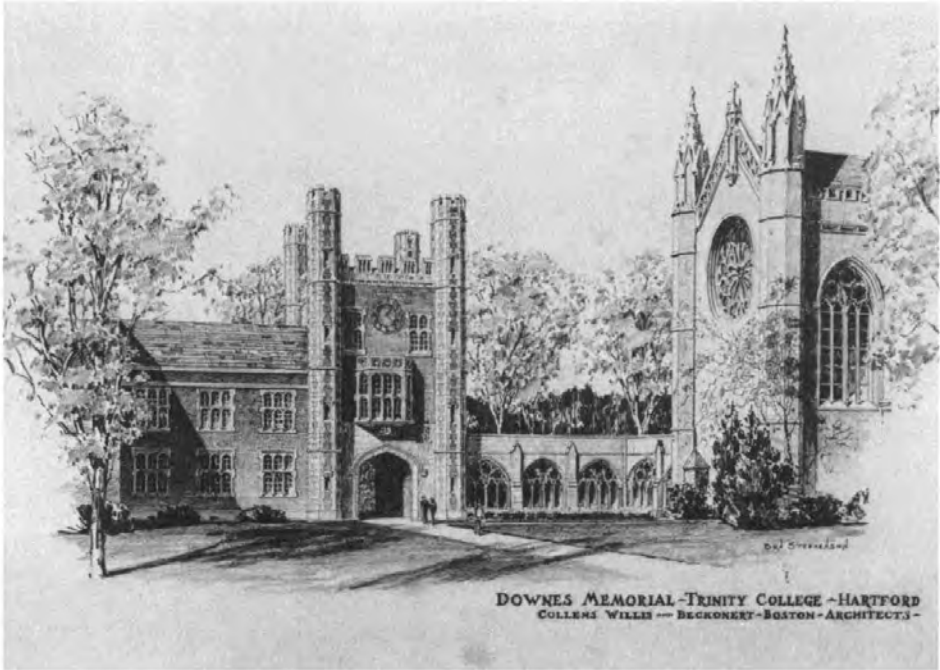


Figure V-4
Collens, Willis & Beckonert Clock Tower perspective

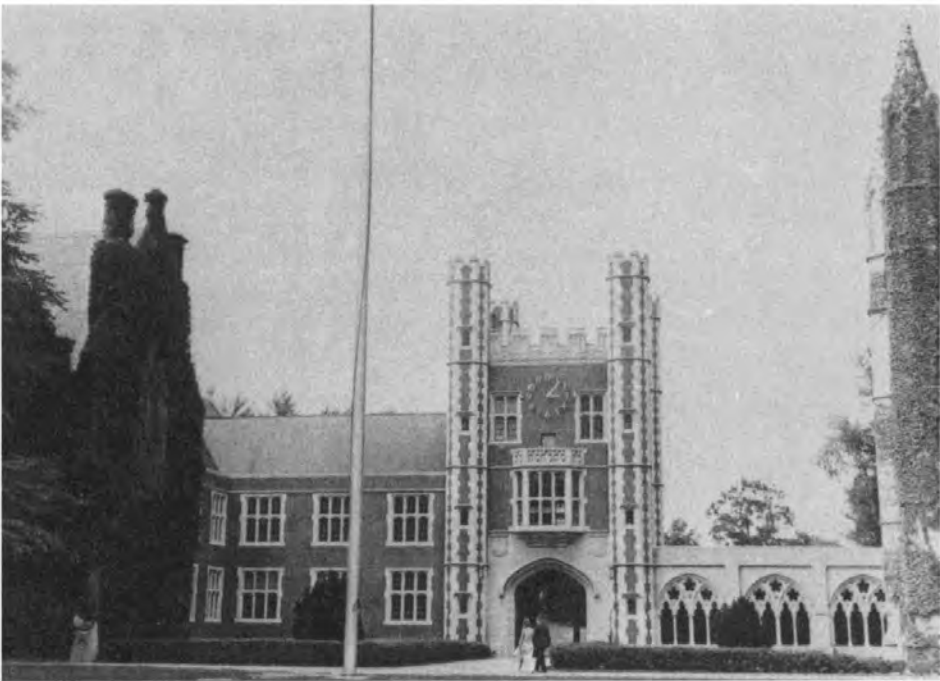


Figure V-5
Downes Memorial Clock Tower with the flagpole



Figure V-6
O'Connor & Kilham Mather Student Center perspective



Figure V-8
McCook Mathematics-Physics Building



Barton - Gillet Company

Figure V-7
North Campus Dormitory shortly after its completion



Figure V-9
Captain Wendell E. Kraft,
U. S. Navy (Retired)



Figure V-11
Jarvis Professor of Physics
Albert J. Howard, Jr.

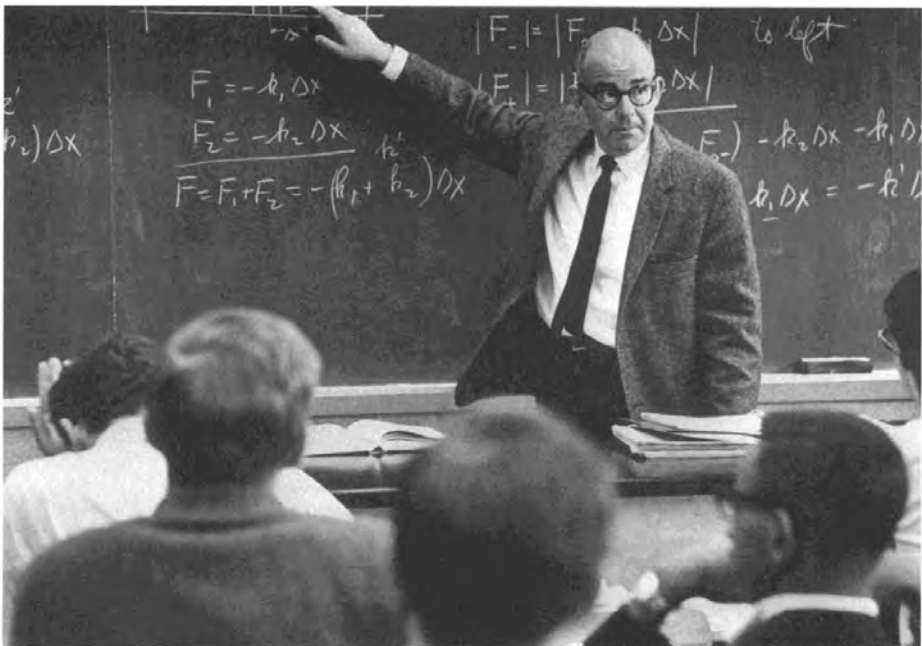


Figure V-10
Brownell-Jarvis Professor of Natural Philosophy and Physics Robert Lindsay



Figure V-12
James Lippincott Goodwin,
Hon. LL.D., 1963



Figure V-13
Professor of Theater Arts George E.
Nichols III with Jesters' members
Peter V. Fish (center) and
Steven J. Cool, both of the Class of 1962

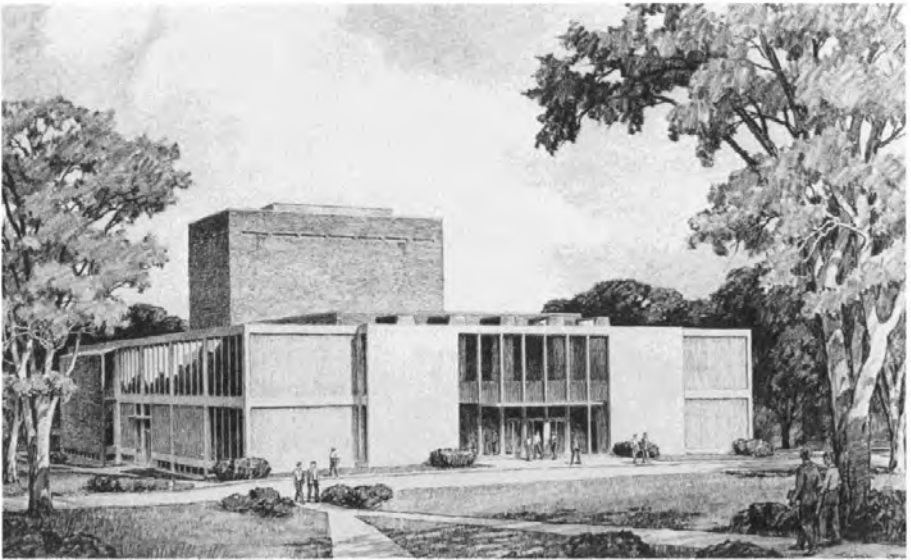


Figure V-14
O'Connor & Kilham Austin Arts Center perspective

At a special dinner on May 26, 1964, President Jacobs announced that the College was embarking on an ambitious 10-year development program with the goal of raising \$24.9 million.⁶⁶ Of this amount, \$6 million of new endowment would be devoted to faculty purposes; \$5 million of new endowment would be allocated to general purposes; \$4 million in endowed funds would support increased financial aid for students; \$1 million in endowment would benefit the library; and the College would seek \$3 million for dormitories, and \$5.9 million for other construction projects. The program would culminate on the College's 150th Anniversary in 1973. The program's first phase would consist of a capital campaign to commence outside of Hartford in October 1964, and then focus on Greater Hartford in 1965, thereby avoiding interference with fund-raising campaigns Hartford Hospital and the Wadsworth Atheneum would be conducting. Henry S. Beers '18 (*V-15*), retired chairman of the Aetna Life Insurance Company and a trustee, would serve as the campaign's national chairman, and G. Keith Funston '32, former president of the College and a trustee, would be the national honorary chairman. The dollar goal of the capital campaign remained to be set.⁶⁷

Having previously approved the general goals of the capital campaign on April 11, 1964, the Trustees established the campaign's priorities at their June meeting. The major priorities were: 1) construction of a new gymnasium and athletic fields, and of a life sciences center for biology and psychology; 2) additional endowed funds for the Watkinson Library; and 3) endowment for faculty purposes.⁶⁸ In his annual report for 1964-1965, President Jacobs indicated that the College would seek \$3 million in federal loans for dormitory construction, and that over a period of 10 years, a projected \$5 million in bequests and trusts would be allocated to general endowment, thus leaving \$16 million as the goal for the campaign. In view of this amount, the Trustees decided to mount the campaign in two phases: the first to begin in the autumn of 1964, as previously agreed, with completion scheduled for 1967; and the second to begin in the early 1970s, and conclude in 1973 on the College's 150th Anniversary.⁶⁹ At their meeting in January 1965, the Trustees established \$7 million as the goal of the campaign's first phase, with \$1.9 million allocated for faculty purposes and financial aid, \$2.2 million for the gymnasium, \$2.4 million for the life sciences center, and \$500,000 in endowed funds for the Watkinson Library.⁷⁰

A Leadership Conference held at Trinity on October 9-10, 1964 for members of the administration, faculty, students, campaign leaders among the alumni and friends of the College, and invited guests, inaugurated the fund-raising drive. President Jacobs declared that the campaign initiated the final decade of the "Decisive Quartern," a term describing the 25 years between 1948 and 1973, and marking the quarter century between the College's 125th and 150th Anniversaries.⁷¹ Confident of the campaign's success, Jacobs pledged that "with the potential at our command, we can, as we approach the 150th Anniversary of our College, make Trinity the very exemplar of America's small liberal arts institutions."⁷² By June 30, 1965, pledges of

\$2 million were in hand, of which slightly over \$1 million had been paid.⁷³ That same month, the Ford Foundation, impressed with the College's record of achievement during the preceding decade, and noting the campaign's progress, presented Trinity a challenge grant of \$2.2 million, stipulating that an additional \$6.6 million be raised between July 1, 1965 and June 30, 1968. The Ford Foundation, however, would not allow the College to credit toward the challenge the \$1 million in funds actually received during the campaign's first year. As President Jacobs later observed, this had the effect of causing Trinity to undertake "an entirely new campaign."⁷⁴ He went on to state, "Trinity believes that it can raise outside of Hartford through the generosity of alumni, friends, corporations and foundations a total of \$4,400,000, or enough to match the Ford grant two of the required three times. The College expects that Greater Hartford will match the third \$2,200,000."⁷⁵ In light of the Ford grant, the Trustees extended the campaign's first phase by one year, from 1967 to 1968.⁷⁶

The College made good progress in meeting the Ford Foundation's challenge, raising \$2.18 million and \$2.42 million, respectively, during the fiscal years 1966 and 1967, ending on June 30.⁷⁷ On April 6, 1968, President Jacobs reported to the Trustees that the College had successfully met the Ford Challenge, and that the new goal had become "Ford plus a Million" by June 30.⁷⁸ At the conclusion of the 1968 fiscal year, Trinity succeeded in achieving its revised fund-raising goal. The specific endowment priorities of the campaign's first phase, however, were undersubscribed. This prompted J. Kenneth Robertson, Treasurer of the College, to note that "No need in the future can be more important to the College than a substantial increase in its endowment resources."⁷⁹ Trinity delayed pursuing the second phase of the campaign because President Jacobs retired on June 30, 1968, and the new administration undertook a fresh assessment of fund-raising priorities.

The four-year fund-raising campaign enabled the construction of several new buildings to proceed. President Jacobs had noted in his annual report for 1960-1961 the pressing need for a new athletic facility. Freshmen and sophomores continued to use the antiquated Alumni Hall (1887) for required physical education classes that the Memorial Field House (1948) could not accommodate because of its dirt floor, removable basketball court and bleachers, and the pressure from other sports. George M. Ferris '16, Hon. '75 (*V-16*), an investment banker, trustee and former undergraduate athlete, agreed to chair a steering committee for the facility. The committee soon recommended to the Trustees' Building and Grounds Committee a site for the new structure just north of the Memorial Field House. This location would require a new layout for the athletic fields that the steering committee had also taken under consideration.⁸⁰ Pending the completion of plans for a capital campaign, the project remained on hold. In the spring of 1964, the Trustees authorized the initial design stage to begin. In late 1963, Robert B. O'Connor '16 had resigned as a trustee because of the pressure of other responsibilities, and subsequently indicated that he would no longer serve as architect to the College. The following April,

Jeter & Cook, a local architectural firm, received approval to design the athletic facility.⁸¹ With funding assured, and pressure on the Memorial Field House mounting as a result of the destruction of Alumni Hall by fire in June 1967, construction began on the new building in March 1968. The contractors completed their work early in the fall of 1969, and on October 11, the College dedicated the complex, naming it the George M. Ferris Athletic Center. (*V-17*) The following day, the Ferris Center hosted its first public event when an audience of 2,000 attended a concert by the folk singer Pete Seeger.⁸²

The Ferris Center contained a gymnasium-auditorium with basketball and tennis courts that converted into an open area for concerts, convocations, and indoor commencements; a physical education unit for intramural basketball as well as volleyball, fencing, tennis, and physical education classes; and at the complex's center, a third unit housing locker rooms, an equipment room and training room, and wrestling, exercise, and crew rooms, including a rowing tank, the latter reflecting a revival of competitive rowing. On either side of the connector between the gymnasium and the locker room unit were the offices for the physical education staff.⁸³ As Director of Athletics Karl Kurth, Jr. noted, the Ferris Center would immeasurably enhance the continuing contributions collegiate athletics and physical education programs were making to Trinity's general educational objectives.⁸⁴

At the April 1964 Board meeting authorizing Jeter & Cook to design the Ferris Center, the Trustees also approved the recommendation of the Executive Committee to appoint the firm of Douglas Orr, deCossy, Winder & Associates of New Haven as architects for the life sciences building.⁸⁵ For many years, the Biology and Psychology departments had occupied the outdated Boardman Hall of Natural Science (1900). Groundbreaking for the new structure occurred on October 30, 1965, in conjunction with a daylong convocation, "Reflections on the Future: The Life Sciences," at which prominent specialists in medical and psychological research presented their views on the future of the life sciences, especially in the fields of genetics, cancer research, aerospace health, and psychology.⁸⁶ Cornerstone-laying ceremonies took place on April 6, 1968 as construction work neared completion. Following remarks by President Jacobs and Professors M. Curtis Langhorne (Psychology) and J. Wendell Burger (Biology), Lyman B. Brainerd '30, Vice Chairman of the Board of Trustees, announced that the new building would be known as the Albert C. Jacobs Life Sciences Center in honor of the retiring president (*V-18*).⁸⁷ The Center was ready for occupancy late the following fall, and featured classrooms and laboratories for study and research in biology and psychology, and a spacious auditorium.

The decision by the Trustees in January 1964 to increase undergraduate enrollment by 25 percent resulted in the need for additional dormitories. The following April, the Trustees authorized O'Connor & Kilham to undertake their final project for the College, a dormitory with capacity for 250 students.⁸⁸ Financed through the federal Housing and Home Finance Agency, and located just south of Elton and Jones

Halls, the South Campus Dormitory (*V-19*) featured single rooms as well as multi-man suites. Construction proceeded during 1965, but labor strikes hindered progress and the structure was not ready for occupancy until the fall of 1966. The following January, the Board voted to designate the dormitory's three units (A, B and C) as Wheaton, Jackson, and Smith halls, respectively, in honor of three former presidents of the College.^{89†} The new dormitory was not sufficient in itself to provide adequate capacity for the phased increase in the size of the classes the College was admitting, and in October 1965 the Trustees approved the Executive Committee's recommendation that Jeter & Cook prepare preliminary plans for a 128-bed dormitory located between Vernon Street and Allen Place, just west of the North Campus facility.⁹⁰ As with the North Campus and South Campus dormitories, the College made arrangements for financing through the federal Housing and Home Finance Agency. In January 1966 at the request of the Building and Grounds Committee, the architects received Trustee authorization to prepare working drawings for the new building, an eight-floor high-rise structure with 16 one-man rooms on each floor, arranged in four suites, each consisting of a study lounge and four individual bedrooms. Despite protests from students that new space for social activities was an urgent need in the Vernon Street-Allen Place sector of the campus, a feasibility study concluded that a social lounge was not appropriate in the new dormitory. Construction work began in early May 1967, and the High Rise Dormitory was ready for occupancy in September 1968 (*V-20*).⁹¹

Two other important construction projects were undertaken during the 1960s. For many years the Buildings and Grounds staff had carried out their responsibilities without the support of a modern, spacious, and well-equipped facility. In April 1966 the College engaged Jeter & Cook to design a two-level maintenance building with an equipment garage, shops, storage space, and offices to be located at the southeast corner of the campus on New Britain Avenue.⁹² Construction began in May 1967, and by the fall of 1968 the College had transferred all buildings and grounds operations to the new structure.⁹³ The other project involved renovating the library. Little more than a decade after its completion, the library faced the need for additional space to accommodate not only independent study and honors work but also gradually expanding undergraduate enrollment, and for more shelving to house the growing collections. Conversion of the basement level would provide space for the book stacks and study areas, and air conditioning of the entire building would improve comfort and enhance preservation of materials.⁹⁴ In September 1965 the Old Dominion Foundation, which had made possible the library's construction in 1952, awarded the College a grant for \$440,000 to underwrite the renovation and air conditioning. The addition of stacks for 100,000 volumes brought the library's capacity up to 600,000, and 100 study carrels increased reader seating to 450. Contractors completed the renovation work in the fall of 1967.^{95†}

Student Activities and Social Life

While the College was raising funds and enlarging its physical plant during the late 1950s and 1960s, the student body was busily pursuing academic studies as well as a host of extracurricular activities. The well-established drama group, the Jesters, achieved new heights under the imaginative direction of Professor George E. Nichols III. Productions by the Jesters attracted increasingly large audiences, and enjoyed critical reviews worthy of professional companies. Performances were well attended, whether the offering was Shakespeare, light comedy, contemporary serious drama, or works by students, including Lee Kalcheim '60, who became a playwright and Emmy-winning writer for television.^{96†} In addition, Nichols and the Jesters mounted productions of such *avant-garde* works as Samuel Beckett's *Endgame* and Eugene Ionesco's *Chairs (V-21)*. The Jesters also scheduled performances for local high school and prep school students, on one occasion presenting *Hamlet*, so that, as Nichols explained, young people could encounter Shakespeare in a way that was "a genuine service to the community."⁹⁷ Also popular among audiences on- and off-campus were the weekly screenings of feature films that the Cinema Club (later the Trinity Film Society) began to present in the mid-1950s in the chemistry building's auditorium. Since 1970, the Film Society's successor, Cinestudio, has offered high-quality films, especially foreign releases and others not usually shown in local theaters, and the Hartford public has responded enthusiastically.^{98†}

Radio Trinity, WRTC, experienced a number of changes during this period. From its beginning in 1947, WRTC had been a totally student-run operation, at first licensed by the Federal Communications Commission as an AM station with transmitting power adequate to reach the campus and the immediate neighborhood. Early in 1955, without FCC permission, the student staff increased the wattage to such an extent that broadcasts could be picked up as far away as Springfield, Massachusetts. After the FCC issued a second warning, the regulatory agency forced the station to leave the air in March.⁹⁹ Following a silence of almost three years, WRTC resumed broadcasting in January 1958 as an FM station under strict FCC guidelines. The station's staff agreed to provide programming of high quality with broadcast time devoted primarily to classical and semi-classical music and educational and public service programs.^{100†} Faithful to its promise, the WRTC staff devoted the station's programming to recorded music, faculty talks and interviews, and live broadcasts of Trinity lectures and sports events. For a brief period beginning in February 1959, the station carried programs of the Educational Radio Network (ERN) made up of non-commercial stations in Boston, Albany, and New York City, devoted, as its managers put it, to offering "mature program material aimed at a discriminating audience."^{101†} The FCC later authorized increases in WRTC's broadcast power, listening hours expanded, and programming became more diversified.^{102†}

Other student extracurricular activities flourished during Jacobs's presidency. In the 1950s, formal debating enjoyed renewed popularity, and the reorganized

Atheneum Society produced some of the most respected undergraduate debating teams in the Northeast. In the spring of 1957, Robert L. Prince '59 and David B. Leof '60 were co-winners of the American National College Debate Tournament at Brooklyn College, and winning second place among the 248 speakers was Franklin L. Kury '58.^{103†} The Atheneum's faculty adviser was Professor John A. Dando (English) (V-22), whose course on Shakespeare was particularly popular with students. Dando brought to his teaching and work with the Atheneum Society a background in drama and broadcasting. Before coming to Trinity in 1950 following graduate study at Columbia University, he was briefly a member of a Shakespeare acting company in Canada, and hosted a radio program on literature for the Canadian Broadcasting Corporation. In Hartford, he developed a popular WTIC-AM radio show, "Behind the Pages," which critically assessed major literary works, and in the late 1950s, briefly broadcast a similar program for WCBS in New York. At the same time, Dando created and became the moderator of a successful WTIC-TV (Channel 3) panel quiz show, "What in the World," which aired until 1975.^{104†}

Undergraduate musical organizations also became increasingly popular. Particularly active was the Glee Club (V-23), which presented concerts in the New England and Middle Atlantic states on its annual spring tour. Several concerts also occurred each year on the campuses of women's colleges when the Trinity vocalists joined the glee clubs of the host institutions. One of the Glee Club's musical highlights each spring was the outdoor concert performed in the Funston Court. To the accompaniment of the Trinity Band, Professor Clarence H. (Pete) Barber (Music) led the Club in "standards," folk songs and show tunes, and Willard B. Green led the instrumentalists in "marches, classics, and light concert selections."^{105†} Smaller vocal groups such as the Pipes, the Bishop's Men, and later the Chanticleers, the Trinidads (V-24), and the Folksingers, were extremely popular, performing at campus functions and at colleges and universities throughout the Northeast. During spring vacation, one or more of the groups would perform on Caribbean cruises. Each fraternity also maintained a singing group, and one of the highlights of late spring was the Interfraternity Singing Contest in which the fraternities competed for a prize cup provided by trustee Robert S. Morris '16.^{106†}

The most unusual musical organization was the Trinity Pipes and Drums (V-25), begun in the fall of 1957 by Henry G. Hood, Instructor in History. Hood was an accomplished performer on the piano and harpsichord as well as on the bagpipes, and he carefully instructed the original seven pipers and two drummers in such standards as *Scotland the Brave* and *Blue Bells of Scotland*. Each piper had to provide his own instrument and uniform, and Hood generously offered assistance.^{107†} The Pipes and Drums became popular immediately, and eventually the group numbered over 20 performers.

Although Hood had intended the Pipes and Drums to be "entirely independent of the College,"¹⁰⁸ the group's activities quickly became a part of Trinity life, both visually and audibly. In addition to other occasions, the Pipes and Drums often played

before and after Sunday Evensong,¹⁰⁹ and frequently led academic processions.^{110†} Practice sessions usually occurred late at night on the athletic field or in the parking lot between the Field House and Broad Street, the latter location preferred because of the resonance the building provided. Although the instrumentalists favored the location, residents of the apartment buildings across the street sent repeated protests to the College regarding their loss of sleep. Hood left the College at the end of the 1959 academic year to accept another teaching position, but the Pipes and Drums carried on, and the group continued to perform until the late 1960s.^{111†}

In the early 1960s, Trinity undergraduates had the opportunity to participate in two new activities: the Crown Investment League, and a literary magazine, the *Archive*. On October 4, 1963, Henry Crown, a Chicago industrialist, contributed \$4,000 to the College to establish an investment league in which "students should participate as much as possible in the decisions involving the investment of funds."¹¹² Peter J. Schaefer '64 provided the initial student leadership for the League, with Professor Ward S. Curran '57 (Economics) (V-26) acting as adviser. The League encouraged students to learn the challenges of portfolio selection and management, with an emphasis on capital appreciation and diversification. By 1965, the funds were invested equally in common stocks and an interest-bearing savings account. During the 1964-1965 academic year, 10 to 12 students were engaged in the selection of securities, with William J. C. Brown '66 serving as president.¹¹³ The *Archive*, begun in 1962 under the editorial direction of Jonathan Tiefenbrun '63, with Professor Eugene W. Davis (History) (V-27) as adviser, carried nonfiction articles, ranging from historical studies and literary criticism to perceptive discussions of issues in the social sciences and sciences, often accompanied by illustrations.^{114†} A complement to the *Trinity Review*, which featured student fiction and poetry, the *Archive* later provided the inspiration for *The Trinity Papers*, a collection of exceptional undergraduate writing on a wide range of topics, which the College first began to publish in 1982 on an annual basis.

The fraternities and the Brownell Club experienced great popularity during the 1950s and early 1960s, and continued to serve as the focus of student social activities. By 1962, there were 11 fraternities on campus, all affiliated with national organizations, with the exception of Q.E.D., founded in 1960 by several undergraduates, including George F. Will '62, Hon. '79. The Interfraternity Council, composed of one representative from each of the fraternities, governed the recruitment of new fraternity members in a process known as rushing. The I.F.C. also regulated procedures for pledging and initiating members, and promoted harmonious interfraternity relations. In the spring of 1957, continuing problems with poor academic performance among fraternity members led the I.F.C. to institute a rule, effective September 1958, raising the academic grade average for pledges to 70.¹¹⁵ Designed to strengthen fraternities academically by establishing higher standards for new members, the measure received the enthusiastic approval of Dean Joseph C. Clarke, who stated that the fraternities

“are to be congratulated for taking this very progressive step on their own. It certainly proves that they are concerned about their academic standing.”¹¹⁶ Fred H. Werner ’58, editor-in-chief of the *Tripod*, also commended the action, observing that it represented “the most significant and unified action of our Interfraternity Council. It proves that fraternity men have not forgotten their academic obligations, and are constantly battling to prove that Greek Letter fraternities justify their existence.”¹¹⁷ The I.F.C. incorporated several revisions involving rushing in its new constitution approved in May 1957,¹¹⁸ but later liberalized rushing rules.¹¹⁹ Also facilitating fraternity recruitment of new members was the Mason Plan, which John A. Mason ’34, then Assistant to the President, introduced in the spring of 1957. The Plan allowed groups of freshmen to visit fraternity houses over a three-week period in the spring, prior to being rushed the following fall.¹²⁰

As previously mentioned, new fraternities were organized on campus after World War II, and such activity carried on into the 1950s. In the spring of 1956, the Kappa Psi chapter of Phi Kappa Psi received national affiliation, becoming the 60th chapter of the 104-year-old fraternity. For its house, the 26-member chapter acquired 118 Vernon Street, formerly occupied by Alpha Theta. Previously known as the Trinity Commons Club from the time of its founding in 1931, Alpha Theta had organized in May 1952, but disbanded in 1954 after unsuccessfully seeking national affiliation.¹²¹ In October 1956, Alpha Delta Phi relocated to a house one door removed from its former location, and by 1963, was in a new building adjacent to Ogilby Hall.¹²² Other fraternities celebrated local or national anniversaries during this period. In March 1955, Psi Upsilon marked the 75th anniversary of its affiliation with the national organization, and on March 1, 1957, Pi Kappa Alpha held a dinner in its house at 94 Vernon Street on the national fraternity’s 89th birthday.¹²³

Such occasions were opportunities to focus on the community service activities of the fraternities. One of the guests at the 1957 Pi Kappa Alpha dinner was Dr. Edmund B. Boatner, head of the American School for the Deaf in West Hartford, Connecticut, and a member of the national fraternity. The previous year, Pi Kappa Alpha had hosted a picnic for the students from the American School, an idea that had grown out of a conversation with Dr. and Mrs. Boatner at a fraternity gathering. At the March 1 dinner, Dr. Boatner was pleased to learn that Pi Kappa Alpha would again host the picnic in May, and observed: “Last year’s picnic was a great success. I particularly appreciate the spirit which animated these fraternity men in providing such a nice outing for these handicapped children, and I must say that I was impressed with how much fraternities have advanced in this respect since my undergraduate days. The fact that college fraternities of today are devoting time and effort to helping out with humanitarian problems is making the fraternity experience of greater value to the community, the college and the members themselves.”¹²⁴

Other community service events in which the fraternities participated included the I.F.C.-sponsored soap box derby, held each spring for several years. (V-28)

Fraternities entered homemade racers fabricated from odds and ends, and contestants on the Vernon Street course attributed victory to sheer luck and a vehicle that held together long enough to cross the finish line at Broad Street. In the 1956 derby, won by St. Anthony Hall, the entries included a coffin packing case, a bathtub, and other strange contraptions. One observer noted that all the entrants left the starting line more or less together, but D.K.E.'s entry, the coffin case, fell apart at the sound of the gun. Crow's bathtub also encountered difficulties getting underway when a 50-pound anchor, carried for ballast and safety, fell off, nearly capsizing the craft with its two goggled crewmen. Brakes were rudimentary, and during the early years, fraternity brothers teamed together to stop the vehicles, bales of hay later serving the same purpose. Despite its hilarity, the race had a serious purpose, and each fraternity contributed funds toward sponsoring an underprivileged child in the Hartford Soap Box Derby held under the auspices of the *Hartford Times* and the Chevrolet Motor Company. The sponsored youths helped judge the Vernon Street derby.^{125†}

Another annual fraternity event, although unconnected with community service, was the "Gismo Contest," also I.F.C.-sponsored, held in the fall for many years in conjunction with Parents' Weekend. Vying with one another in originality, each fraternity created an elaborate animated outdoor display showing Trinity inflicting defeat on the opponent in that weekend's football game. As the *Tripod* reported, Delta Phi, winner of the 1956 contest, used as its theme the Suez Crisis, then unfolding on the international scene, and "portrayed the Bantam Rooster whizzing across the Suez in hot pursuit of a Coast Guard vessel." The Delta Phi gismo surmounted a large reproduction of the *Tripod* masthead whose headline proclaimed "Col. Jessee Stops Coast Guard."¹²⁶ Alpha Delta Phi placed second "with the theme of a Rooster pounding an anvil and sending a football riding up a wire with a background of a gridiron and finally coming to rest in the breadbasket of a Coast Guard Bear at the top" (V-29). Judges of the contest were the wives of faculty members, and on this occasion Mrs. Mitchel N. Pappas, Mrs. Edmond L. Cherbonnier, and Mrs. Gustave W. Andrian officiated.¹²⁷

A matter of concern to the College's fraternities in the fall of 1957 was the effort of Trinity's Alpha Chi chapter of Theta Xi to help Amherst's chapter reestablish its national affiliation in the face of suspension for pledging a black student. The matter brought home to the Trinity campus the sometimes awkward nature of the relationship between a national fraternity and its chapters, and called attention to the wide-ranging social implications of the policies some national fraternity organizations were imposing on local chapters across the country. The *Tripod* contended that, in certain instances, the fraternities at Trinity had been unable to exercise full freedom in seeking new members "because of national fraternity policy which bars men on racial grounds." The *Tripod* went on to allege that "external pressures also have been exerted to keep members of religious groups to prescribed minima by fraternity officials."¹²⁸ Furthermore, the editors maintained, "While it may be said that many houses have no discriminatory clause explicitly stated in the national constitutions, 'gen-

lemen's agreements' and 'fraternity tradition' prevent local houses from exercising free choice The *Tripod* Executive Board believes that each fraternity at Trinity should have complete and final autonomy concerning the acceptance or rejection of candidates. We believe fraternity men are fair-minded when given the opportunity to weigh the qualifications of all rushees equally."¹²⁹ The *Tripod* concluded by suggesting that the College consider the advisability of formulating a policy statement on fraternity membership.¹³⁰

President Jacobs firmly supported fraternities at Trinity, and in his annual report for 1961-1962, noted that "under proper climate, even in this day of amazing change, fraternities have much to offer. In helping Alma Mater effectively to educate our youth they *can* render immeasurable service"¹³¹ He went on to state that "If fraternities are to survive and to play a useful role, they must face up fairly and squarely to changing conditions. They must justify their place in a highly competitive world. No longer can they survive on their laurels of yesteryear. The challenge particularly is to the individual chapter as to the effectiveness of its role in its own collegiate environment."¹³² The Interfraternity Council, reflecting actions contemplated or recently taken by a number of colleges and universities in the Northeast in regard to fraternities, voted unanimously on December 11, 1961 in favor of local autonomy in the selection of fraternity members, and presented a resolution to the Trustees and President Jacobs urging them "to support local autonomy for fraternities, that they be free from all external pressures in the selection of members."¹³³ On that same date, the Student Senate voted "to eliminate discriminatory clauses on the part of certain fraternities, that is, any restrictive clauses in fraternity charters which limit the selection of members on the basis of race, religion and creed," and forwarded its resolution to the Trustees for consideration.¹³⁴ Such action was prompted in large part by the unsuccessful effort of George F. Will '62 during Delta Phi's national convention the preceding summer to persuade the fraternity to repeal the Christians-only clause in its charter. Will's unwavering stance on this issue led him and a number of other undergraduates to found Q, E. D., as previously noted.¹³⁵

At the Board of Trustee's meeting on January 6, 1962, there was agreement that President Jacobs should appoint an *ad hoc* committee of trustees to study the situation and recommend appropriate action. Accordingly, on January 30, the president requested that Henry S. Beers '18 chair a committee of fellow trustees consisting of Lyman B. Brainerd '30, the Rt. Rev. Walter H. Gray, and Barclay Shaw '35.¹³⁶ Taking into consideration the morality of the situation and consistency with the principles of the College Charter, the committee examined the local autonomy of Trinity's fraternities and discriminatory clauses in charters, related issues which Douglas L. Frost '59, Assistant Director of Development, noted at the time in an article in the *Trinity College Alumni Magazine*.¹³⁷ The committee consulted with representatives of student government, individual undergraduate fraternity groups, and alumni representatives of many of the fraternities on campus, as well as a number of other alumni, and reviewed



Figure V-15

Henry S. Beers, Class of 1918, Hon. LL.D., 1968 (right), and President Jacobs at a press conference concerning the "Ford Plus \$1 Million" Campaign



Figure V-16

George M. Ferris, Class of 1916, Hon. LL.D., 1975 (left), and President Theodore D. Lockwood, Class of 1948, standing before the nearly completed Ferris Athletic Center



Figure V-17

The Ferris Athletic Center with the Trowbridge Pool and Memorial Field House behind



Figure V-18
The Albert C. Jacobs Life Sciences Center



Figure V-19
The South Campus Dormitory complex



Figure V-20
Jeter & Cook High Rise Dormitory perspective



Figure V-21
The Jesters' production in February 1961 of Eugene Ionesco's The Chairs, starring Peter V. Fish, Class of 1962 (right), and Amelia G. Silvestri, then a member of Trinity's Public Relations staff. Produced in tandem with Ionesco's play was Samuel Beckett's Endgame.



Figure V-22
Professor of English John A. Dando

WTIC-TV Channel 3



Dale Hartford

Figure V-23
The Glee Club with Professor of Music Clarence H. Barber
(center, first row) in the spring of 1957



Figure V-24
The Trinidads in their first year, 1959-1960 (left to right): Edward H. Raff, Jr.;
Starr E. Brinckerhoff; John S. Peake, Jr.; James T. Hendrick; Charles J. Minifie;
Lockett C. Pitman; Richard D. Field; Peter C. Stanley; and Lloyd L. Reynolds.
All were members of the Class of 1963.



Figure V-25
The Trinity Pipes and Drums, circa the late 1950s



Figure V-26
Ward S. Curran, Class of 1957,
George M. Ferris Professor of Corporation
Finance and Investments



Figure V-27
Professor of History Eugene W. Davis
with his faithful companion,
Hallie Mande



Figure V-28
Soap Box Derby on Vernon Street,
circa late 1950s



Figure V-29
Gismo Contest entry by Alpha
Delta Phi, fall 1956



Figure V-30
Medusa Tapping, spring 1960

the actions taken by several other colleges in the Northeast, before submitting its report and a proposed policy statement that the Trustees approved at their April 6, 1963 meeting.¹³⁸ The report noted that restrictive provisions in fraternity charters and by-laws were "inconsistent with the spirit of the policy established in Trinity's charter of 1823."¹³⁹ Although recognizing in the opening paragraph of the statement that the Trustees had "no jurisdiction over the policies of national fraternities in their activities outside the College," the committee affirmed unequivocally the principles of local autonomy and nondiscrimination in the membership selection process. The statement stipulated specifically: "THAT the undergraduate members of each fraternity chapter at Trinity College shall have the sole right to select their own members, subject only to such scholastic and disciplinary standards as the College administration may establish and, furthermore; THAT no person shall be denied membership in any fraternity at Trinity College because of any by-law or other regulation which prohibits such membership for reason of race, color, creed, or national origin."¹⁴⁰ If the national organizations, after being properly notified about the statement, refused to let the chapters exercise freedom of choice in selecting new members, the College was prepared to take appropriate action of an unspecified nature.¹⁴¹ No incidents occurred involving disputes with the national organizations, and the Trustees' statement met with broad approval among the student body.

Throughout this period, the Student Senate, a deliberative body representing undergraduates, played an active role. Prior to 1958, the Senate consisted of one representative from each fraternity as well as the Brownell Club, and one representative of on-campus independents unaffiliated with fraternities. Every spring, two juniors from each group stood for election.¹⁴² By the early 1960s, following revisions of its constitution carried out in 1958, 1959, and 1961, the Senate had become considerably more representative of the undergraduate body, and membership consisted of 18 rising seniors, six rising juniors, and three rising sophomores. The highest-ranking officer of the freshman class served on the Senate in an *ex-officio* capacity until the Senate elections took place in the spring. Each fraternity and social organization entitled to representation could nominate two candidates from the rising senior class, and independents could nominate eight rising seniors. From the combined total of rising seniors, the student body could elect 18, there being a minimum requirement of at least one representative from each fraternity and social organization, and at least three representatives from the independents. In addition, the students could elect six rising juniors and three rising sophomores. The president of the Senate, who also automatically became president of the student body, was elected from the rising senior senators by a simple majority vote of the body, as were the other officers.¹⁴³

The Senate's principal functions consisted of serving as a forum for discussion and debate on issues of concern to the undergraduate body ranging from the academic program to social life on campus; "maintaining a high level of conduct among the students of the College"; supervising student extracurricular activities, including

clubs and campus organizations; exercising control of all funds the College administration made available for student organizations; and establishing the calendar of student events such as the three major dances held each year, and the class and Senate elections.¹⁴⁴ In connection with its disciplinary functions, the Senate had "authority to deal with violations, subject to the policies and regulations established by the Faculty and its Committee on Administration,"¹⁴⁵ and generally delegated its powers in this regard to the Medusa, an honorary student organization formed in 1893 to uphold the College's traditions, and composed of seniors who had been "tapped" for service at the end of their junior year by the graduating Medusa members (*V-30*). Medusa's functions gradually evolved over the years, and by the post-World War II period, had come to include enforcement of College regulations governing student conduct, with the power to recommend suspension, dismissal, or expulsion. In such cases, the Senate acted as the final student court of appeal, and a resulting penalty had to receive the approval of the Dean of Students or the Faculty Committee on Administration.¹⁴⁶ In carrying out their disciplinary function, the Senate and Medusa consulted regularly with the Dean of Students "to insure the fullest cooperation . . . in maintaining gentlemanly conduct among all students as individuals, as members of social organizations, and as members of the College Community."¹⁴⁷

A major issue the Senate took up in the late 1950s was a proposed honor code, which received considerable support from the College administration. Growing concern on campus with academic dishonesty had prompted the Senate's Rules Committee, under the leadership of Michael E. Borus '59, to investigate honor systems in place at other colleges and universities. On February 9, 1959, the Senate unanimously approved an honor code that Robert F. Spitzmiller, Jr. '59, chairman of the special Honor System Committee, had drafted. In remarks to the Senate, Dr. O. W. Lacy (*V-31*), recently appointed Dean of Students, stated that undergraduates should "take more and more hold on their own government. There is not a single action at Trinity College that the students could take which would be more effective in this regard."¹⁴⁸

Applying only to student academic conduct, the honor code the Senate proposed to introduce would be enforced by Medusa. The responsibility for honorable behavior rested with the individual, who, if observed in the act of cheating, was expected to report his misconduct to Medusa within 24 hours. At the end of this period, at least two witnesses had to confirm to Medusa that the incident had occurred. Aware of the drawbacks enforcement posed, the Senate believed such procedures addressed as much as possible the problems of informing and of abuse of the code for personal vengeance.¹⁴⁹ Prior to seeking the faculty's approval of the code, the Senate discussed its provisions before a special meeting of the student body, considered a number of revisions suggested at the meeting, and then brought the revised code to a campus-wide referendum held on February 26 in conjunction with the Senate elections.¹⁵⁰ The referendum's results revealed that the Senate had considerably overestimated

student willingness to have the code instituted. Only 55 percent of the student body favored the code, although slightly more than 70 percent of those voting did believe that there should be some kind of honor system at Trinity.¹⁵¹ The *Tripod* editors expressed regret that substantial support for the code was not forthcoming from the undergraduate body, and Karl E. Scheibe '59, the Senate's outgoing president, as well as the rest of the retiring senators, proposed that the newly elected Senate take up the issue again.¹⁵² Two years later, on March 22, 1961, despite a strong *Tripod* editorial, students once again failed to show sufficient support for an honor code. Some 882 students, or 91 percent of the undergraduate body, voted. Of these, 488 or 55 percent were in favor, while 394 or 45 percent were against the code.¹⁵³ Further efforts to develop an undergraduate honor code never materialized.

Another Senate initiative in the early 1960s was a student evaluation of the College. The idea of Arthur F. McNulty, Jr. '62, the Senate's president, *Trinity College, An Undergraduate Evaluation* was an exhaustive study of five principal areas of student concern, and was compiled for the Trustees in the conviction that "Trinity College is one of the finest schools in the nation [,] and this report is an attempt to improve further this institution."¹⁵⁴ Eight months in preparation, the 78-page evaluation was the work of a nine-man editorial board, based on the research of approximately 40 students, mostly upperclassmen. The editors were careful to state that they had made no attempt to seek the administration's assistance on the project in the belief that "such communication might alter the tone and hence the purpose of the evaluation."¹⁵⁵ The areas selected for study were: the physical plant, with specific attention paid to academic and student facilities, present and planned; the Trinity undergraduate, including his background and preparation for college, the admissions process, student involvement in intellectual life on campus, the concept of a liberal arts education, and student morality; the curriculum and the faculty, with brief assessments of each academic department; a review of social and cultural activities; and an analysis of Trinity's image in both ideal and realistic terms. Two appendices addressed the issues of student religious life and the College's health services.¹⁵⁶ Embodying what the editors considered constructive criticism, the comments in the *Evaluation* were frank, and there were many suggestions offered for improvement across the spectrum of topics covered.

With reference to the physical plant, the *Evaluation* concluded that crowded conditions continued to be a problem in several buildings. Further reliance by the College on the architectural firm of O'Connor & Kilham, whose designs for the North Campus Dormitory, the Mathematics-Physics Center, and the Arts Center were seen as departures from previous standards, would imperil "the architectural harmony which gives Trinity its traditional character and makes it one of the most distinctive small college campuses."¹⁵⁷ Regarding the undergraduate body, the editors decried what they saw as student indifference to the aims of education in general and a liberal arts education in particular, noting, however, that the situation was similar at many

other colleges and universities. Based on their findings at Trinity, the editors claimed that "the undergraduate does not have any concept of what education involves, nor does he give many indications of wanting to find out." A proposed remedy for this state of affairs was "that the Trinity undergraduate become more involved in those fields which are the interest of the educated man."¹⁵⁸

Coming under particularly close scrutiny were the curriculum and the faculty, which the editors considered the primary focus of their evaluative effort. Ranging all the way from "respected by the undergraduate body" to "basically a weak department," the departmental evaluations included assessments of strengths and weaknesses.¹⁵⁹ This section of the *Evaluation* served as the prototype for a series of course evaluations that the Senate began to sponsor in the mid-1960s, and which continued to be compiled sporadically until the early 1980s. Among other conclusions the *Evaluation* reached were that social opportunities for freshmen were inadequate, and that fraternities should become less a way of life and begin functioning more as social outlets. Finally, in regard to external perceptions of Trinity, there was a need for the College to project a more distinct image to the public and prospective students.¹⁶⁰

Reaction to the *Evaluation* on the part of the Trinity community was mixed. Most students found it interesting and informative. Before its publication, the editorial committee sent the *Evaluation* to members of the administration and to the chairmen of academic departments to forestall the element of surprise.¹⁶¹ Some faculty were mildly complimentary of the student effort, while others were upset, particularly in response to comments directed at their departments. Cited in the press as a novel example of student initiative, the *Evaluation* elicited a guarded but positive response from President Jacobs, who stated that it "shows considerable maturity on the part of those who wrote it."¹⁶² He went on to observe that some of the student criticisms stemmed from funding limitations at the College as well as from a lack of "understanding of the facts which would have led to different conclusions."¹⁶³ In his report for 1961-1962, Jacobs reflected further: "Those responsible for preparing the 'Undergraduate Evaluation' were serious in purpose—to comment objectively on the various operations of the College as they saw them and to set forth such weaknesses as in their opinion existed The 'Undergraduate Evaluation' is what its name indicates—a student survey. It should be considered as such. The constructive criticism contained therein is warmly welcomed. Such criticism as is justified is being given careful consideration by the College. An institution that does not welcome constructive and honest criticism cannot in this day of rapid change continue to progress. For such criticism the College is deeply grateful."¹⁶⁴

One of the concerns addressed in the *Evaluation* was student social and cultural life. In an effort to explore this area further, and to develop proposals for programs that would lead to constructive change, in January 1966, the Senate undertook an extensive survey of the social attitudes and behavior patterns of Trinity undergraduates. Based on the responses of students to a comprehensive questionnaire, the result-

ing report, *The 67 Social Evaluation*, appeared in May 1967. It identified areas "which need further attention and study rather than suggesting specific programs for alleviating some of the difficulties which the data indicate are present."¹⁶⁵ Several suggestions were made, however, primarily as a way of stimulating further discussion. All aspects of student social life and behavior came under consideration, and ranged from extracurricular activities to dating, sexual behavior, and consumption of alcoholic beverages. The major conclusion reached was that the fraternities filled a social void, a state of affairs that resulted from lack of attention on the part of the College over many years. In order to rectify the situation, Trinity's administration had to "take responsibility for providing students with all activities which the fraternities now provide," including "dining, lounge and study facilities far more extensive than presently exists [*sic*] as well as a program of social and cultural activities that does not rely upon the fraternities and the city."¹⁶⁶ In an effort to lessen the impact fraternities were then having on the student body by default, the College needed to provide independent social facilities.¹⁶⁷ The College took no action on this suggestion, and more than a decade would pass before the relationship between the fraternities and the climate of social life on campus became the focus of further examination.

Regarding student consumption of alcoholic beverages, the *Evaluation* found that the incidence of drinking was high on the part of all Trinity undergraduates. Heavy drinking (especially of beer) emerged as a much more common practice among fraternity men than among independents, and drinking in general was identified as a central part of fraternity life. Nonetheless, it was clear that "nearly everyone drinks beer or liquor regardless of fraternity or independent status, academic class, or controlling regulations."¹⁶⁸ The point about regulations was telling. On October 19, 1964, with full support from the Trustees, President Jacobs had announced that the College was prohibiting under-age drinking in an effort to reduce student consumption of alcoholic beverages on campus and to adhere strictly to the provisions of Connecticut State law. The administration's concern about the increase in drinking by Trinity students under the age of 21 had been growing, and other colleges and universities in New England were considering the imposition of restrictions. The College's legal counsel had indicated the need for a firm decision in light of the "Darien Incident," in which an automobile accident the previous September in Darien, Connecticut had claimed the life of a 17-year-old male passenger. The driver, also under the legal drinking age, was intoxicated, and the police determined that both youths had attended parties at which parents had served alcohol. Basing his decision on strict interpretation of the Connecticut Statutes, a judge ordered the arrest of the parents involved.¹⁶⁹

The administration had discussed the new drinking regulations with the Senate, the Medusa, and the fraternity presidents in advance of the formal announcement, and claimed that the imposition of restrictions was not a surprise to the campus community. The student body reacted unfavorably, but with a degree of restraint perhaps

unexpected. As President Jacobs observed in remarks he made at the New York Alumni Association's Annual Dinner less than a month later on November 17, "My regard for the Trinity undergraduate . . . has increased. We live on a campus in which dissent is not discouraged—where every individual, student or faculty, knows he has the right, unafraid, to express his point of view. The students, I can assure you, have recognized this right in recent weeks. But they have done so without rancor, without subterfuge and not infrequently with bright good humor. You may have heard that one young campus musician greeted our announcement by climbing to the Chapel Tower and rendering on the carillon the plaintive strains of *Drink to me only with Thine Eyes*. Some of the small signs and slogans on the bulletin boards commenting on the action have been rare examples of 'dry humor.' And then there was the petition in the *Tripod*."¹⁷⁰ Jacobs was referring to a student petition of protest that appeared in the November 10 issue. Signed by a large percentage of the student body, the petition stated that "the administration failed to consult all areas of student opinion for free and open discussion." In fear that "further restrictions upon the non-academic freedom of students" might be forthcoming, the petition urged the administration to engage in full consultation "before it chooses to pass new rules and regulations which affect the personal freedom of students."¹⁷¹

On October 26, in response to the new drinking policy, the Senate prepared a plan, subject to the administration's approval, that allowed students 21 years of age or older to drink in their rooms, and that established guidelines for the enforcement of the restrictions for those under 21. The Senate also approved the proposal by Frederick C. Prillaman '65, president of the Interfraternity Council, empowering the I.F.C. to handle complaints about fraternity violations of the restrictions, thus relieving Medusa of responsibility in this regard.¹⁷² In connection with enforcement, President Jacobs declared in his annual report for 1964-1965 that "We are not going to become a police state. I would not allow this. And I do not think it will be necessary as time goes on."¹⁷³ The College was formulating, Jacobs continued, "a social program and a campus environment that, as time passes, will fill the lives of the students with activity to a degree that drinking for all students will lose some of the importance it was threatening to assume . . . I am convinced that we will have a campus healthier, even happier, and one more attuned to the increasing demands of an intellectual program that is first rate . . . We want a healthy, happy, vigorous campus, including a strong and worthwhile fraternity system. But we do not want an academic play-pen to which young men come for four years of frolic. We do not have that kind of college and we are not going to have it in the future."¹⁷⁴ The president concluded his observations about the drinking policy by noting that, in his estimation, the decision had been timely and sensible, and that there was considerable evidence that the College's image, locally and nationally, had improved as a result of the action it had taken.¹⁷⁵ Notwithstanding, over time, there was no substantial reduction in student consumption of alcoholic beverages, as the 1967 social evaluation clearly confirmed.^{176†}

Another focus of student interest was the College's athletic program, which received President Jacobs's full support. Early in his administration, he stated: "I love intercollegiate athletics, . . . and I believe that when athletics are properly conducted, as they are at Trinity, they play an important role in the effective training of our youth," but, he was quick to add, the College "must not tolerate any overemphasizing of the program."¹⁷⁷ Jacobs's philosophy was a synthesis of Remsen B. Ogilby's love of sports for their own sake, and G. Keith Funston's concern about professionalization and the exploitation of student athletes. The president's enthusiasm for sports led him to attend as many home football, basketball, and baseball games as possible, as well as games played at nearby campuses. His devotion to baseball was such that he often played a few innings at first base in the annual game held at this period between the faculty and D.K.E.

The addition of several new members to the physical education faculty during the 1950s strengthened the coaching staff and coincided with renewed student interest in a number of sports long-since absent from the program or accorded secondary or informal status. Roy A. Dath (*V-32*) came to Trinity in 1952 to coach soccer, tennis, and eventually squash. Karl Kurth, Jr. (*V-33*) also arrived that year, assuming responsibility for track and cross-country as well as assisting with football. In 1966, Kurth became Director of Athletics upon the retirement of Raymond Oosting. Robert D. Slaughter (*V-34*) began coaching the swimming team in 1951, and served as a trainer, and Charles J. McWilliams (*V-35*), who arrived in 1957, became the varsity basketball coach when Oosting relinquished that responsibility to concentrate on directing the athletic program. That same year, Chester H. McPhee and Robert E. Shults joined the staff (*V-36*). McPhee coached lacrosse as well as freshman football and freshman swimming. Shults began as coach of freshman and junior varsity teams in soccer, basketball and baseball, and eventually became the varsity basketball and baseball coach.¹⁷⁸ With the augmented coaching staff in place, Trinity proceeded to compile an enviable record in intercollegiate competition, achieving 81 wins and 39 losses in varsity sports during the 1965-1966 academic year.^{179†}

Roy Dath's varsity soccer team recorded its first undefeated and untied season in 1956, becoming the New England co-champions with Brown University, and receiving the designation of Intercollegiate National Champion. The National Soccer Coaches Association named senior co-captain Douglas B. Raynard '57 as starting center on the First All-American Team, with co-captain Donald H. Duff '57 and Brendan T. Shea '59 receiving honorable mention. Raynard and Duff also were selected for the First All-New England Team.¹⁸⁰ In 1959, Alexander M. Guild '61, then a junior, had already broken all scoring records at Trinity, and the center-forward was named to the United States Olympic Soccer Team.^{181†} For several years in succession, the soccer team posted an excellent winning record, advancing several times to post-season competition. In the fall of 1967, the team (*V-37*) presented Dath his 100th victory in an 8-1 season,¹⁸² and led by veteran players Michael J. Center '68,

Samuel H. Elkin '68, Alan Griesinger '68, Robert H. Loeb III '69, and Stephen Peters '68, emerged victorious over West Point in post-season play, but suffered defeat at the hands of Long Island University.¹⁸³

In football, Daniel E. Jessee's teams continued to be successful. With the outstanding play of fullback Charles C. Sticka and quarterback Robert H. Alexander, both of the Class of 1956, the 1954 and 1955 teams (*V-38*) were undefeated. Later, Roger A. LeClerc '60, linebacker, center and kicker, joined the NFL's Chicago Bears.^{184†} In 1966, at the conclusion of Jessee's final season, the Football Writers of America named him Football Coach of the Year. Prior to the opening of the game with Amherst on November 5, President Jacobs designated Trinity's football field the "Daniel Jessee Field." Amherst won the game, but a week later, the team achieved the coach's 150th career win (versus 76 losses), defeating Trinity's perennial rival, Wesleyan.¹⁸⁵ The following year, Donald G. Miller, who had come to Trinity in 1965 as assistant football coach after assisting at Amherst for six years, became the head football coach, and began to compile a winning record that, by 1994, would surpass Jessee's.¹⁸⁶

The baseball diamond and the basketball court rivaled the gridiron when it came to outstanding play. Sticka and Alexander were also the mainstays of the baseball teams during the mid-1950s. Myron W. (Moe) Drabowsky '57 became one of Jessee's most effective pitchers, thrilling Trinity fans on May 10, 1956, when he struck out 16 batters in a no-hit victory over Wesleyan (*V-39*).^{187†} In the following decade, the 1962 team had an 11-5 season under Coach Robert E. Shults, who took over the team while Jessee was on sabbatical leave. Jessee retired from coaching in 1967, with a career record of 239 wins in baseball. Shults then became the varsity coach, and led the team into the 1970s.¹⁸⁸ Basketball also experienced its share of victorious moments. As noted in the previous chapter, the teams in the late 1940s and early 1950s under Raymond Oosting were highly successful, and Coach Charles J. McWilliams's 1960 team with John C. Norman '62 had a 14 and 4 record.¹⁸⁹ Later in the 1960s, under Shults, the teams recorded several winning seasons, and featured such outstanding players as Barry J. Leghorn '64, James F. Belliore '66, Joseph A. Hourihan '66, Donald C. Overbeck '67, Joseph J. Pantalone '70, and Howard B. Greenblatt '71.^{190†}

Competitive rowing made its reappearance as an intercollegiate sport during the Jacobs years. In 1959, Thomas F. Bundy, Jr., John M. Meyer III, and C. Baird Morgan, Jr., all of the Class of 1962, revived interest in rowing. The College had not competed in the sport since the late 1870s following the drowning of a crew member, and although occasional efforts to reintroduce rowing had been made in the 1930s, it was not until 30 years later that such an initiative proved successful and lasting. In 1960, Lloyd L. Reynolds and David O. Wicks, Jr. of the Class of 1963, lent their energy and enthusiasm, and with the encouragement of President Jacobs, who had been an oarsman at Oxford University in 1923, the Trinity College Rowing Association came into existence. Crew became an unofficial informal sport, initially lacking the College's financial support. Members of the Association labored diligently to obtain needed

equipment, especially a shell, and eventually were able to use a donated tobacco barn on the bank of the Connecticut River in South Windsor as a temporary boathouse.¹⁹¹

With Morgan as coach, the crew team emerged victorious over Clark University on April 20, 1961 in their first intercollegiate race on Lake Quinsigamond, near Worcester, Massachusetts. Such an auspicious beginning soon prompted Trinity to become a charter member with Clark and Amherst in the New England Small College Rowing Association. Word of the new endeavor quickly spread among faculty, staff, and friends of the College, and four leading supporters soon emerged: John A. Mason '34, Trinity's Alumni Secretary; Professor Norton Downs (History); Clifton M. Bockstoce, a Hartford businessman and later the College's Vice President for Financial Affairs and Treasurer; and the Rt. Rev. Walter H. Gray, Bishop of Connecticut and a Trinity trustee. During the 1962-1963 season, they and other enthusiasts helped organize the Friends of Trinity Rowing. The competitive record gradually improved, and in 1963, crew officially became an informal sport. Three years later, the College accorded it formal status.¹⁹²

During the early 1960s, several coaches worked with the crew, and in 1967, Norman T. Graf (*V-40*), a former Yale coach, came to Trinity as Assistant Registrar. He brought enthusiasm and fresh ideas to rowing competition, technique, and training, stabilized the program, and assured a bright future for crew at the College. A new boathouse also contributed greatly to enhancing the sport. The College procured a site on Riverside Drive in East Hartford through the cooperation of the Hartford Electric Light Company, and the Friends of Trinity Rowing raised the needed funds, which included a generous contribution from Miss Grace Bliss, an ardent supporter. Groundbreaking for the boathouse occurred on April 7, 1965, and the following October, at the suggestion of Professor Downs, the Trustees designated the new structure the Bliss Boathouse.¹⁹³ Its dedication took place on November 18, and in his remarks, President Jacobs welcomed use of the facility by the recently revived Hartford Barge Club.¹⁹⁴

By 1969, the crew team had achieved a level of performance that led to an invitation to enter the Ladies' Challenge Plate for college eights at the 130th Henley Royal Regatta in England. Trinity lost in the finals to the University of Amsterdam, and a coxed-four crew and a pair-oared duo also lost their races, but in a decade, rowing at Trinity had achieved an international pinnacle in competition.¹⁹⁵ Two years later, the College eight barely lost to the University of London in the Ladies' Plate finals. In 1973, with a record of 21 intercollegiate wins and one loss, the heavyweight eight took the top honors in the New England Championships, and the pair without coxswain, consisting of Richard C. Ricci '73 and David I. Brown '73, drawn from the College eight, took their second consecutive title in the U.S. Intercollegiate Rowing Association's championships. Trinity again contested for the Ladies' Plate that year, losing by three-quarters of a length to the University of Wisconsin.¹⁹⁶ In 1976, persistence and determination had their reward, and victory came to Trinity and Coach

Graf in the Ladies' Plate, when the heavyweight team, including David I. Greenspan '77, coxswain, and Charles A. Poole '77, stroke, out-rowed Queens University, Belfast (*V-41*).¹⁹⁷ In 1978, however, fortune shone on the Yale team at Henley when they defeated Trinity.¹⁹⁸ Since that time, competitive rowing at the College has continued to be a challenging sport, and soon after Trinity became coeducational, women's crew began to grow in popularity.^{199†}

The Academic Program and the Faculty

With regard to the academic program, increasing concern in the late 1950s on the part of the administration and the faculty about the undergraduate curriculum's cohesiveness led to a comprehensive review. Although the last major revision had occurred slightly more than a decade earlier, the curriculum was always undergoing some degree of change. As Frederick Rudolph, a historian of higher education has noted, from the earliest period, college and university curricula were "in constant motion. Old purposes seemed never to be cast aside, even as new ones were added. New knowledge entered the course of study even as old knowledge lost validity."²⁰⁰ Dean of the College Arthur H. Hughes observed early in 1959 that Trinity's curriculum regularly experienced minor alterations, including the introduction of new courses as well as modifications of requirements for a major or, on occasion, a degree.²⁰¹ One change involved the introduction in the fall of 1958 of a five-year engineering program, which enabled an engineering student to earn a B. S. degree from Trinity at the end of four years, and after completing six courses in one of three specific areas of study, receive a B. S. degree in either mechanical engineering, electrical engineering, or engineering science.^{202†} Another change was the establishment a year later of a major in religion.²⁰³ However, as Hughes noted, it was "seldom indeed that we illuminate our whole course of study in order to discuss the harmony of the entire structure and its logical symmetry."²⁰⁴ The number of courses offered had increased considerably during the decade, the Dean reported, and although "I have not been aware of any conscious attempt on our part to fertilize the Trinity curriculum, yet it has grown by a process of galloping parthenogeny to the point where many of us find ourselves in the predicament of the Sorcerer's Apprentice."²⁰⁵ Under the provisions of the curriculum then in place, a student took the equivalent of five yearlong courses each academic year for a total of 20 courses before graduation, and could choose from 321 options consisting of 215 one-semester courses and 106 full-year courses.²⁰⁶

In May 1958, the faculty authorized the Curriculum Committee under the chairmanship of Professor George B. Cooper (History) "to study the problem of improving the academic standards of the College including the relevancy of comprehensive examinations in the senior year," and in the process, link qualitative improvements with more effective use of academic resources.^{207†} The result of this preliminary review was faculty approval in November 1958 of "a thorough study and critical appraisal of the whole curriculum." To provide the basis for such a study, President



Figure V-31
Dean of Students O.W. Lacy



Figure V-32
Coach Roy A. Dath



Figure V-33
Director of Athletics Karl Kurth, Jr.

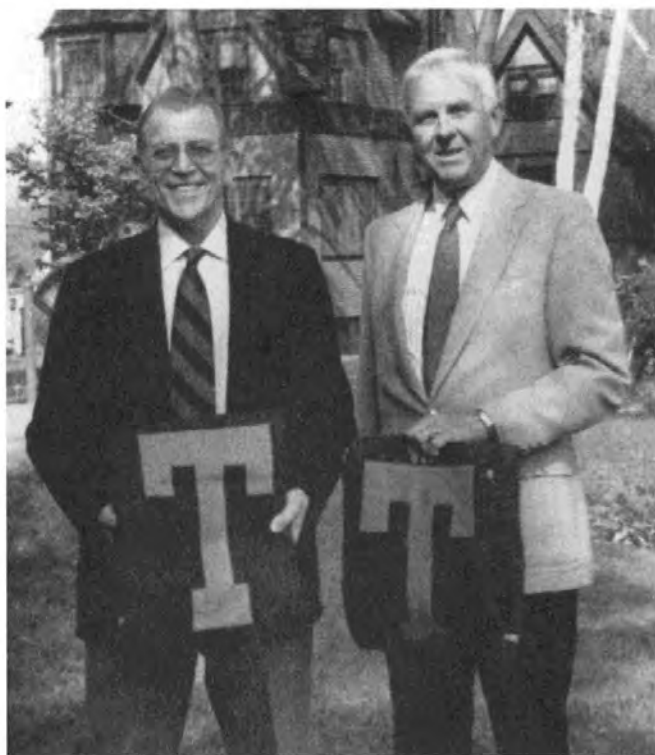


Figure V-34
Coach Robert D. Slaughter



Figure V-35

Coach Charles J. McWilliams and the 1959-1960 varsity basketball team



Jonathan Lester

Figure V-36

*Coaches Chester H. McPhee (left) and Robert E. Shults
at their retirement in 1994*



Figure V-37
Coach Roy A. Dath and the 1967 varsity soccer team



First row: Slaughter, R. D.; Kisonas, R. C.; Cataldo, P. A.; Kelleher, G. J., Jr.; Russo, P. M., Jr.; Taylor, D. S.; Hall, R. G.; Gledhill, R. E.
Second row: Wood, G. R.; Shaw, K.; Campbell, E. F.; Sticka, C. C.; Nissi, R. F.; Karsky, F. J.; Alexander, R. H.; Bruno, V. J.

Third row: Jessee, D. E.; Aramini, R. B.; Curran, W. S.; Foley, F. G.; Channell, G. A.; Ninnes, S. F., Jr.; Pauley, G.; Christ, A. H.
Fourth row: Lorson, E. B.; Thompson, J. L.; Morrison, W. F.; Moore, D. E.; Shepherd, R. V., Jr.; Kulas, R. P.; Smith, P. C.; Kurth, P. W.

Figure V-38
Coach Daniel E. Jessee and the 1955 varsity football team



First row: Shelley, D. F.; Drabowsky, M.; Aramini, R.; Kozuch, R.; Alexander, R.; Kelleher, G.; Stucka, C.; Slaughter,

R. D. Second row: Jesse, D. E.; Lorson, E. W.; Case, G.; Baird, F.; McGowan, J. H.; Crystal, J. W.

Figure V-39

The 1956 varsity baseball team with Myron W. (Moe) Drabowsky, Class of 1957



Figure V-40

Crew Coach Norman T. Graf



Henley Royal Regatta Winners Ladies Challenge Plate

1976

THURSDAY WITH FIRST AND THIRD TRINITY, CAMBRIDGE

BARRIER	1:54
FAWLEY	3:10
FINISH	6:37
DECISION	EASILY

FRIDAY WITH UNIVERSITY COLLEGE AND HOSPITAL, LONDON

BARRIER	1:51
FAWLEY	3:07
FINISH	6:24*
DECISION	1 1/3 LENGTHS

SATURDAY WITH EXETER UNIVERSITY

BARRIER	1:53
FAWLEY	3:10
FINISH	6:34
DECISION	EASILY



JULY 4TH SUNDAY WITH TRINITY COLLEGE, DUBLIN

BARRIER	1:53
FAWLEY	3:10
FINISH	6:26
DECISION	1 LENGTH

SUNDAY FINAL WITH QUEENS UNIVERSITY, BELFAST

BARRIER	2:02
FAWLEY	3:18
FINISH	6:49
DECISION	1 1/2 LENGTHS



Front: D. Greenspan; Back: J. Plagenhoef, P. Wendler, P. Van Loon, H. Graves,
C. Patteson, J. Chapin, Co-Capt.: S. Berghausen, C. Poole, Co-Capt.

Figure V-41

The 1976 varsity crew, winner of the Ladies' Challenge Plate at the Henley Royal Regatta

Dale W. Hartford



Figure V-42
Brownell Professor of Philosophy
Harry T. Costello



Figure V-43
Associate Professor of English
Kenneth W. Cameron and "Bucephalus"



Figure V-44
Northam Professor of History
George B. Cooper



Figure V-45
Seabury Professor of Mathematics and
Natural Philosophy E. Finlay Whittlesey

Jacobs the following February asked for specific recommendations from the academic departments. Shortly thereafter, a subcommittee of the Curriculum Committee began to work out a new curriculum in detail. The subcommittee consisted of Professor Cooper as chairman, and professors J. Wendell Burger (Biology), Robert H. Smellie '42 (Chemistry), Frederick L. Gwynn (English), and Walter D. Leavitt (Romance Languages). The subcommittee presented its completed report to the faculty in December 1959.²⁰⁸

It was Hughes's view that a revised curriculum should have all freshmen take the same core courses, while "the Sophomore year . . . might take on divisional aspects, and the Junior and Senior years might concentrate on supervision by departments."²⁰⁹ In addition, during all four years of a student's education, the curriculum should provide "a well-conceived balance between the sciences and the arts."²¹⁰ Hughes also believed that upperclassmen should have the opportunity to pursue honors work and independent study, and to accomplish this goal, he called for reducing the five-course per year requirement to four courses per year, preferably for all students, but at least for upperclassmen.²¹¹ In a related observation, Hughes hoped that, in time, the scope of the curriculum could be broadened, based on his firm belief "in the basic soundness of a program of non-Western civilization in the framework of a liberal arts curriculum. American education must make a strong effort to develop new curricula consonant not merely with America's fateful involvement in world affairs but with the spectacular emergence into importance of great new societies whose culture did not seem to have the same value and meaning for Americans as the more traditional cultures of Western Europe and the Mediterranean."²¹² In consequence, "the educated man must absorb . . . a new body of knowledge for which the conventional undergraduate curriculum makes but insufficient provision."²¹³ The revised curriculum that emerged from the review process did not include such an initiative, but Hughes's hopes would become reality within a decade.

The proposed new curriculum incorporated several important changes, which, as Professor Leavitt stated at the time, had an effect that was "more one of tightening, reducing and clarifying in a sincere attempt to re-emphasize Trinity's educational goals: to develop the student's ability to reason, to use his imagination, to communicate his ideas, and to further his capacity for continuing self-education."²¹⁴ The principal changes the subcommittee recommended were: a reduction from 20 to 18 in the number of full-year courses or their equivalent required for graduation; the requirement that candidates for the baccalaureate degree take six basic courses during their freshman and sophomore years, in order to provide a common body of knowledge as a foundation for concentrated work in a major field during their junior and senior years;²¹⁵ an intensification of study in the major during the junior and senior years, which was to be accomplished by taking a minimum of four courses in the designated field, four elective courses in related fields of interest, and pursuing opportunities for more independent study in the form of research projects, theses, seminars, and

tutorials; and finally, the introduction at the end of the senior year of a general examination in the major. The new curriculum would take effect in the fall of 1960. A further recommendation called for eliminating the B. S. degree in the belief that a single baccalaureate degree was sufficient for a college of Trinity's size.²¹⁶

The faculty approved the proposed new curriculum in December 1959 and sent it to the Trustees for their consideration. At its meeting on January 16, 1960, the Board voted to retain the B. S. degree for students in science disciplines, and although approving in principle the other changes, tabled further consideration pending receipt of additional information from the Curriculum Committee on several points.²¹⁷ At their June meeting, the Trustees reaffirmed the retention of the B. S. degree, and stipulated that the curriculum include a course in philosophy, which previously had been mandatory as one of the basic core requirements. Following further study, on October 15, 1960, the Board approved the new curriculum, which was to take effect with the freshman class entering in the fall of 1961.²¹⁸ The faculty gave its final approval to the details of the philosophy course on February 14, 1961, and later in the spring adopted the rules and regulations necessary to implement the new curriculum.²¹⁹

Other curricular revisions soon occurred, but on a smaller scale. In April 1960, while the faculty's proposals were under consideration, the Trustees approved the establishment of a Department of Modern Languages, previously designated Romance Languages. This action strengthened language instruction at the College, as did the installation during 1962 of a state-of-the-art language laboratory in the basement of Seabury. The laboratory featured 20 listening stations and a dial-in-system that allowed a student to select from a number of tapes.²²⁰ In other action, the geology major was phased out because of the lack of student interest, a national as well as local trend, and by 1967 reference to the study of geology no longer appeared in the *Catalogue*.²²¹ In addition, the Trustees authorized the creation in January 1964 of a Department of the Arts that embraced the former departments of Music and Fine Arts as well as the study of drama previously associated with the English Department.²²²

In the early 1960s, the faculty adopted new rules and regulations pertaining to academic standing and academic discipline, and authorized the change from numerical to letter grades beginning with the fall term of 1964.²²³ Early in 1967, at President Jacobs's request, the faculty also took a fresh look at the curriculum, based on five years of experience, and examined a range of other issues related to the academic program. As a result, several readjustments were made, ranging from changes in the academic calendar such as ending the fall semester before Christmas rather than in January, and discontinuing Saturday classes, to eliminating the pre-medical major, which medical schools no longer favored, preferring instead a broader academic preparation.²²⁴ To carry out the curricular review, the faculty appointed a special committee whose recommendations would eventually transform the undergraduate educational experience at Trinity.²²⁵

Beyond their contact with students in the classroom and as advisers, the faculty

sought additional ways in the 1950s and 1960s to broaden undergraduate intellectual horizons. One such effort was undertaken by Harry Todd Costello, Brownell Professor of Philosophy (V-42). Costello retired in 1956 after having served at Trinity for 36 years, and was the last faculty member to occupy a bachelor apartment in Seabury Towers. Known affectionately as "The Sage of Seabury" as well as "Butch," he taught a number of courses, including the history of philosophy, social ethics, and the history of scientific ideas, which were especially popular and highly regarded. He published widely but is perhaps best recalled for compiling *Books for a College Student's Reading* that appeared in five editions: the first in 1925, the last in 1958. It was an extensive annotated guide that reflected Costello's boundless reading, and attempted to survey the best literature in all areas of inquiry that he considered fundamentally important in broadening an undergraduate's education. Remarkable for its breadth and diversity, the guide served many years as the foundation for a general reading course.²²⁶

Many other members of the faculty during the Jacobs years contributed to the advancement of scholarship in their fields. The Rev. Dr. Kenneth W. Cameron (English) (V-43) was steadily contributing to the literature on several major 19th-century American authors, particularly Emerson and Thoreau. He was also instrumental in founding and editing two journals that soon became of primary importance to the scholarly community and that continue to be published: the *Emerson Society Quarterly* (later known as *ESQ: A Journal of the American Renaissance*), and *American Transcendental Quarterly*. As noted earlier, his literary pilgrimages to historic sites associated with famous New England authors became legendary, as did his ever-present bicycle, which he named "Bucephalus," after Alexander the Great's faithful steed.^{227†}

Northam Professor of History George B. Cooper (V-44) also was instrumental in the establishment of a scholarly journal, *The Journal of British Studies*, which made its appearance in 1961 as the result of sponsorship by Trinity and the Conference on British Studies, a national organization of specialists in British history. Of wide interest to American and Commonwealth scholars, and devoted to publishing articles exclusively on English, Scottish, Irish, Welsh, and imperial history, the *Journal* had its editorial office at the College. With Cooper serving as managing editor, the publication soon established an international reputation.^{228†} Noted for his formidable intellect and keen wit, Cooper deftly synthesized in his classroom lectures extensive reading and an extraordinary depth of understanding of British history as well as of European history in general. Active in local politics, Cooper polled the highest number of votes when he was elected to Hartford's Board of Education in 1959 on the Democratic ticket. He served on the Board until 1965, and was its president from 1961 to 1963. Close to state Democratic Party chairman John M. Bailey and former Connecticut governor, cabinet member, and U. S. Senator, Abraham A. Ribicoff, Cooper chaired the Governor's Bi-Partisan Committee on Redistricting of the State Senate from 1959 to 1961, chaired Hartford's Charter Revision Commission in

1961, and from 1962 to 1965, served on the National Cancer Advisory Council of the U. S. Public Health Service. In recognition of his distinguished service to Trinity, Cooper was appointed Secretary of the College in 1974, and upon his retirement in 1983, received an honorary Doctor of Humane Letters degree.²²⁹

Various foundations and scholarly organizations awarded summer research grants to faculty during this period. In 1959, the Danforth Foundation provided research support for several faculty members, including Professor J. Wendell Burger (Biology), whose work then centered on the function of the rectal gland in the spiny dogfish, a small common shark; Professor Clarence H. Barber, Jr. (Music), who was studying French music; and Professor E. Finlay Whittlesey (Mathematics) (V-45), who was pursuing the study of finite surfaces. In that same year, the National Science Foundation funded research conducted by Professor Walter J. Klimczak (Mathematics) (V-46) on the properties of plane point sets, and Professor Robert Lindsay (Physics) on magnetization studies of antiferromagnetic compounds, while the American Philosophical Society provided a grant to Professor Philip C. F. Bankwitz (History) (V-47) to further his research on civil-military relationships in 20th-century France during the inter-war period. Bankwitz later would receive a grant from the Guggenheim Foundation allowing him to investigate other aspects of modern French history.^{230†}

Other scholarly activity on the part of faculty members included the research of Professor James A. Notopoulos (Classics), also a Guggenheim Foundation grant recipient, on the authorship, composition, and transmission of the Homeric poems, with particular emphasis on the improvisation and recitation of ballads by mid-20th-century practitioners on the Greek mainland and islands. This effort resulted in the creation of an oral archive of over 1,500 folk songs and ballads.²³¹ In addition, four faculty members were engaged in research that addressed regional or local themes of importance on the state and municipal levels. Dean Arthur H. Hughes and Professor Morse S. Allen (English) undertook a study of Connecticut's geographical nomenclature, an enterprise that eventually resulted in an encyclopedic dictionary that the Connecticut Historical Society published in 1976.²³² Professor J. Bard McNulty '38 (English) (V-48) was at work on a study of *The Hartford Courant*, which resulted in a book entitled *Older Than the Nation*, in 1964. He would later publish studies dealing with such varied topics as the iconography of the Bayeux Tapestry, and the correspondence between Daniel Wadsworth, founder of Hartford's Wadsworth Atheneum, and Thomas Cole, one of the working "Hudson River" artists in early 19th-century America.^{233†} Also, Professor Glenn Weaver (History) (V-49), a specialist in colonial American history, authored several books, including a study of Jonathan Trumbull, Connecticut's governor during the Revolutionary War, histories of local companies and institutions such as the Hartford Electric Light Company, the Hartford Steam Boiler Inspection and Insurance Company, and the Hartford Foundation for Public Giving, as well as the history of Trinity College during its first 120 years.^{234†}

The Trinity faculty at this time differed little from that of the prewar period in respect to the high percentage of doctorates received from Ivy League institutions and Johns Hopkins.²³⁵ By the late 1950s, the number of faculty stood at slightly over 100, almost half-again as many as there had been in 1940. Faculty salaries had not kept pace with those that peer institutions were offering. The Trustees were aware of this, and in 1956 authorized increases, which raised the top level of salaries to \$40,000.²³⁶ Although it would be some years before that mark was reached, annual raises became standard for virtually all faculty. Such salary increases, however, did not place Trinity in the same range as the other institutions with which the College traditionally compared itself, and this became especially clear in 1960, when the American Association of University Professors rated all American colleges on salary structures. Trinity placed well below Wesleyan, Williams, and Amherst.²³⁷ Nevertheless, in 1963, President Jacobs reported that, over the previous decade, the number of full-time faculty had increased approximately 30 percent, from 82 to 106, and that faculty members who had been at Trinity during this same period had received average salary increases amounting to just over \$5,000.²³⁸ There had also been an increase in retirement benefits, the introduction of a group insurance plan, a fully paid major medical policy, and a group total disability program, as well as an improved schedule of sabbatical leaves.²³⁹ The faculty were appreciative of their improved benefits, and an article in the May 1963 issue of the *Alumni Magazine* quoted one senior professor who considered President Jacobs "the most faculty-minded president" with whom he had been associated.²⁴⁰ On one occasion, long-term association with the College provided an unanticipated benefit for some faculty. In 1953, Scovill Professor of Chemistry Vernon K. Krieble invented "Loctite[®]," a revolutionary industrial sealant (*V-50*). The sealant had been developed in the Trinity laboratories, and Professor Krieble decided to allow his faculty colleagues to share the financial success as well as the risks in setting up a corporation for its manufacture under the direction of his son, Robert H. Krieble, Hon. Sc.D. '74, a research chemist. Professor Krieble invited a number of faculty to purchase shares in his new company, and most of those asked took advantage of the opportunity, making what eventually became a profitable investment.²⁴¹ In 1961, American Sealants Corporation of Newington, Connecticut, the company that produced Loctite, began providing an annual full-tuition scholarship for a Trinity student majoring in chemistry.²⁴² Now a worldwide firm, the Loctite Corporation has continued to contribute generously to the College.

If salaries at Trinity were not as competitive as the faculty wished, there were other attractions that made the academic life appealing. Most of the faculty found Hartford a pleasant place to live. The Wadsworth Atheneum, the Hartford Symphony, and the productions of the Connecticut Opera Association provided cultural stimulation. Several professors, such as George B. Cooper (History), became active in local politics and were elected to boards of education and town councils. Others were on the boards of charitable institutions and historical societies, or, like J. Wendell Burger

(Biology), served on the governing boards of hospitals. Although faculty members lived in various sections of Hartford as well as in surrounding communities, a considerable number still resided on or near the campus. At one point, four bachelors lived in dormitory apartments: Professor John A. Dando (English) in Ogilby Hall, Professor Harry T. Costello (*emeritus* Philosophy) in Seabury, and professors George E. Nichols III (English) and George B. Cooper (History) in Allen East and Allen West, respectively. Non-dormitory campus housing accommodated other faculty. The point of entry for many newly married couples and single men was 84 Vernon Street. The residents of "84" were a cosmopolitan group, with, at one time, individuals of American, Dutch, Canadian, English, and Spanish backgrounds, representing such disciplines as German, political science, history, psychology, chemistry, and music.²⁴³ Pleasant as life may have been at 84 Vernon Street, however, as new faculty saw their future at Trinity become more secure, they moved to homes of their own.

In their general outlook and pursuit of the academic life, faculty members during this period shared much in common with the preceding generation. Only a minority were publishing scholars, and a "publish or perish" policy was not in effect. Publication figured little, if at all, in matters of promotion, and the emphasis was on classroom instruction. Many of the faculty in the sciences, however, did publish, and their research efforts increased following the Soviet Union's launching of the *Sputnik* satellite in October 1957. Recognizing the "missile gap," various agencies of the federal government began to make available large sums of money to support research in the sciences. As previously noted, Trinity faculty, particularly in the Mathematics, Physics, Biology, Chemistry, and Psychology departments, received grants from such sources as the Atomic Energy Commission, the National Science Foundation, the Air Force Office of Scientific Research, and the National Institutes of Health.²⁴⁴ However, it was as an institution devoted to teaching that the College had become widely known, particularly because of several remarkable innovations that attracted national attention. The two most significant developments were the Graduate Program and the Summer School.

The guiding figure behind both programs was Dr. Robert M. Vogel (*V-51*), who had come to Trinity in 1947 as an Assistant Professor of English. Vogel taught Freshman English and speech, and briefly served as adviser to the Jesters. It was during this time that he converted the lower floor of Alumni Hall into an arena theater.²⁴⁵ In 1950, the College reduced Vogel's teaching load and appointed him Director of Extension and Summer Programs,²⁴⁶ the responsibility for the preceding 20 years of Professor Irwin A. Buell (Education) whose death had recently occurred.²⁴⁷ In 1954, Vogel relinquished all teaching duties to devote full time to the graduate and summer programs.²⁴⁸ He became Dean of Graduate Studies in 1955, when the designation "Program in Graduate Studies" replaced that of "Extension Division."²⁴⁹

The Graduate Program that Vogel inherited was decidedly informal. Although master's degrees were far from new at Trinity, the program was only partially devel-

oped, had long been considered an adjunct to the education of undergraduates, and lacked an overall rationale. Courses in education that the College had offered in cooperation with the Hartford school system had catered to teachers in the area's public schools, while the Extension Program, in the immediate aftermath of World War II, had focused on the needs of students under G.I. Bill sponsorship. Attempts to expand the Graduate Program beyond that of service to teachers had not been particularly successful. In 1948, Trinity had introduced a sequence of courses leading to the M.A. degree in psychology, which, as the public relations releases asserted, "would help relieve a shortage of trained people in Hartford area personnel and research departments."²⁵⁰ Three years later, the College developed a program of courses for an M.A. in counseling, designed to address the needs of teachers as well as personnel workers in business and industry.²⁵¹ Both programs were undersubscribed as was another for an M.A. in public service intended for employees of government agencies, businesses, and industries.²⁵²

Despite such efforts, Vogel found that enrollment of graduate students remained concentrated in the Education Department. Of the 49 M.A. degrees awarded in 1950, for example, 29 were in education, while eight were in psychology, five in history, five in English, one in chemistry, and one in economics.²⁵³ Vogel realized that the program's success would depend on attracting a new and more diverse clientele. By creating the Trinity College Associates and sponsoring the annual Business and Industry Dinners, President Jacobs had achieved closer ties between the College and the business community. For Vogel, the key to revitalizing the program lay in convincing employees of local businesses and industries to see the connection between professional advancement and graduate education at Trinity. The results were astounding, and within five years, the graduate student body underwent a complete transformation. Of the 327 graduate students enrolled during the academic year of 1956-1957, only 21 percent were teachers. Thirty-five percent were employed in government or business, 31 percent in laboratories, and eight percent in "other professions," while the remaining five percent were homemakers.²⁵⁴

The Graduate Program soon became well-known in both the academic and business worlds. Especially popular was the M.S. in the science disciplines, and graduates with this degree were in great demand throughout industry. Professor Vernon K. Kriebel (Chemistry) was particularly proud of his department's reputation and of the demanding standards the chemistry faculty set. Frequently he referred to the Trinity M.S. in chemistry as a "little Ph.D."²⁵⁵ Although the expression was an exaggeration, the Graduate Office soon used it in catalogues and press releases, applying it to all graduate degrees the College offered.²⁵⁶ Universities came to recognize the Trinity master's degree as the equivalent of the first year of their own Ph.D. programs, and such major institutions as Yale, Harvard, Johns Hopkins, and Columbia accepted the degree in this fashion. The Trinity master's degree was also held in high regard locally, and although there was minor competition with other Hartford-area institutions offering graduate

education, Trinity's program had definite advantages for the student. Regular members of the faculty were responsible for graduate instruction, in contrast to other institutions where the graduate faculty were largely adjunct instructors, often daytime high school teachers. Furthermore, the graduate courses were part of a Trinity professor's regular teaching load, and not one or two courses offered for added compensation. All classes met on campus, thus making available to graduate students the College's extensive library resources.

The Trinity Graduate Program was also distinctive because it had more rigorous standards than those of the competition, a factor Vogel felt was extremely important in attracting highly motivated students. One student who had taken graduate courses at another institution told Vogel: "I have come to Trinity because I know that your teachers do not begin a class by saying, 'you are all busy, and I shall not expect you to spend much time on this course outside class.'"²⁵⁷ In Trinity's Education Department, especially, the curriculum was unlike that available to teachers elsewhere. The purpose was to enhance the subject competency of teachers, not to provide training leading to administrative certification. Trinity did not offer the degree of M.A. in teaching, nor was the instruction concerned principally with methodology. Roughly half of the M.A. program in education was "professional," but even these courses were devoted either to advanced work in psychology or to the philosophy and history of education, the latter taught by Professor Richard K. Morris '40 (Education) (*V-52*). The remaining half of the program consisted of courses in a particular discipline, such as English, history, mathematics, or the sciences. In 1954, the Education Department introduced a new program, the "Advanced Curriculum in the Liberal Arts," leading to a "Certificate of Advanced Study." The equivalent of 30 semester hours, the program was "for teachers who want to continue professional growth after obtaining a master's degree," and was intended especially for those who had received their undergraduate degrees from teacher training institutions.²⁵⁸

The Graduate Program was one of Trinity's greatest services to the community, but it was also of considerable value to the College itself. For the most part, graduate courses were not simply expanded or enriched versions of undergraduate counterparts, but rather courses not included in the undergraduate curriculum. This had the advantage of allowing Trinity professors to offer highly advanced courses or, as Vogel once put it, "to teach what they like," thus making the College quite attractive to prospective new faculty.²⁵⁹

Although the admission of women undergraduates would not occur until 1969, women graduate students had enrolled at the College since the 1920s.^{260†} By the 1950s, women were well represented in the graduate student body, and during the decade received about one-third of the M.A. degrees awarded each year.²⁶¹ The women students were usually either teachers, or homemakers who were not in the work force. The teachers came to Trinity largely to earn permanent teaching certification, as required by law, but the homemakers were working on their degrees for a

variety of reasons. Some were pursuing intellectual fulfillment, especially if their children were no longer living at home, while others were contemplating the possibility that they might eventually become teachers. Responding to forecasts of a national teacher shortage, the Graduate Office actively recruited women into the graduate program in education. In 1955, Dean Vogel prepared a small pamphlet, *Vacant Desks*, in which he predicted that by 1960, there would be a teacher shortage of 350,000.²⁶²

While graduate education at Trinity was taking on new dimensions, the Summer School also was thriving. Initiated under President Ogilby in 1936 to offer college courses to secondary school teachers in the Hartford area, the Summer School began to serve other kinds of students in the aftermath of World War II. By 1947, both undergraduate and graduate courses were available during two five-week terms,²⁶³ and veterans pursued study throughout the summer as full-time students in an effort to take maximum advantage of the G.I. Bill's benefits. In addition, several states had imposed higher standards for teacher certification, and graduate summer courses in education continued to attract numbers of teachers to the College. Undergraduate summer instruction flourished as long as Trinity's mathematics requirement prevailed, and as long as many students who were either on probation or had failed courses found it necessary to make up credit before the opening of the fall term. The Summer School's undergraduate enrollment, however, did not consist exclusively of Trinity students, but included many from other colleges. During the summer of 1962, for example, out of an enrollment of 512 the first term and 356 the second term, there were 103 Trinity undergraduates registered, while 202 students were from over 100 other colleges and universities.^{264†} Trinity's summer program became popular because most summer terms at other colleges were six weeks in length rather than consisting of two terms of five weeks each. Students were thus able to carry two courses in each session, and earn a total of four course credits, the equivalent of four-fifths of a regular term's work. Although the 10 weeks of intensive summer study were rigorous, Dean Vogel argued that it was the ideal way to "accelerate," and thereby reduce the time and expense involved in obtaining a college education.²⁶⁵

The Summer School was also popular with the Trinity professors and visiting faculty who served as the instructors. The five-week arrangement was convenient, as was the five-day week, at a time when most colleges, including Trinity, still held Saturday classes during their regular terms. Summer faculty normally offered two courses per term, sometimes teaching in both terms. The visiting faculty occasionally included recent Trinity alumni who were working toward their doctorates or had just received them, and summer instruction provided an opportunity for the College to assess their future potential.^{266†} Their number included a future Trinity president, Theodore D. Lockwood '48, who taught courses in European history. By the 1960s, visiting professors from at home or abroad joined the summer school faculty. Many were scholars of high reputation in their fields, and they added an important dimension to summer instruction. Among them were Reinhard Luthin of Columbia University, a dis-

tinguished Lincoln biographer, and Stanley T. Bindoff, an eminent historian of Tudor and Elizabethan history from the University of London.^{267†}

Among the first of Robert M. Vogel's innovations in connection with the Summer School was intensive instruction in French, German, and Spanish, which allowed students to complete the first year of language study in the first summer session and the intermediate course in the second session. This enabled the completion of two full years of language study (four course credits) in a single summer.²⁶⁸ Another innovation was the "Transition to College" program, which Vogel began as an experiment in 1958. The program allowed a small number of high school students who had completed their junior year to take Summer School courses for college credit as day students. Well adapted to the concept of acceleration, the program won full Trustee approval two years later, and received generous financial support from the Fund for the Advancement of Education and the Hartford Foundation for Public Giving.^{269†} The Transition students had to be highly motivated, especially if they were willing to devote five or ten weeks of their summer vacations to study. Full approval and recommendation from high schools or preparatory schools were prerequisites, and prospective candidates were well aware that the program sought only the most talented and ambitious students. Although their status sometimes became known accidentally, Transition students as a rule remained unidentified as such to their professors. Many Transition students earned grades above the average of the class, and several eventually gained admission to Trinity. The Transition to College program received national attention, and other colleges throughout the country soon introduced their own versions.²⁷⁰

Like the Transition to College program, Trinity's Advanced Placement Plan featured acceleration as its principal attraction. Although not a Trinity innovation, this plan allowed incoming freshmen to receive college credit for high scores on their College Board examinations in many academic disciplines. The basic idea was that an incoming freshman could graduate from Trinity in three years by earning Transition and/or Advanced Placement credits. The Summer School contributed to furthering Advanced Placement by conducting demonstration classes for high school teachers involved in such programs.²⁷¹

Trinity also developed several summer programs and special courses of interest primarily to teachers. Among these was the course in reading skills that the College first offered in 1959, and which continued for several years under the direction of Professor Ralph M. Williams (English).²⁷² Another was the M.A. program in Latin Literature and Classical Civilization, which began in the summer of 1961. It received wide publicity in both the national press and the publications of the professional societies concerned with the teaching of languages. The response, particularly from secondary school teachers, was enthusiastic. Post-baccalaureate training for Latin teachers then consisted of working toward the doctorate or attending workshops with a methodological point of view. The Trinity M.A. program was thus highly attractive. Enrollment peaked in 1963, with 45 students from as far away as Tennessee and

California.^{273†} The College phased out the program, however, four years later, in response to waning interest and a declining emphasis on Latin in secondary school curricula. Another initiative was a summer engineering laboratory begun in 1963 for high school students interested in exploring engineering as a field of study. Conducted for several years under the direction of Professor August E. Sapega (Engineering), the summer laboratory received funding support initially from United Aircraft Corporation.^{274†}

Administrative Reorganization, Distinguished Visitors, and the Barbieri Endowment for Italian Culture

To support Dean Robert M. Vogel's initiatives and deal effectively with various concerns arising from a gradual growth of the undergraduate body, President Jacobs made a number of appointments in the period from the late 1950s through the mid-1960s that strengthened the College's administration. In 1956, F. Gardiner F. Bridge (V-53) became Director of Admissions, succeeding William R. Peelle '44, who accepted a position in the corporate world. Coming to Trinity from Dartmouth College where he had been on the admissions staff, Bridge immediately began to intensify the admissions program to assure that as many young men of promise as possible would apply. He took increasing advantage of the long-established assistance of volunteer alumni and parent interviewers coordinated, respectively, by the Alumni Interviewing Committee and the Parents' Committee on Admissions. Under the leadership of George C. Capen '10, alumni interviewers were in touch with more than 400 candidates during 1956-1957. Bridge increased the number and geographical range of visits that he and the other members of the admissions staff, Thomas A. Smith '44 (V-54) and W. Howie Muir '51 (V-55), made to high schools and preparatory schools, and utilized the Student Senate's interview plan under which Trinity sent undergraduates to designated schools to develop interest in the College. Such efforts soon yielded an increased admissions pool with broader geographical diversity. By 1958, there were more than 2,000 applicants, and from this number the College selected the 294 members of the Class of 1961.²⁷⁵

Other administrative changes included the retirement in 1958 of Joseph C. Clarke as Dean of Students, and the appointment as his successor of Professor O. W. Lacy (Psychology). Clarke had also served as Registrar, and President Jacobs appointed Thomas A. Smith '44 to this important position as well as designating him Assistant Dean of the College.^{276†} In September 1960, John A. Mason '34, formerly Associate Director of Development, became the College's Alumni Secretary, and proceeded to develop the potential of that position through an emphasis on personal contact with hundreds of alumni, an effort that soon led to his informal designation as "Mr. Trinity." Finally, as a response to a recommendation made in the Student Senate's 1962 evaluation of the College regarding the need to strengthen undergraduate psychological counseling services on campus, Professor George C. Higgins, Jr. (V-56)

accepted a joint appointment in 1963 as College Counselor and member of the Psychology Department faculty.^{277†} In 1969, counseling services were strengthened when Dr. Randolph M. Lee '66 began to assist Higgins. Lee would later become Associate Director of the Counseling Center and serve as a faculty member in psychology.

In 1964, Trinity's administrative structure underwent a major reorganization. In announcing the changes, President Jacobs noted that they would improve the efficiency of the College's operations as well as reduce the number of officers reporting to the president. Under the plan's provisions, only six College officers would report to Jacobs, and these were: Dr. Robert M. Vogel, newly appointed Dean of the College, who became responsible for all of the College's academic programs, including graduate studies and the summer term;^{278†} Albert E. Holland '34, the College's Vice President for Development, whose responsibilities also encompassed the admissions program and alumni affairs; J. Kenneth Robertson, Treasurer and Comptroller; Donald B. Engley, College Librarian; and two new officers—the Director of College Relations, and the Director of Student Affairs. Appointees to the new positions were Robert C. Harron (*V-57*) as Director of College Relations, and F. Gardiner F. Bridge as Director of Student Affairs. The Director of College Relations was to assist in furthering public relations aspects of the capital campaign then about to begin, and coordinate the activities of the offices of public relations, publications, and central (duplicating) services. Harron came to Trinity from Columbia University, where he had been Director of University Relations. The Director of Student Affairs was charged with oversight of all nonacademic matters relating to students, and had responsibility for supervising the offices of the Dean of Students, the College Counselor, the Director of Placement, the Director of the Mather Student Center, the Medical Director, the Director of Athletics, and the Director of Financial Aid, a new position to which Francis B. Gummere '61 accepted appointment in 1965.²⁷⁹

Other changes soon occurred as various members of the administration moved on to new responsibilities at Trinity or at other institutions. Dean of Students O.W. Lacy returned to teaching at the College as Associate Professor of Psychology, and his successor in 1964 was Dr. Roy Heath, formerly Director of the Counseling Center at the University of Pittsburgh. F. Gardiner F. Bridge left Trinity in the spring of 1966 to become Headmaster of the University School in Milwaukee, and Dean Heath assumed responsibility for several of the functions of the Student Affairs Office. That same year, Albert E. Holland '34 became president of Hobart and William Smith Colleges. In the wake of the latter's departure, Harry K. Knapp '50, the Associate Director of Development, became responsible for overseeing the development program, and reported directly to the president.^{280†} Also reporting to the president was the Admissions Director, while the Alumni Secretary, John A. Mason '34, reported to the Director of College Relations, whose office was strengthened by the appointment

in 1966 of L. Barton Wilson III '37 (V-58) as Associate Director. The final change occurred in 1967, when Dean Robert M. Vogel left Trinity to become president of Bradford Junior College. His successor was Dr. Harold L. Dorwart (V-59), Seabury Professor of Mathematics and Natural Philosophy since 1949. The administrative team that emerged from these changes presided over the College during the final years of Dr. Jacobs's presidency.^{281†}

As had been the case in the late 1940s, visiting lecturers of international prominence whom the College hosted during the early to mid-1960s attracted considerable interest on the part of the Hartford community and captivated the student body. Among the lecturers were Robert Frost, Josef Albers, Virgil Thomson, and Dr. Constantinos A. Doxiadis. In October 1962, H. Bacon Collamore, a Hartford insurance executive, distinguished book collector, and chairman of the Trinity College Library Associates, arranged for his friend Robert Frost to come to Trinity for two days. (V-60) In his major public appearance, an audience estimated in excess of 1,200, consisting of students, faculty, and members of the general public, listened with rapt attention as the venerable poet "said" various of his poems . . . [and] rambled leisurely over a wide range of topics—literary critics, education, poetry, Russia, the audience itself. He spoke with the simplicity and directness which characterize his poems."^{282†} Josef Albers (V-61), eminent painter, lecturer, and Professor Emeritus of Art at Yale University, spent four days on campus in April 1965, and delivered three public lectures in the Austin Arts Center's Goodwin Theater on the study and teaching of art.²⁸³ He also visited classes, talked informally with students, and presented an exhibition of his paintings with their characteristically bold use of color. The *Trinity College Alumni Magazine* reported that Albers's visit was highly successful, and that the artist was "a delightful person—vibrant, forceful and firm in his convictions about the relationship of art education and general (liberal) education as well as about his theories of education, of art and color."²⁸⁴ Another versatile figure in the arts came to Trinity three years later. Virgil Thomson (V-62), the noted composer, conductor, teacher, critic, and writer, served as Visiting Professor of Music during the spring term of 1968. Thomson's previous artistic connection with Hartford had taken place in 1934. Using the facilities of the Wadsworth Atheneum through the cooperation of its director, A. Everett Austin, Thomson staged the premiere of his *Four Saints in Three Acts*, an opera with a libretto by Gertrude Stein.²⁸⁵

One lecturer who had an impact on the relationship of the College with Hartford was the internationally renowned urban and regional planner, Dr. Constantinos A. Doxiadis (V-63). Trained as an architect and city planner, he had helped rebuild his native Greece in the aftermath of World War II. In the early 1950s, Doxiadis founded an international engineering and consulting firm, and carried out urban planning and renewal projects in more than 30 countries, including Pakistan, where he played a leading role in designing Islamabad, the new capital. Considering man and his needs to be at the heart of urban planning, he drew on sociology, economics, geography, architec-

ture, and engineering to develop a science of human settlements that he termed "ekistics." During his visit to Trinity from March 7 to 11, 1966, Doxiadis reaffirmed his conviction that "I am under the obligation to work toward a city—the habitat of man—that will make man as happy as possible. And this means to satisfy as many as possible of man's needs in relation to space. In other words, to make space fit the man."^{286†} He delivered three public lectures on cities, which the College later published.²⁸⁷ In anticipation of his visit, a number of Trinity students attended noncredit seminars and read widely on urban planning and the importance of cities in modern life. Doxiadis subsequently met with them and other students as well as with faculty members and friends of the College. An editorial in the *Trinity Tripod* characterized the impact he made: "Perhaps no other single person in recent years had such a profound effect on the college community as Dr. Doxiadis, and very few who had the opportunity to listen to him will ever look at cities, transportation, architecture, and society in the comfortable limited way to which they had formerly been accustomed."²⁸⁸

In the aftermath of the Doxiadis visit, the College announced on July 11 that Doxiadis Associates would undertake a study to determine the feasibility of how Trinity, Hartford Hospital, and the Institute of Living could undertake an urban renewal project in Hartford's South End where the institutions were located. As President Jacobs stated, it was the hope of the institutions that they might "play a new and significant role in the revitalization of the city as the core of a rapidly developing metropolitan area. Further, they hope to help their neighborhood in the South End become an exemplary place in which to live and work."²⁸⁹ The preceding April, Dean Robert M. Vogel had reported to the Trustees that, at the time of Doxiadis's visit, the Hartford Chamber of Commerce suggested that the College sponsor urban renewal in its general neighborhood, and Doxiadis agreed to prepare a preliminary report on the prospects for urban renewal over a long-range period of 25 years.^{290†} At the request of the Trustees' Executive Committee, Jacobs and Vogel presented the Doxiadis proposal to Hartford Hospital and the Institute of Living, and the three institutions agreed to contribute toward the comprehensive study.²⁹¹

Interest in revitalizing the neighborhood surrounding the three institutions dated back to the fall of 1959, when the Trustees voted that Trinity join its two institutional neighbors in establishing a charitable corporation in order to devise a plan "for the future development and redevelopment of that part of the City of Hartford in which the three institutions are located."²⁹² A number of businesses and churches joined with Trinity, Hartford Hospital, and the Institute of Living to form the Neighborhood Planning Associates, Inc. Subsequently, in April 1960, Vice President Arthur H. Hughes reported to the Trustees that the Associates had arranged for a study to be made of redevelopment possibilities.²⁹³ Prepared by Stonorov & Haws, architects and planners of Philadelphia, in cooperation with Drayton S. Bryant, a housing consultant, and Otto E. Reichert-Facilides, a planner, the report, entitled *A Study of the Southside, Hartford, Connecticut*, appeared in July 1961, with support from the



Figure V-46
Seabury Professor of Mathematics and
Natural Philosophy Walter J. Klimczak



Figure V-47
Professor of History
Philip C. F. Bankwitz



Figure V-48
James J. Goodwin Professor of English
J. Bard McNulty, Class of 1938



Figure V-49
Professor of History Glenn Weaver



Figure V-50
Scovill Professor of Chemistry Vernon K. Krieble demonstrating the uses of Loctite®



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Figure V-51
Dean of the College Robert M. Vogel



Figure V-52
Professor of Education
Richard K. Morris, Class of 1940



Figure V-53
F. Gardiner F. Bridge,
Director of Admissions and
later Director of Student Affairs



Figure V-54

Thomas A. Smith, Class of 1944, Hon. L.H.D. 1988, member of the admissions staff and later Vice President of the College



Figure V-55

W. Howie Muir, Class of 1951, member of the admissions staff and later Director of Admissions



Figure V-56

Dr. George C. Higgins, Jr., Professor of Psychology and Director of the Counseling Center



Figure V-57

*Director of College Relations
Robert C. Harron*



Figure V-58

L. Barton Wilson III, Class of 1937, Associate Director of College Relations, later Director of Public Information and Manager of Special Projects for the Alumni Relations Office



Figure V-59

Dr. Harold L. Dorwart, Seabury Professor of Mathematics and Natural Philosophy and Dean of the College, at the blackboard in his classroom



Figure V-60

Robert Frost on the Quad



Figure V-61

Josef Albers



Figure V-62
Virgil Thomson (left) with Lecturer
in Music Baird Hastings



Figure V-64
Cesare Barbieri

William Rosenblatt



Figure V-63
Dr. Constantinos A. Doxiadis



Figure V-65
John J. McCook Professor of Modern
Languages Michael R. Campo, Class of
1948, Hon. L.H.D., 1996

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Hartford Foundation for Public Giving.²⁹⁴ The major conclusions the report reached were: the South Side offered the greatest potential for the creation, over a period of 10 years, of a new quality residential area to accommodate professionals and those in the middle-income range; commercial uses should be concentrated to the north on Park Street; major rehabilitation of existing housing stock should be undertaken; and improvements should be made in community facilities.²⁹⁵

Having by then turned their attention to the pressing need for additions to Trinity's physical plant, the Trustees took no action on the Stonorov & Haws report's ambitious proposals. But an opportunity for the College's involvement in its immediate neighborhood soon presented itself. In January 1964, President Jacobs reported to the Trustees that Trinity had been offered the chance to purchase the Connecticut Company bus garage property abutting Vernon Street. Henry S. Beers '18, chairman of the Trustees' Committee on Buildings and Grounds, noted that the College's maintenance staff could make good use of the buildings on the site, the CPTV studios could relocate there, and that there was ample space for a hockey rink and tennis courts. The estimated value of the property was \$500,000, and the Trustees authorized a purchase bid in that amount. Other interested buyers soon entered the picture, and the Trustees raised the bid to \$750,000.²⁹⁶ The effort proved unsuccessful, and a Hartford businessman, E. Clayton Gengras, acquired the property. The College held extended conversations with Gengras in an effort to purchase the property, but no agreement was reached and the matter was eventually dropped.²⁹⁷

In April 1967, the Trustees received from Doxiadis Associates the report on renewal prospects for the areas contiguous to the College, Hartford Hospital, and the Institute of Living. Entitled *The Trinity Community*, the report noted in its introduction that "the factual results [of the report] are only incidental; the positive efforts of amelioration which it may cause are far more meaningful to the area's future. Implementation of this study's findings is truly a task for public leadership, institutional cooperation, business participation, [and] citizens' assistance. The goal—a reborn Trinity Community—is considered to be feasible of attainment, given this intensive support of all parties."²⁹⁸ The report went on to state that "ultimate feasibility has chances of success only within the context of considerable physical change, including both structural revision and a basic reordering of the skeleton of the area."²⁹⁹ Mindful of the broader context of the Capitol Region Planning Agency's work, the City of Hartford's Community Renewal Program plan, and the City's general development plan, the report recommended extensive reworking of the circulation of traffic on major and minor thoroughfares, and the "creation of a coordinated residential, commercial, and cultural complex as a focal point for revitalization of the area" surrounding the institutions.³⁰⁰ The three institutions studied the Doxiadis report, but its recommendations were so far-reaching that no coordinated action was forthcoming, and the interest the report generated gradually lessened. In Trinity's case, this was due in part to the deteriorating health of President Jacobs, the depart-

ture from the administration of Vice President Albert E. Holland '34 who was in charge of the development program, preoccupation with successfully completing the Ford Foundation's challenge grant campaign, and the addition of new facilities to the College's physical plant.

Another initiative undertaken during this period, the Cesare Barbieri Center of Italian Studies, has continued to enrich cultural life on campus and in the community, as well as regionally, nationally, and internationally, through an imaginative program of outreach, while simultaneously broadening the College's educational horizons. Now known as the Cesare Barbieri Endowment for Italian Culture, the Barbieri Center's establishment in the late 1950s was largely due to the efforts of Albert E. Holland '34. He was a highly resourceful individual, extraordinarily persistent in development work, particularly in cultivating foundations. One foundation of which he was aware bore the name of its founder, Cesare Barbieri (V-64), a mechanical engineer, inventor, and philanthropist, who had come to the United States from Italy in 1905, and developed manufacturing processes for such diverse products as paper cups and antifreeze. Although the Barbieri Foundation was interested primarily in supporting scientific endeavors, Holland approached it in 1956 for assistance in developing a program in Italian culture at the College.³⁰¹

Holland demonstrated persuasively that Trinity had a long record of serious interest in Italian culture. Instruction in Italian first became part of the College's course of study in 1857. From the late 19th century through the first quarter of the 20th century, Professor John J. McCook '63 (Modern Languages) offered courses in Italian language and literature, and Professor Louis H. Naylor (Romance Languages) continued instruction in Italian during the 1930s, 1940s, and 1950s.³⁰² Even though enrollments were modest, there was continual interest shown by students. From 1934 to 1938, *Il Circolo Dante* existed on campus as a social club for students of Italian heritage. The *Ivy* for this period carried pictures of the *Circolo*, and listed approximately a dozen members for each year. Among activities the *Circolo* sponsored, according to the *Ivy*, was a public lecture on the city of Bologna given in Italian on April 9, 1937 by "Signorina Gabriella [Bosano], head of the Wellesley Italian department."³⁰³ During the summer of 1954, Trinity had hosted a brief visit to the campus of a group of Italian Air Cadets,³⁰⁴ and the following November, Dr. Felice Battaglia, Rector of the University of Bologna, toured the Trinity campus with his friend, Dr. Jerome P. (Dan) Webster '10, Trinity trustee, internationally acclaimed plastic surgeon, and distinguished historian of Italian Renaissance medicine.³⁰⁵ Five years later, on Honors Day, May 20, 1959, Dr. Gherardo Forni, Battaglia's successor as Rector of the University, visited Trinity with Dr. Webster, presenting the College a marble shield of Bologna's Gelati Academy, a literary institution that had flourished in the 17th century. Symbolizing academic friendship between the University and the College, the shield was mounted on the wall of the Chapel cloister.³⁰⁶

Responding to Holland's request, the Barbieri Foundation gave the College a

\$10,000 grant with strict specifications for its use. Trinity was to provide scholarships for visiting students from Italian universities, support additional undergraduate and graduate courses in Italian, award prizes for superior course work in Italian language and literature, acquire materials in appropriate subjects for the library, and organize an undergraduate club devoted to Italian culture. President Jacobs appointed Professor Naylor and Dr. Webster as an informal committee to provide general oversight of the project, and designated Professor Michael R. Campo '48, Hon. '96 (Romance Languages) (*V-65*) the Cesare Barbieri Lecturer in Italian Studies. In 1957, the Foundation awarded Trinity a second grant of \$10,000 with the same conditions as those of the previous year.³⁰⁷ During the 1956-1957 academic year, Vincenzo Mascagni, a student at the University of Bologna, was in residence at Trinity, and for 1957-1958, Giorgio Bonetti of the University of Genoa held the scholarship. Both provided assistance in the language laboratory.³⁰⁸ In regard to the curriculum, instruction in Italian language and literature was expanded to include a fourth year of undergraduate work, and Professor Campo developed new graduate courses on Dante.³⁰⁹ In addition, Honors Day 1957 witnessed the first annual awarding of the Cesare Barbieri Essay Prize,³¹⁰ followed a year later by the inauguration of the Barbieri Prize for Excellence in Spoken Italian.³¹¹ These eventually were combined into a single prize, the Barbieri Endowment Prize for Achievement in Italian.

Trinity undergraduates soon began to take interest in Barbieri-sponsored activities and events. With Professor Campo's assistance, students organized the *Circolo Italiano* to promote Italian culture informally. The *Circolo*, sometimes called the Barbieri Italian Club, soon became one of the most active groups on campus, and with support from Barbieri funds, arranged for visits to the campus of a number of eminent figures who gave public lectures. Among the lecturers were Pietro Annigoni, the Italian painter who was then enjoying fame for his portrait of Queen Elizabeth II; Professor Filippo Donini, Director of the Istituto Italiano di Cultura in New York City, who spoke on "Edgar Allen Poe in Italian Literature," and Dr. Webster, who discussed Gaspare Tagliacozzi and the history of plastic surgery. In 1958, Professor Olga Ragusa of Columbia University delivered the first formal Barbieri Lecture, which thereafter became an annual event.^{312†}

Having fulfilled all of the Barbieri Foundation's expectations, the College received \$100,000 in 1958 to serve as a permanent endowment for the program. Trinity responded by establishing the Cesare Barbieri Center for Italian Studies, with its own charter, by-laws, and board of directors. In addition to himself and the Treasurer of the College as *ex officio* members, President Jacobs appointed to the Barbieri Center's board Vice President Hughes, Dean Vogel, professors Michael R. Campo '48 (Romance Languages), George B. Cooper (History), Blanchard W. Means (Philosophy), Louis H. Naylor (Romance Languages), and John C. E. Taylor (Fine Arts), as well as Vice President Holland and College Librarian Donald B. Engley. Professor Campo became the Director of the Center. A Friends of the Center group

soon formed, with membership open to all who would contribute to the support of the Center's programs.³¹³ The Center also began to induct a number of prominent individuals as Barbieri Fellows, in recognition of their contributions to helping foster cultural ties between the United States and Italy. Among the initial fellows were: Manlio Brosio, Italy's Ambassador to the United States; Professor Filippo Donini, Director of the Istituto Italiano di Cultura in New York City; and two of Barbieri's close friends, who had been instrumental in arranging for the Foundation's 1958 grant to the College—Col. Alfred J. L'Heureaux '13, M.S. '14, a Washington attorney and Barbieri Foundation trustee, and Dr. Webster.³¹⁴

The variety and extent of cultural events and activities sponsored by the Barbieri Center shortly after its establishment were extraordinary. In early February 1959, the Center held a three-day symposium on contemporary Italian music, with over 800 persons in attendance. Highlighting the symposium were performances of the works of Ricardo Malipiero by the Hartford Symphony String Quartet and the Woodwind Quintet of the University of Hartford's Hartt College of Music.³¹⁵ Two years later, in connection with the 1961 observance of the centennial of Italian unity, the Barbieri Center and the Wadsworth Atheneum co-sponsored a major art exhibition, "A Salute to Italy—100 Years of Italian Art," which included selected paintings, drawings, and sculpted works of over 70 Italian artists drawn from private collections, museums and galleries throughout the United States.^{316†} Also coming to Hartford during this period, under the Barbieri Center's auspices, were several well-known specialists in Italian language and culture, who gave lectures or taught summer courses at Trinity. Among them were Mario Praz, Glauco Cambon, Giuseppe Prezzolini, and Danilo Dolce. Perhaps more ambitious than the 1961 art exhibition was the Barbieri Center's commissioning in 1966 of the opera, *Notturmo in La* ("As a Conductor Dreams"), by the composer Arnold Franchetti, Chairman of the Department of Composition and Theory at the Hartt College of Music. The opera was scored for 21 percussion instruments and a single violin, and Louis Berrone, Jr. '54, M.A. '58, adapted the libretto from a play by Alfred de Musset. The world premiere performances were held with great acclaim on October 20, 21, and 22 at the Austin Arts Center, a fitting site in view of the many premieres A. Everett Austin staged at the Wadsworth Atheneum during the 1930s, especially the Gertrude Stein-Virgil Thomson opera, *Four Saints in Three Acts*.^{317†}

Another important artistic production that the Barbieri Center supported during this period was the preparation of a color documentary film commemorating the life and times of the 14th-century poet Dante and his masterpiece, *The Divine Comedy*. A collaboration between professors Campo and John A. Dando (English), with the assistance of others, including Paul C. Draper '66, M.A. '71, Robert F. Ebinger, Jr. '67, and Arnold Franchetti, who composed the score, the film was four years in the making. It required the cooperation of the Vatican Library and the British Museum in filming 14th-century illuminated manuscripts, and the permission of a number of

institutions to use fresco and wood panel paintings and other works of art. The film premiered at the Austin Arts Center on December 13, 1968.^{318†} Many years later, Dante would become the focus of another extraordinary Barbieri program—a series of monthly public readings from *The Divine Comedy* by noted scholars with accompanying commentaries, conducted throughout the academic year in the tradition of the Florentine “lettura pubbliche.” Begun in the late 1980s, the *Lecturae Dantis* readings continued throughout the ensuing decade, encompassing the masterpiece’s many cantos on Hell, Purgatory, and Paradise.³¹⁹

In November 1958, under the editorial direction of Professor Campo, the Barbieri Center began publishing the *Cesare Barbieri Courier*, a wide-ranging journal of Italian culture featuring contributions from noted scholars in many fields devoted to the study of Italy, ranging from archaeology and art history to modern Italian history and all periods of Italian literature. Published twice a year for over a decade, and later appearing on an irregular basis, the *Courier* soon gained national recognition as one of the finest small journals dedicated to all aspects of Italian culture.^{320†} A special issue of the *Courier* published in 1980, edited by Professor Borden W. Painter, Jr. ’58, Hon. ’95 (History), contained interpretive essays and selections from a collection of documents seized by an American intelligence officer in April 1945, during the capture of Benito Mussolini’s villa on the shores of Lake Garda. Presented to the Barbieri Center in the late 1960s, the documents were the focus of a two-day, Barbieri-sponsored international conference held at Trinity in October 1982. Some 80 scholars from all over the world heard presentations by such noted figures as Denis Mack Smith, a British historian of Italy, and the Italian scholar, Renzo De Felice. During the conference, professors Campo and Painter, on behalf of the Barbieri Center, returned the documents to the Italian government represented by Renato Grispo, Director of the Italian Archives, who gratefully accepted them as a gesture of international friendship and cooperation.^{321†}

In addition to expanding the number of courses in Italian language and literature as well as on the history of Italy, the Barbieri Center’s presence gave rise to the establishment of Trinity’s educational program in Rome. As related in the following chapter, the Rome Program was the inspiration of Professor Campo, and became an extraordinarily successful venture in the ensuing years. During the 1980s and 1990s, Barbieri-sponsored lectures and events have continued to enrich the campus, the community, and the world beyond. In recent years, under the leadership of Professor Painter, Director of Italian Programs, and John H. Alcorn, Visiting Lecturer in Italian Studies and Assistant to the Director of Italian Programs, the Cesare Barbieri Endowment for Italian Culture, as the Barbieri Center is now known, has attracted several scholars to lecture at Trinity, some of whom subsequently agreed to offer courses. For example, in the fall of 1995, Susan Zuccotti, one aspect of whose research focuses on the Jews in Italy, taught a course at Trinity on the Holocaust, and Alexander Stille, who has lectured and published widely on the mafia and Italian pol-

itics, offered a course in Rome during the summer of 1997.³²² In addition, for many years, Barbieri funds have helped support scholarly inquiry into many facets of Italian culture. In cooperation with the Society for Italian Historical Studies, the Endowment now makes available the Barbieri Grant in Italian History, which enables American scholars, whether doctoral candidates or those who have received their doctorates, to conduct research in Italy on topics in modern Italian history. The grants specifically cover travel and research-related costs, and recipients must visit the College to deliver a public lecture in which they share their findings.³²³ Finally, the many contributions of the Barbieri Endowment and its far-reaching programs led the Italian government in February 1996, to establish a Vice Consular office for Connecticut on the Trinity campus.³²⁴

While the College advanced on many fronts during the 1960s, the social and cultural turbulence characterizing America during that decade found a reflection in events on campus, ultimately leading to far-reaching change.

Endnotes

1. Trustee Minutes, June 30, 1880; *Trinity Tablet* XIV (May 14, 1881): 57, and XVI (June 9, 1883): 65-66. The carriage drive was to proceed from the intersection of Broad Street and Brownell Avenue west up the slope to Northam Towers, Brownell Avenue having been cut through by the City of Hartford to serve as the main approach to the campus. For reasons unknown, the Trustees never authorized construction of the carriage drive, and Vernon Street became the principal entrance to the College. With the construction of the Downes Gateway in 1952, Summit Street became the preferred approach to the campus.
2. *Hartford Times*, 17 June 1955.
3. *Trinity College Alumni Magazine* VIII (Fall 1966): inside front cover.
4. Trustee Minutes, October 15, 1977; *Trinity Reporter* 9 (Summer 1978): 10.
5. *Trinity College Bulletin* LI (December 1954): 3; *Trinity Tripod*, 6 October 1954; *Hartford Times*, 15 October 1954.
6. Edward L. Troxell, *The Geology of the Trinity Campus* (Hartford: Trinity College, 1950). Noted for his fossil discoveries in the western United States, especially of the early developmental stages of the horse as exemplified by the small *Eohippus*, Troxell also had developed an unusual musical instrument that he called the stonophone, also referred to as the petrophone. Consisting of pieces of rock from Avon Mountain chipped to proper tone, the two-ton instrument resembled a xylophone in both appearance and sound. Troxell played selections of classical music on the petrophone, and was fond of performing *Rock of Ages*. It was on display during the College's 125th Anniversary ceremonies, and a student entertained guests with the familiar *'Neath the Elms*. *Trinity Tripod*, 24 March 1948; *Trinity College Bulletin* LI (March 1954): 10-11.
7. Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.
8. *The Hartford Courant*, 8 March 1957.
9. *Trinity College Bulletin, Alumni News Issue* LIV (April 1957): 1.
10. Trustee Minutes, June 11, 1954.
11. *Report of the President of Trinity College, September, 1956*, unpagged.
12. *The Hartford Courant*, 8 March 1957.
13. Trustee Minutes, November 8, 1958.
14. One of the aesthetic features of the tower is its row of six stone shields depicting heraldic coats of arms carved above the archway. In June 1973, Raymond A. Montgomery '25, a retired Southern New England Telephone Company executive and a noted amateur artist, painted the shields in authentic colors. By then in his mid-70s, Montgomery spent the waking hours of two weeks on a scaffold performing this exacting task. *Trinity Reporter* 3 (July 1973): 3. Montgomery also created two "cartographs" of the College, 2' x 2.5' pictorial maps of the campus bordered by scenes depicting important events and individuals in Trinity's history. He completed the first cartograph in 1948, the second in the mid-1950s. *Trinity College Bulletin, Alumni News Issue* XLV (July 1948): 20.
15. *Trinity Tripod*, 20 April 1960; *Report of the President of Trinity College, October, 1961*, 16.

16. *Trinity College Bulletin* LV (November 1958): 15.
17. Trustee Minutes, November 8, 1958; *Trinity College Bulletin* LVI (January 1959): 5.
18. *Report of the Dean for the Academic Year, 1956-1957*, 18.
19. *Trinity Tripod*, 11 December 1957; *Trinity College Bulletin, Alumni News Issue* LII (March 1955), unpagged.
20. Arthur H. Hughes, "The Age of Martin Withington Clement '01," *Trinity College Alumni Magazine* V (January 1964): 17. See also Trustee Minutes, April 11, 1959, and November 14, 1959.
21. The Parents' Association had endorsed the student center, pledging \$250,000 toward its cost in the Program of Progress campaign, and requested that groundbreaking be held on Parents' Weekend. The pledge goal was exceeded by almost \$25,000. *Trinity College Bulletin* LVI (January 1959): 5.
22. *Ibid.*
23. Mather Hall has undergone several major renovations since its opening, the most recent in 1994.
24. Mather Hall was dedicated at noon on Parents' Day, October 22, 1960, by the Rt. Rev. Walter H. Gray in a simple ceremony. *Trinity Tripod*, 24 October 1960.
25. *The Hartford Courant*, 14 January 1959; *Hartford Times*, 14 January 1959.
26. Trustee Minutes, January 16, 1960.
27. *Ibid.*
28. Trustee Minutes, April 8, 1960.
29. *Ibid.*; *Hartford Times*, 7 July 1960.
30. *Trinity Tripod*, 9 February 1962.
31. *The Ten-Year Report of President Albert Charles Jacobs, 1953-1963* [1963], 8.
32. *Ibid.*, 9.
33. *Ibid.*
34. Trustee Minutes, January 16, 1960.
35. Trustee-Faculty-Administration Committee on Goals, "Profile of Trinity College, 1951-1971," February 13, 1961, Table X, Trinity College Archives, Trinity College, Hartford. Also concerned with the College's physical plant requirements was a master plan committee that the Trustees' Committee on Buildings and Grounds created in the spring of 1961 to facilitate its work. Charged with surveying Trinity's needs and making recommendations in connection with developing a master or "pilot" plan for the campus, the committee consisted of senior administrative officers and President Jacobs, *ex officio*. Trustee Minutes, April 15, 1961; *Report of the President of Trinity College, October, 1961*, 16.
36. Trustee Minutes, June 9, 1961.
37. See the correspondence of Albert C. Jacobs in the Jacobs Papers, Trinity College Archives, Trinity College, Hartford, in particular the letter from Jacobs to Harry E. Sloan, Jr., June 8, 1956.
38. *Final Report, Program of Progress, June 1955-June 1958, November, 1958*, 4.

39. Trustee Minutes, June 10, 1960; *Report of the President of Trinity College, October, 1960*, 24-25.
40. Trustee Minutes, November 19, 1960, and January 14, 1961.
41. *Report of the President of Trinity College, December, 1962*, 16.
42. *Trinity College Alumni Magazine* V (November 1963): 1; *Hartford Times*, 24 September 1963; *The Hartford Courant*, 24 September 1963. Dedication of the Mathematics and Physics Center occurred on September 23, 1963. It was named the McCook Center in June 1964 by vote of the Trustees. *Report of the President of Trinity College, December, 1964*, 49. The College would address the Biology Department's classroom and laboratory needs later in the decade.
43. "Profile of Trinity College, 1951-1971," Table II.
44. Memorandum from the Office of the President to the Faculty and Administration, January 25, 1962, Wendell E. Kraft Folder, Public Relations Office Files, Trinity College Archives, Trinity College, Hartford. Captain Kraft joined the faculty in 1954 as Associate Professor of Engineering. *Trinity Tripod*, 17 November 1954. Jacobs would later appoint him Assistant to the President.
45. *Report of the President of Trinity College, December, 1963*, 11. For information on experiments conducted in the McCook physics laboratories by Professor Robert Lindsay, and off-prints of scientific papers that resulted, see the notebook entitled "Publications of Professor Robert Lindsay and Other Work," Trinity College Archives, Trinity College, Hartford. Other members of the department in the early 1960s were professors F. Woodbridge Constant, Robert F. Kingsbury, and Charles R. Miller. Later appointments to the physics faculty would include professors Harvey S. Picker and Mark P. Silverman.
46. See correspondence from President Jacobs to Robert B. O'Connor '16, September 29, 1953, and October 21, 1953; and to Richard Barthelmess '17, October 21, 1953, in Jacobs Papers.
47. "A Goal for Fine Arts," *Trinity College Bulletin* LII (January 1955): 8-9, 15.
48. Trustee Minutes, June 10, 1960; *The Hartford Courant*, 11 June 1960.
49. Trustee Minutes, November 19, 1960. Under Vice President Holland's direction, the student body played an active role in fund raising for the arts center. One ingenious and successful strategy involved the sale by students of paper bricks to fellow students, parents, faculty, and staff.
50. *The Hartford Courant*, 10 June 1962. While fund raising proceeded for the arts center, and construction of the mathematics-physics building was underway, plans were finalized to demolish the Jarvis Science Laboratory, whose site the arts facility would largely occupy. Accordingly, in June 1963, the 75-year-old structure fell to the wrecker's ball. *Report of the President of Trinity College, December, 1963*, 12.
51. Trustee Minutes, June 12, 1964; *Trinity College Alumni Magazine* V (July 1964): 1. In 1967, the Trustees authorized the establishment of the Genevieve Harlow Goodwin Professorship in the Arts, made possible by a gift the preceding year in Mrs. Goodwin's honor by her husband, James L. Goodwin. Dr. Michael R.T. Mahoney, who joined Trinity's fine arts faculty in 1969, was appointed the Goodwin Professor in 1974. In 1988, the College conferred an honorary Doctor of Fine Arts degree on Mrs. Goodwin in recognition of her many contributions to furthering the arts in Hartford. Trustee

Minutes, January 14, 1967, and May 25, 1974; Alumni File Folder for Genevieve Harlow Goodwin, Trinity College Archives, Trinity College, Hartford.

52. *Trinity College Alumni Magazine* VI (March 1965): 1.
53. *Hartford Times*, 24 June 1964. In the spring of 1932, Prior and three other Trinity students, Herbert G. Norman '32, William W. Sisbower '33, and T. Robert Stumpf '32, helped carry out an idea Austin conceived to enable the purchase of supplies used in summer art classes the Wadsworth Atheneum held for underprivileged children from Hartford. In previous years, Austin had raised the needed funds by screening experimental films for the friends of the museum, but this had become too expensive to continue. An amateur magician, Austin decided to mount a low-cost magic show for several evenings with the aid of the four students. As Stumpf later recalled, the two-hour production included "illusions, rabbits, birds, and escape tricks." Austin derived his stage name, "The Great Osram - Masked Master of Multiple Mysteries," from the Osram brand of light bulb. The show was so successful as a fund-raiser that Austin took it on the road through New England during the summer of 1932. T. Robert Stumpf '32, "Fond Recollections of 'The Great Osram,'" *Trinity Alumni Magazine* VIII (Spring 1967): 6.
54. *The Hartford Courant*, 25 September 1965.
55. *Trinity College Alumni Magazine* VI (May 1965): 1.
56. *Report of the President of Trinity College, December, 1964*, 39.
57. Jesters Scrapbook Collection, Trinity College Archives, Trinity College, Hartford; *Trinity College Alumni Magazine* VII (Winter 1966): 17. Among the cast of *The Fantasticks* were four members of the Class of 1965: Samuel C. Coale V, Stevenson D. Morgan, Bruce A. Jay, and Jerome H. Liebowitz, the latter two being veteran Jesters.
58. *Trinity Reporter* 24 (July 1994): 47; William B. Kirtz '61, "Edward Albee '50 on the Future of Theater," *Trinity Reporter* 29 (Winter 1998): 28-29.
59. *Trinity College Alumni Magazine* VII (Summer 1967): 3. Once before, in February 1922, Alumni Hall had suffered damage from a fire, one of six blazes an unknown firebug set that month on the campus. *Trinity Tripod*, 7 March 1922.
60. Trustee Minutes, June 9, 1961.
61. Trustee Minutes, October 14, 1961.
62. *Report of the President of Trinity College, October, 1961*, 47-48.
63. Marts & Lundy Fund Raising Survey Report, March 15, 1963, 29-32, Trinity College Archives, Trinity College, Hartford.
64. *Report of the President of Trinity College, December, 1964*, 4.
65. *Ibid.*; Trustee Minutes, January 18, 1964.
66. *Report of the President of Trinity College, December, 1964*, 37.
67. *Ibid.*, 38; *Report of the President of Trinity College, December, 1965*, 36.
68. Trustee Minutes, April 11, 1964, and June 12, 1964; *Report of the President of Trinity College, December, 1964*, 37.
69. *Report of the President of Trinity College, December, 1965*, 36.

70. Trustee Minutes, January 16, 1965; *Report of the President of Trinity College, December, 1965*, 36.
71. *Report of the President of Trinity College, December, 1965*, 37.
72. *Ibid.*
73. *Ibid.*
74. *Ibid.*; Trustee Minutes, June 11, 1965. The College later referred to the challenge phase of the campaign as the "Trinity Fund for Ford Challenge." Trustee Minutes, April 15, 1967.
75. *Report of the President of Trinity College, December, 1965*, 37.
76. *Report of the President of Trinity College, December, 1966*, 44.
77. *Financial Report of the Treasurer of the College for the Year 1966-1967, December, 1967*, 6.
78. Trustee Minutes, April 16, 1968.
79. *Financial Report of the Treasurer of the College for the Year 1967-1968, December, 1968*, 5.
80. *Report of the President of Trinity College, October, 1961*, 46.
81. Trustee Minutes, January 18, 1964, April 11, 1964, and October 3, 1964; *Report of the President of Trinity College, December, 1964*, 40-41; *Report of the President of Trinity College, December, 1966*, 48.
82. *Trinity Alumni Magazine* VIII (Spring 1967): 2, and X (Fall 1969): 10-11.
83. *Trinity Alumni Magazine* X (Fall 1969): 10-11.
84. *Trinity Alumni Magazine* VIII (Spring 1967): 2-4.
85. Trustee Minutes, April 11, 1964.
86. *Trinity Alumni Magazine* VII (Fall 1965): 6-7.
87. *Trinity Alumni Magazine* IX (Spring 1968): 2-3.
88. Trustee Minutes, April 11, 1964.
89. *Report of the President of Trinity College, December, 1966*, 46; Trustee Minutes, January 14, 1967, and September 6, 1968. The three presidents were the Rev. Nathaniel S. Wheaton (1831-1837), the Rev. Abner Jackson, Class of 1837 (1867-1874), and the Rev. George W. Smith (1883-1904).
90. Trustee Minutes, October 16, 1965.
91. Trustee Minutes, January 16, 1966, June 3, 1967, January 13, 1968, and June 1, 1968; *Report of the President of Trinity College, December, 1966*, 47.
92. Trustee Minutes, April 16, 1966, and October 15, 1966; *Report of the President of Trinity College, December, 1966*, 48.
93. Trustee Minutes, June 3, 1967, January 13, 1968, and October 14, 1968.
94. *Report of the President of Trinity College, December, 1964*, 23; *Report of the President of Trinity College, December, 1965*, 24-25.
95. *Report of the President of Trinity College, December, 1966*, 31-32. The renovation work proceeded after Connecticut Educational Television (CETV) moved its broadcast studios from the library's basement to Boardman Hall. Later known as Connecticut Public Television (CPTV), Channel 24 had begun broadcasting from the library in the fall of

- 1961 following Trustee authorization to locate temporarily on campus. CPTV and the College have had a long cooperative relationship. In 1971, the television station built its permanent quarters on the corner of New Britain Avenue and Summit Street. Trustee Minutes, January 14, 1961; *Trinity College Alumni Magazine* VIII (February 1966): 16; *Trinity Tripod*, 10 October 1967; *Trinity Reporter* 21 (June 1971): 7.
96. In the spring of 1959, the Jesters performed *The Big Campaign*, a musical comedy written and directed by Kalcheim, which dealt with the world of advertising on New York's Madison Avenue. *Trinity Tripod*, 4 March 1959.
97. *Trinity College Bulletin* LVI (February 1959): 15.
98. *Trinity Tripod*, 17 May 1954; *Trinity Reporter* 1 (March 1971): 3; *Along the Walk* 6 (February 1990): 4. Cinestudio's first offering on February 16, 1970 was a double feature: *Yellow Submarine*, with the Beatles, and *Alice's Restaurant*. Admission was \$1.25. *Quad Notes* (February 1990).
99. *The Hartford Courant*, 8 March 1955.
100. *Hartford Times*, 1 February 1958. The new arrangement allowed WRTC to broadcast over a 25-mile radius and to be on the air from 3 p.m. to midnight. *The Hartford Courant*, 25 September 1958. See also *Trinity College Bulletin* LV (February 1958): 11.
101. *Trinity College Bulletin* LVI (February 1959): 15. Trinity was the first college to participate in the Educational Radio Network project, and the College station received wide publicity. See various clippings in the *Trinity College News Book, February 1, 1959-March 31, 1959*, Trinity College Archives, Trinity College, Hartford.
102. For additional information on WRTC during the past three decades, see the letter to the editor by Charles H. McGill '63 in the *Trinity Tripod*, 10 December 1996, and an article in the *Trinity Tripod* of 19 November 1996.
103. *Trinity College Bulletin* LIV (May 1957): 12; *Report of the Dean of the College, October, 1957*, 17; *Hartford Times*, 21 February 1957; *The Hartford Courant*, 6 March 1957, and 19 March 1957. Also in 1957, the Trinity and Smith College debate teams contended with one another on the issue of whether Elvis Presley was a negative influence on American youth. Smith defended Presley, Trinity argued against him, and the result was a tie.
104. *Trinity Tripod*, 11 March 1959; *Trinity College Alumni Magazine* I (November 1959): 6; *The Hartford Courant*, 30 November 1981; John A. Dando Folder, Public Relations Office Files, Trinity College Archives, Trinity College, Hartford. For many years, Dando broadcast for the Voice of America, and was involved in the production of educational films on such subjects as Shakespeare, Dante, and the Bayeux Tapestry. He helped coach Trinity teams that participated in the College Quiz Bowl in the early 1960s, and as the College Marshal at Commencement during the 1950s and 1960s, proclaimed the name of each degree recipient in his sonorous voice. In the early 1960s, Dando and many other members of the faculty and staff as well as students made guest appearances on a panel program television series, "Trinity Spotlight," aired on local station WHNB (Channel 30) and moderated by Professor George B. Cooper (History). Discussions focused on various educational topics and activities at the College. During the same period, President Jacobs moderated a public service television series, "Connecticut - What's Ahead" on WTIC (Channel 3). *Trinity College Alumni Magazine*, Newsletter Issue II (December 1960): unpagged; *Trinity College Alumni Magazine* II (May 1961): 6-7.

105. *Hartford Times*, 11 May 1955; *Trinity College Bulletin* LIII (May 1956): 2; *Trinity Tripod*, 3 October 1956; *Hartford Times*, 28 February, 1961. The Trinity College Chamber Players, a small ensemble, occasionally presented ambitious programs. At a concert in February 1961, for instance, the Trinity Players, reinforced by several members of the Hartford Symphony, offered selections by Lully, Purcell, Pergolesi, and Bach.
106. The activities of these singing groups can be followed in the *Tripod*.
107. The cost of equipment for each man ranged from \$350 to \$400. *Trinity Tripod*, 2 October 1957, and 29 October 1958; *The Hartford Courant*, 4 May 1958.
108. *Trinity Tripod*, 2 October 1957.
109. *The Hartford Courant*, 4 May 1958.
110. They were also present in full form at the dedication of the Downes Memorial Clock Tower. *Hartford Times*, 9 November 1958. In the spring of 1960, the Pipes and Drums appeared at the Cherry Blossom Festival in the nation's capital. *Hartford Times*, 17 October 1960.
111. Thirty years later, in the fall of 1997, undergraduates revived the Pipes and Drums under the leadership, among others, of James M. Baird, Class of 2000.
112. Ward S. Curran '57, "The Crown Investment League," *Trinity College Alumni Magazine* VI (January 1965): 30.
113. *Ibid.*
114. See the *Trinity College Alumni Magazine* VI (May 1965) for a review appearing on page 32 by Professor James L. Potter (English) of the March 1965 issue of the *Archive*.
115. *Trinity College Bulletin, Alumni News Issue* LIV (April 1957): unpagged.
116. *Ibid.*
117. *Ibid.*
118. *Trinity Tripod*, 6 February 1957, and 16 May 1957.
119. *Trinity Tripod*, 30 April 1958, and 7 May 1958.
120. *Trinity Tripod*, 17 April 1957.
121. *Trinity College Bulletin, Alumni News Issue* LII (January 1955): unpagged; *Trinity College Bulletin, Alumni News Issue* LIII (April 1956): unpagged; *Trinity College Handbook, 1952-1953*, 51.
122. *Trinity Tripod*, 10 October 1956; *Report of the President of Trinity College, December, 1962*, 12.
123. *Trinity College Bulletin, Alumni News Issue* LII (March 1955): unpagged; *Trinity College Bulletin, Alumni News Issue* LIV (April 1957): unpagged.
124. *Trinity College Bulletin, Alumni News Issue* LIV (April 1957): unpagged.
125. *Trinity College Bulletin* LIII (May 1956): 11-12. The Vernon Street derby was revived briefly from 1985 to 1987.
126. *Trinity Tripod*, 7 November 1956.
127. *Ibid.*
128. *Trinity Tripod*, 30 October 1957.

129. Ibid.
130. Ibid.
131. *Report of the President of Trinity College, December, 1962*, 12.
132. Ibid.
133. Ibid.; Douglas L. Frost '59, "Discrimination, Local Autonomy and Fraternities, A Report," *Trinity College Alumni Magazine* III (March 1962): 9.
134. Ibid.
135. Note from Associate Academic Dean J. Ronald Spencer '64 to Peter J. Knapp, March 8, 1998, Trinity College Archives, Trinity College, Hartford.
136. Frost, 9.
137. Ibid.
138. *Report of the President of Trinity College, December, 1963*, 21-22.
139. Ibid., 24.
140. Trustee Minutes, April 6, 1963.
141. Ibid.
142. Constitution of the Trinity College Senate, *Trinity College Handbook, 1956-1957*, 8.
143. Constitution of the Trinity College Senate, *Trinity College Handbook, 1962-1963*, 22-23.
144. Ibid., 23-24.
145. Ibid., 23.
146. Ibid., 23-24, 26.
147. Ibid., 24.
148. *Trinity Tripod*, 12 February 1959.
149. Ibid.
150. Ibid.; *Trinity Tripod*, 26 February 1959.
151. *Trinity Tripod*, 4 March 1959.
152. Ibid.
153. *Trinity Tripod*, 20 March 1961, and 17 April 1961; Trustee Minutes, April 15, 1961.
154. *Trinity College, An Undergraduate Evaluation, April, 1962*, 5.
155. Ibid.
156. Ibid., 3-4.
157. Ibid., 15.
158. Ibid., 23.
159. "The Undergraduate Evaluation, a Summary by Thomas A. Kelly '62," *Trinity College Alumni Magazine* III (May 1962): 8; *Hartford Times*, 16 April 1962.
160. *Hartford Times*, 16 April 1962.
161. Letter dated May 1962, by Roger E. Nelson '62 on behalf of the Senate, sent in response to requests for copies of the *Evaluation*. *Trinity College Alumni Magazine* III (May 1962): 9.

162. *Hartford Times*, 16 April 1962.
163. *Ibid.*
164. *Report of the President of Trinity College, December, 1962*, 11.
165. *The 67 Social Evaluation, May, 1967*, ii.
166. *Ibid.*, 36.
167. *Ibid.*, 37.
168. *Ibid.*, 31.
169. *Report of the President of Trinity College, December, 1965*, 46-47; *New York Times*, 19 September 1964.
170. *Report of the President of Trinity College, December, 1965*, 47.
171. *Trinity Tripod*, 10 November 1964.
172. *Trinity Tripod*, 27 October 1964.
173. *Report of the President of Trinity College, December, 1965*, 48.
174. *Ibid.*, 48-49.
175. *Ibid.*, 49.
176. For a view of the situation on campus in 1998 regarding students and alcoholic beverages see "Drinking on Campus: An Old Practice That Begg for New Solutions," by Dr. David Winer, Dean of Students, *Trinity Reporter* 29 (Winter 1998): 11-14.
177. *The Hartford Courant*, 7 June 1953; *New York Herald Tribune*, 7 June 1953.
178. Memorandum from Richard E. Noble '80 to Glenn Weaver, August 15, 1989; *Report of the President of Trinity College, December, 1966*, 20-21.
179. *Report of the President of Trinity College, December, 1966*, 15. The 67.5 percentage rate of wins was the highest level of accomplishment since 1950-1951.
180. *Trinity College Bulletin* LIII (December 1956): 15-16; *Report of the President of Trinity College, September, 1957*, unpagged; *Trinity Tripod*, 28 November 1956, and 6 February 1957.
181. In 1959, Guild was also named to the All-American Second Team. "All Americans: Fall, 1959," *Trinity College Alumni Magazine* I (January 1960): 18-19.
182. *Trinity Tripod*, 14 November 1967.
183. *Trinity Tripod*, 28 November 1967.
184. For profiles of LeClerc and his teammate, Robert G. Johnson '60, both All-Americans in 1959, see *Trinity College Alumni Magazine* I (January 1960): 18.
185. *Trinity College Alumni Magazine* VIII (Winter 1967): 17.
186. *Trinity Reporter* 24 (December 1994): 34-36.
187. Richard E. Noble '80, *Bantam Baseball, 1867-1980* (Hartford: Trinity College, 1980), 63-64. After turning professional, Drabowsky helped the Baltimore Orioles achieve victory in the 1966 World Series. As a reliever in the first game against the Los Angeles Dodgers, Drabowsky struck out 11 men, thereby entering the record books. Drabowsky's classmate, George J. Kelleher, the Bantam's shortstop, compiled a record of 39 stolen bases in 55 games. Noble, 22.

188. *Ibid.*, 51, 61.
189. *Ivy* (1960), 179.
190. Basketball Folders, Sports Information Director Files, Trinity College Archives, Trinity College, Hartford. Barry J. Leghorn '64 was the first player in Trinity basketball history to reach 1,000 points in three years. *Trinity College Alumni Magazine* V (March 1964): 31.
191. Barbara C. Mooney, M.A. '68, *The Bantam Oar* (West Hartford: West Hartford Publishing Company, 1974), 33-34.
192. *Ibid.*, 35-41.
193. *Ibid.*, 43-44; Trustee Minutes, October 16, 1965.
194. *Report of the President of Trinity College, December, 1966*, 56.
195. Mooney, 69.
196. *Ibid.*; brochure on the Trinity College Crew and the Ladies' Challenge Plate (1973), Trinity College Archives, Trinity College, Hartford.
197. *Hartford Times*, 6 July 1976.
198. *The Hartford Courant*, 2 July 1978.
199. Two other competitive sports were introduced at Trinity during the Funston and Jacobs years. Under Professor Mitchel N. Pappas (Fine Arts), the golf team that he coached achieved varsity status in 1953. *Trinity College Bulletin, Alumni News Issue* LIV (May 1957): 9; *Ivy* (1954), 162. Hockey also began to attract interest as an intercollegiate sport at Trinity during the 1950s.
200. Frederick Rudolph, *Curriculum: A History of the American Undergraduate Course of Study Since 1636* (San Francisco: Jossey-Bass Publishers, 1978), 245.
201. Arthur H. Hughes, "The Changing Curriculum," *Trinity College Bulletin* LVI (January 1959): 6.
202. *Catalogue of Trinity College, 1958-1959*, 46-47. Early in 1962, the National Engineering Council for Professional Development accredited Trinity's five-year engineering program. *Trinity College Alumni Magazine* III (January 1962): 15.
203. Hughes, "The Changing Curriculum," 6.
204. *Ibid.*
205. *Ibid.*
206. *Ibid.*
207. Dr. Walter D. Leavitt, "The New Curriculum," *Trinity College Alumni Magazine* I (March 1960): 3. Referring to the arduous task the faculty committee faced, Hughes cited the observation made by Dr. Ray Lyman Wilbur, a physician and the president of Stanford University, that "changing the curriculum is like moving a cemetery." *Report of the Dean of Trinity College for the Academic Year 1958-1959*, 6.
208. Leavitt, "The New Curriculum," 3.
209. Hughes, "The Changing Curriculum," 6.
210. *Ibid.*
211. *Ibid.*

212. *Report of the Dean of Trinity College for the Academic Year 1958-1959*, 6.
213. *Ibid.*
214. Leavitt, "The New Curriculum," 3.
215. The six basic yearlong courses required were: one course in English writing, reading, and speaking; one course in a foreign language beyond the introductory level; one course in Western European history; one course in mathematics; one course in a natural science with laboratory; a half-course in literature, fine arts, or music; and, at the Trustees' insistence, a half-course in philosophy. *Report of the President of Trinity College, October, 1961*, 4.
216. *Ibid.*; Faculty Minutes, December 8, 1959; Leavitt, "The New Curriculum," 3; *Trinity Tripod*, 26 September 1960, and 17 October 1960.
217. Faculty Minutes, December 8, 1959; Trustee Minutes, January 16, 1960.
218. Trustee Minutes, June 10, 1960, and October 15, 1960.
219. Faculty Minutes, February 14, 1961; *Report of the President of Trinity College, October, 1961*, 4.
220. Trustee Minutes, April 8, 1960; Arthur H. Hughes, "Modern Languages at Trinity College," *Trinity College Alumni Magazine* IV (January 1963): 1-3; *Report of the President of Trinity College, December, 1962*, 17.
221. *Report of the President of Trinity College, December, 1962*, 4; Trustee Minutes, April 11, 1964, and October 15, 1966; Executive Committee Minutes, September 14, 1966.
222. Trustee Minutes, January 18, 1964; *Report of the President of Trinity College, December, 1964*, 14.
223. *Report of the President of Trinity College, December, 1964*, 15.
224. Robert M. Vogel, "Faculty Approves 9-Point Program of Calendar and Curriculum Changes," *Trinity Alumni Magazine* VIII (Spring 1967): 7-8.
225. *Ibid.*; *Report of the President of Trinity College, December, 1966*, 22.
226. Peter J. Knapp '65, "The Influence of this Scholar-Teacher Extended Far and Wide," *Trinity Reporter* 26 (February 1996): 10-11.
227. *Trinity Tripod*, 25 April 1956, 3 April 1957, and 20 May 1959; *Trinity College Bulletin* LIII (May 1956): 11. In 1987, Professor Cameron also began to issue *American Renaissance Literary Report*, an annual publication.
228. See folder on *The Journal of British Studies*, Jacobs Papers; *Trinity College Alumni Magazine* I (March 1960): 12, and II (May 1961): 13.
229. *Trinity Reporter* 26 (February 1996): 6-10.
230. *Trinity Tripod*, 12 February 1959; *Trinity College Alumni Magazine* III (May 1962): 10; *Trinity College Bulletin* LVI (July 1959): 4-5. See also *Report of the Dean of Trinity College for 1959-1960 and 1960-1961*. For off-prints of the scientific papers Professor Lindsay authored, see "Publications of Professor Robert Lindsay and Other Work," Trinity College Archives, Trinity College, Hartford. In 1967, Harvard University Press published Dr. Bankwitz's *Maxime Weygand and Civil-Military Relations in Modern France*. He later published *Alsatian Autonomist Leaders, 1919-1947* (Lawrence: Regents Press of Kansas, 1978). This study was translated into French in 1980 as *Les Chefs Autonomistes Alsaciens, 1919-1947* (Strasbourg: Istra).

231. *Trinity College Alumni Magazine* I (January 1960): 4-5, III (May 1962): 11, and V (May 1964): 10-11.
232. *Trinity College Bulletin* LIV (November 1957): 3; Arthur H. Hughes and Morse S. Allen, *Connecticut Place Names* (Hartford: Connecticut Historical Society, 1976).
233. The books by Professor McNulty mentioned above are: *Older Than the Nation: The Story of the Hartford Courant* (Stonington, Conn.: Pequot Press, 1964); *The Narrative Art of the Bayeux Tapestry Master* (New York: AMS Press, 1988); and Thomas Cole, *The Correspondence of Thomas Cole and Daniel Wadsworth*, edited by J. Bard McNulty (Hartford: Connecticut Historical Society, 1983).
234. The books by Professor Weaver mentioned above are: *Jonathan Trumbull, Connecticut's Merchant Magistrate* (Hartford: Connecticut Historical Society, 1956); *The Hartford Electric Light Company* (Hartford: Hartford Electric Light Company, 1969); *The Hartford Steam Boiler Inspection and Insurance Company, 1866-1966* (Hartford: The Hartford Steam Boiler Inspection and Insurance Company, 1966), later appearing in a revised and expanded edition as *An Evolving Concern: Technology, Safety and The Hartford Steam Boiler Inspection and Insurance Company, 1866-1991* (Hartford: The Hartford Steam Boiler Inspection and Insurance Company, 1991), with J. Bard McNulty '38 as co-author; *Hartford Foundation for Public Giving: The First Fifty Years* (Hartford: The Foundation, 1975); and *The History of Trinity College, Volume I* (Hartford: Trinity College Press, 1967). Other books by Professor Weaver include *Hartford: An Illustrated History of Connecticut's Capital* (Woodland Hills, CA: Windsor Publications, 1982), and *The Italian Presence in Colonial Virginia* (New York: Center for Migration Studies, 1988). Faculty in other disciplines were also contributing to the research literature during the 1950s, 1960s, and 1970s. Among them were professors Ward S. Curran '57, LeRoy Dunn, Richard Scheuch, and Randall W. Tucker in economics; George W. Doten, M. Curtis Langhorne, and William M. Mace in psychology; Robert H. Brewer, Richard B. Crawford, Donald B. Galbraith, and James M. Van Stone in biology; Edward Bobko and James K. Heeren in chemistry; and Theodore R. Blakeslee II in engineering. In addition to teaching and pursuing research, Professor Thomas P. Baird (Fine Arts) established himself as an acclaimed novelist.
235. For example, see *Catalogue of Trinity College, 1958-1959*.
236. Trustee Minutes, April 19, 1956.
237. *The Hartford Courant*, 12 December 1960.
238. *The Ten-Year Report of President Albert Charles Jacobs, 1953-1963*, 21-23.
239. Ibid.
240. *Trinity College Alumni Magazine* IV (May 1963): 4.
241. *The Hartford Courant*, 15 May 1955, 31 July 1957, and 23 October 1996; interview of Glenn Weaver with D. G. Brinton Thompson, March 1, 1960.
242. *Trinity Alumni Magazine* LII (March 1961): 15.
243. *Trinity College Bulletin* LIV (May 1957): 10.
244. *Trinity College Bulletin* LVI (February 1959): 6-7, 10-11, and LVI (July 1959): 4-5; *Trinity College Alumni Magazine* I (January 1960): 11.
245. *Trinity Reporter* 4 (May 1974): 3; *The Hartford Courant*, 6 August 1949. For a brief summary of Vogel's career at Trinity and elsewhere, see his obituary in *Trinity Reporter* 21 (Fall 1991): 60.

246. Trustee Minutes, April 1, 1950.
247. *Trinity College Bulletin* XLVII (May 1950): 11.
248. *Report of the President of Trinity College, September, 1956*, unpagged.
249. Trustee Minutes, January 20, 1956.
250. *The Hartford Courant*, 18 September 1948.
251. *New York Times*, 12 September 1951.
252. *Trinity Tripod*, 11 February 1953; *The Hartford Courant*, 18 January 1953.
253. *Trinity College Commencement Program, June 18, 1950*.
254. *Report of the Dean of Trinity College for the Academic Year 1956-1957*, 6, 18.
255. *Trinity College Bulletin* LII (May 1955): 7. The term "little Ph.D." may have first been used by Howard R. Goody, M.A. '37, of the faculty of New York University. *Trinity Reporter* 91 (Spring 1979): 49.
256. Ogilvy, J. Stewart M., '36, "Would You Like a Little Action? Faculty Profile—Robert M. Vogel," *Trinity College Bulletin* LIV (November 1957): 7.
257. Robert M. Vogel, "It Happened So Fast," *Trinity College Bulletin* LIV (November 1957): 6.
258. *Hartford Times*, 10 September 1954.
259. Ogilvy, "Would You Like a Little Action?": 7.
260. The College had conferred master's degrees in course on two women for the first time at Commencement in 1930. Anne L. Gilligan and Dorothy M. McVay were high school teachers in the Hartford Public School system. *Trinity College Alumni Magazine* III (January 1962): 20.
261. See Commencement Programs, Trinity College Archives, Trinity College, Hartford.
262. *The Hartford Courant*, 15 January 1956.
263. *Trinity College Summer School Catalogue, June 23 - August 30, 1947*, unpagged.
264. *Report of the President of Trinity College, December, 1962*, 37. Many of the Summer School students were women who traditionally had attended as commuters. In 1954, the College opened Ogilby Hall for them as a summer residence. Elton Hall had been the Summer School dormitory for men since the late 1940s. *The Hartford Courant*, 7 April 1954.
265. *Report of the Dean of Trinity College for the Academic Year 1957-1958*, 15.
266. In 1959, for example, Trinity alumni included Ellerd M. Hulbert '53 (History), Morton M. Rosenberg '51 (History), and Allyn J. Washington '52 (Physics). *Trinity College Summer School Catalogue, June 29-September 4, 1959*, 3.
267. Among the visitors from abroad in 1964 was the historian Igor Vinogradoff, a British scholar and specialist on Russia, who taught during the spring and summer terms. His father, Sir Peter G. Vinogradoff, had been historian to the Tzarist court at the beginning of the 20th century. *Trinity College Summer School Catalogue, June 29 - September 4, 1964*, 3; *Trinity College Alumni Magazine* VIII (Summer 1967): 23. See also Trustee Minutes, June 8, 1962.
268. *The Hartford Courant*, 8 April 1955. See also various issues of the *Summer School Catalogue*.

269. Trustee Minutes, April 8, 1960; *The Hartford Courant*, 23 March 1958; *Trinity College Alumni Magazine* II (January 1961): 15. There were 16 Transition students in the 1959 session, and 50 in the 1960 session. See Vogel obituary in *Trinity Reporter* 21 (Fall 1991): 60.
270. *The Hartford Courant*, 23 March 1958, and 4 August 1960. See Vogel obituary in *Trinity Reporter* 21 (Fall 1991): 60.
271. *Trinity College Alumni Magazine* II (May 1961): 16; *Hartford Times*, 25 July 1962.
272. *Trinity College Summer School Catalogue*, 1959, 9, 16.
273. Courses available can be followed in the annual *Summer School Catalogue*. For general descriptions of the program, see *The Hartford Courant*, 5 December 1961, and the *Trinity Tripod*, 11 December 1961.
274. *Report of the President of Trinity College, December, 1963*, 4; *Trinity Alumni Magazine* VII (Spring 1966): 10-11. During the summer of 1967, Trinity was the site of a pioneer effort, which enabled a number of school supervisors, curriculum directors, department heads, and teachers to examine the "new English," and its approaches to language and literary analysis. The U. S. Office of Education, which funded the Institute in English through a National Defense Education Act grant, selected Trinity because of the groundbreaking work that Professor Frederick L. Gwynn (English) had done in developing a new college-level English curriculum integrating linguistics, rhetoric, and literary criticism. James W. Gardner, Jr., "Trinity Institute in English: Summer Program to Explore Basic Practices of the Discipline," *Trinity Alumni Magazine* VIII (Winter 1967): 6-7.
275. *Trinity College Bulletin, Alumni News Issue* LIII (April 1956); unpagged; *Trinity College Bulletin* LIV (May 1957): 4-5; *Report of the President of Trinity College, September, 1957*, unpagged; *Trinity Tripod*, 6 May 1959.
276. In 1966, Smith became Associate Dean, and later in his career was appointed Vice President. Succeeding Smith as Registrar and Assistant Dean was Gerald R. Marshall, formerly Professor of Aerospace Studies at Trinity, who had retired from the Air Force as a Lieutenant Colonel.
277. *Trinity College Bulletin* LV (July 1958): 16; *Report of the President of Trinity College, October, 1961*, 56; Remarks by President James F. English, Jr. at Memorial Service for John A. Mason '34, Trinity College Chapel, November 13, 1981, in *Trinity Reporter* 12 (Winter 1982): 48; *Report of the President of Trinity College, December, 1963*, 44; *Report of the President of Trinity College, December, 1966*, 27.
278. Vogel succeeded Dr. Arthur H. Hughes, who had relinquished his responsibilities as Dean to devote energy to his other duties, including Vice President of the College, Professor of Modern Languages, and chair of that department.
279. *Trinity College Alumni Magazine* V (May 1964): 1-2; *Report of the President of Trinity College, December, 1964*, 16-22; *Report of the President of Trinity College, December, 1965*, 23.
280. In 1969, Judson M. Rees became Director of Development.
281. *Trinity College Alumni Magazine* V (July 1964): 2; *Report of the President of Trinity College, December, 1966*, 25-31; *Trinity Alumni Magazine* VIII (Spring 1967): 5. See also issues of the *Catalogue of Trinity College* for the years mentioned. Among the responsibilities assumed by Associate Director of College Relations L. Barton Wilson III '37 was coordination of the summer carillon concerts.

282. J. Ronald Spencer '64, "A Day with Robert Frost," *Trinity College Alumni Magazine* IV (November 1962): 1. H. Bacon Collamore later presented to the Watkinson Library his extensive collection on Robert Frost.
283. In 1965, the College published Albers's lectures under the title *Search Versus Re-search; Three Lectures by Josef Albers at Trinity College, April 1965* (Hartford: Trinity College Press, 1969).
284. *Trinity College Alumni Magazine* VI (May 1965): 14.
285. Baird Hastings, "A Conversation with Virgil Thomson," *Trinity Alumni Magazine* IX (Spring 1968): 16.
286. *Trinity Alumni Magazine* VII (Winter 1966): 9. See also *Report of the President of Trinity College, December, 1966*, 62-63. For an extensive profile of Doxiadis, see Christopher Rand, "The Ekistic World," *Saturday Review* (May 11, 1963): 49-87.
287. Constantinos A. Doxiadis, *Between Dystopia and Utopia* (Hartford: Trinity College Press, 1966).
288. *Trinity Tripod*, 15 March 1966; Constantinos A. Doxiadis Folder, Public Relations Office Files, Trinity College Archives, Trinity College, Hartford.
289. Constantinos A. Doxiadis Folder, Public Relations Office Files.
290. Trustee Minutes, April 16, 1966. For several years preceding this date, downtown Hartford had been undergoing extensive redevelopment, particularly in the area around Front Street and Columbus Boulevard, near the Connecticut River. Among the results were the creation of Constitution Plaza, and the construction of the I-84 and I-91 highway complex.
291. Trustee Minutes, June 3, 1966.
292. Trustee Minutes, November 14, 1959.
293. Trustee Minutes, April 8, 1960.
294. Stonorov & Haws, *A Study of the Southside, Hartford, Connecticut, prepared for Neighborhood Planning Associates, Inc.* (Hartford: n.p., 1961).
295. *Ibid.*, 2.
296. Trustee Minutes, January 18, 1964, and April 11, 1964.
297. Trustee Minutes, June 12, 1964, October 3, 1964, January 15, 1965, April 10, 1965, June 11, 1965, January 15, 1966, and April 11, 1970.
298. Trustee Minutes, April 15, 1967; Doxiadis Associates, Inc., *The Trinity Community* (Hartford: n.p., March 1967), 1.
299. *Ibid.*, 65.
300. *Ibid.*, 5, 103.
301. Conversation of Peter J. Knapp with Professor Michael R. Campo '48, February 10, 1998; obituary of Cesare Barbieri, *New York Times*, 17 May 1956; *Cesare Barbieri Courier* I (November 1958): 3.
302. See issues of the *Catalogue of Trinity College* for the periods discussed.
303. *Ivy* (1938), 166; *Trinity Tripod*, 13 April 1937.

304. Max M. Savitt to Albert C. Jacobs, August 4, 1954, Jacobs Papers.
305. *Hartford Times*, 8 November 1954; *The Hartford Courant*, 9 November 1954. In 1950, Dr. Webster, in collaboration with Martha Teach Gnudi, published *The Life and Times of Gaspare Tagliacozzi, Surgeon of Bologna, 1545-1599* (New York: Herbert Reichner). Tagliacozzi pioneered techniques in plastic surgery at the University of Bologna. See *Hartford Times*, 28 March 1958.
306. *Cesare Barbieri Courier* II (November 1959): 25.
307. *Trinity College Bulletin* LIII (December 1956): 14.
308. *Report of the Dean for the Academic Year 1957-1958*, 39; *Trinity College Bulletin* LIV (November 1957): 19.
309. *Trinity College Graduate Studies Catalogue, 1957-1958*, 21.
310. *Catalogue of Trinity College, 1957-1958*, 104.
311. *Catalogue of Trinity College, 1958-1959*, 106.
312. *Trinity Tripod*, 31 October 1956; *Hartford Times*, 12 December 1957; *Trinity College Bulletin* LV (February 1958): 15; *Hartford Times*, 17 February 1958; *The Hartford Courant*, 9 March 1958, and 20 March 1958; *Trinity College Bulletin* LV (May 1958): 9. The *Circolo*, however, went far beyond sponsoring visits by noted figures, and its meetings focused on a variety of activities relating to Italian culture, such as viewing Italian films and listening to students' accounts of their travels in Italy. There were occasional joint meetings with *Circolo Beatrice* at St. Joseph College, and on at least one occasion, the club enjoyed an Italian dinner courtesy of the women students of Albertus Magnus College in New Haven. *Trinity College Bulletin* LIV (May 1957): 12-13.
313. *Hartford Times*, 22 April 1958; *Report of the President of Trinity College, September, 1958*, 17; Trustee Minutes, June 6, 1958.
314. *Cesare Barbieri Courier* III (Spring 1961): 30; *Trinity Alumni Magazine* IV (January 1963): 4-5.
315. *Trinity College Bulletin* LVI (February 1959): 12.
316. *Salute to Italy: 100 Years of Italian Art, 1861-1961, April 21 - May 28, 1961* (Hartford: Wadsworth Atheneum, 1961); Belle Krasne Ribicoff, "Salute to Italy: 100 Years of Italian Art," *Cesare Barbieri Courier* III (Spring 1961): 22-23; Dr. Michael R. Campo '48, "The Cesare Barbieri Center of Italian Studies," *Trinity College Alumni Magazine* IV (January 1963): 4-5.
317. T. H. Parker, "Notturmo in La," *The Hartford Courant*, 9 October 1966. In discussing *Notturmo in La*, Parker noted that the production was "something of a departure in new directions, for the Center, for the community. We are not without an amplitude of opera here in Hartford, but this will be rather more avante garde. As La Scala has its Piccolo Teatro, so it is welcome to see the Austin Arts Center offering new horizons." On the opening night of the opera, the Barbieri Center inducted as a Fellow the director of the Connecticut Opera Association, Frank Pandolfi. Press release of October 15, 1966 in *Trinity College News Book, September, 1966 - October, 1966*, Trinity College Archives, Trinity College, Hartford.
318. *Trinity Alumni Magazine* VII (Winter 1966): 17; *Hartford Times*, 11 December 1968. Prior to the film's premiere, the Barbieri Center inducted the composer Arnold Franchetti as a Fellow.

319. Barbieri Endowment brochure, Fall, 1990-Spring, 1991, courtesy of the Barbieri Endowment for Italian Culture.
320. See a 10th anniversary review of the *Courier* by Professor Thomas G. Bergin of Yale University in *Italica* 47, No. 1 (Spring 1970): 119-120. In 1968, Professor Campo published *Pirandello, Moravia and Italian Poetry: Intermediate Readings in Italian* (New York: Macmillan), an anthology with introductions and explanatory notes encompassing the dramatic, narrative, and poetic genres of Italian literature from the earliest period through the 20th century, a work well received by reviewers. See, for example, *Italica* 46, No. 3 (Autumn 1969): 332-334.
321. *Trinity Reporter* 11 (Winter 1981): 5, and 13 (Fall 1982): 4-5. *Rassegna Degli Archivi Di Stato*, a scholarly Italian journal, published the full text of the documents with commentaries in its May-December 1983 issue (XLIII, No. 2-3). For his role in returning the documents and for his many contributions to the furtherance of Italian culture and its appreciation, Professor Campo received the highest honor the Italian government can bestow—Commendatore of the Order of Merit, the title of nobility and accompanying medal, presented on October 5, 1984 by Giulio deLorenzo, the Italian Consul General. *Trinity Reporter* 15 (Fall 1984): 6. Four years later, the College appointed Professor Campo the John J. McCook Professor of Modern Languages, and at Commencement in 1996 awarded him an honorary Doctor of Humane Letters degree. *Trinity Reporter* 18 (Winter 1988): 7; *Trinity College Commencement Program, 1996*. For further information on Professor Campo, see George B. Cooper, "Si Monumentum Requiris Circumspice. Michael R. Campo: A Personal Memoir," in a special issue of the *Cesare Barbieri Courier* entitled *Perspectives on Italy. Essays in Honor of Michael R. Campo*, edited by the Rev. Dr. Borden W. Painter, Jr. '58 (Hartford: Cesare Barbieri Endowment for Italian Culture, Trinity College, 1992), 1-22.
322. Memorandum from John H. Alcorn to Peter J. Knapp, February 5, 1998, Trinity College Archives, Trinity College, Hartford.
323. Application Form for the Barbieri Grant in Italian History, 1997, courtesy of the Barbieri Endowment.
324. *Trinity Tripod*, 5 March 1996.

CHAPTER VI

Currents of Change



During the 1960s and early 1970s, the United States experienced profound social and political change. Inspired by President John F. Kennedy's call to service, undergraduates across the country turned their attention beyond the campus, and found themselves confronting a multitude of concerns, including America's involvement in the war in Indochina, the struggles of the civil rights movement, and the collective sense of uncertainty that resulted from the assassinations of President Kennedy, Robert F. Kennedy, and the Rev. Dr. Martin Luther King, Jr. College students questioned the state of affairs in the nation, and challenged prevailing assumptions about authority and tradition.

At the same time, momentous events were unfolding on the international and national scene: the Bay of Pigs; the Cuban Missile Crisis; the Tonkin Gulf Resolution; the bombing of North Vietnam and the "incursion" into Cambodia; increasingly militant anti-war protests; the establishment of the Peace Corps; civil rights confrontations resulting in part from lunch counter sit-ins, "Freedom Rides," and voter registration campaigns; the passage of civil rights legislation, and the dawn of President Lyndon B. Johnson's Great Society; the outbreak of urban racial violence, beginning with the Watts riot in 1965; the death of Malcolm X; the rise of the Black Panthers; the revolution in sexual mores; the onset of the drug culture; undergraduate rebellions on campuses such as Berkeley and Columbia; the tragedies of Kent State and Jackson State; the phenomenon of Woodstock; the aberration of Watergate; the formation of the National Organization for Women (NOW); the triumphs of the space program; and the innovative music of the Beatles. Student disillusionment and disaffection gradually intensified and became increasingly radical, finding expression in action as well as in rhetoric. One of the earliest manifestos for change, *The Port Huron Statement* (1962), issued by Students for a Democratic Society (SDS), urged young people "to break through their privatism and political apathy," as Helen Lefkowitz Horowitz has noted, and strive for a new "participatory democracy."¹† Among students especially, there gradually emerged a "counterculture," which J. Ronald

Spencer '64, Associate Academic Dean and Lecturer in History, once characterized as "contemptuous of traditional mores, fueled partly by psychoactive drugs, espousing a vision of uninhibited sexuality, of a 'new consciousness,' of alienation overcome through the creation of a loving community — a sort of perpetual Woodstock Nation. On every hand, conventional wisdom was questioned, authority mocked, established institutions derided."²

Despite the changing nature of undergraduate attitudes and behavior, and the uncertainties of a nation increasingly beset by unrest, President Albert C. Jacobs was unwavering in his belief that an education in the liberal arts remained of crucial importance, and that Trinity was in the first rank of America's small liberal arts colleges. Among the various documents and memorabilia sealed in the metal box that he placed in the cornerstone of the Life Sciences Center on April 6, 1968, Jacobs included a letter addressed to the College's president in the year 2073 (the 250th anniversary of Trinity's chartering, and the 120th anniversary of Jacobs's inauguration). In the letter he reflected on the turbulence of the late 1960s, and the seemingly intractable problems of the moment — "a puzzling and dismal war," the "tragic problem of race and civil rights," "the plight of the American city — the urbanization of our population . . . [and] the increase of violence," and the inability of "the richest nation in the world. . . to abolish, or even to minimize, the plight of poverty."³ Jacobs then expressed his optimism about the future, declaring that "our students are more thoughtful in motive, more intellectually gifted, more concerned, and of greater potential for good than those of any earlier college generation. Earnest and eager, some tend to approach excess in their zeal to reshape society in a day or a week. But it would ill become us who are their elders to charge them with grievous shortcomings. It is we who have permitted wars, poverty, and political and social ills to mar their world The task of the liberal arts colleges in the years that intervene before you receive this greeting must be to provide the youth of our land increasingly with the knowledge and motivation that will build a national community and a world of peace."⁴

Five years earlier, in the spring of 1963, on the 10th anniversary of President Jacobs's inauguration, the Trustees' Executive Committee, while reviewing his annual compensation, discussed the matter of his tenure in office. Jacobs had just turned 63, and the question of when he should retire had not been raised at the time of his appointment. The College had no established mandatory retirement age for administrators, and after considerable discussion by the full Board in executive session, without the presence of Jacobs, the vote was unanimous to establish June 30, 1968 as the date of his retirement.⁵ As discussed in the previous chapter, the remaining years of Jacobs's presidency were particularly active, marked by an intense focus on fund raising and the continued expansion of Trinity's physical plant. During his final year in office, his health deteriorated considerably, and twice he underwent major surgery. As his retirement approached, Jacobs could take satisfaction that, during his administration, the undergraduate body had expanded from 900 to 1,250, and become more

geographically diverse; the number of full-time faculty had increased from 83 to 134; the College's finances had grown stronger through the raising of more than \$25 million, principally in two major campaigns; the facilities had been substantially enlarged and improved through the construction of four dormitories, an arts center, an administration building, a student center, two buildings devoted to instruction in the sciences, an athletic complex and two service structures, plus the renovation or expansion of several previously existing buildings; and Trinity had deepened and solidified its ties with Hartford.⁶

In President Jacobs's final public address, his charge to the members of the Class of 1968 at Commencement, he exhorted them to pursue a life of service "to a nation and to a society in which the need for men of courage and conviction, of integrity and leadership is more imperative, indeed, more crucial, than ever before in our history."⁷ He then challenged each graduating senior, "in the year immediately ahead, in the year 1968-1969, to seek out in the community in which you find yourself a young man of the culturally disadvantaged group, a potential candidate who is equipped or who can be helped to equip himself for admission to Trinity or to another college of similar standing. Help him, encourage him, plant in him the desire for higher education Doing so, you will advance not only one of the causes to which this College is dedicated, but you will also assume the responsibility of the educated man for social progress in our land."⁸ Among the honors the College accorded the retiring president were the conferral of an honorary Doctor of Letters degree, election as a trustee emeritus, and designation by the Trustees as president emeritus, the first in the College's history.^{9†}

A Decade of Student Activism; A New President Takes Office

In 1966, three years after they had stipulated the date for President Jacobs's retirement, the Trustees began the search for his successor. On January 19, 1967, Lyman B. Brainerd '30, the Board's Vice Chairman, announced at a special meeting of the faculty that five days earlier, one of his fellow trustees, Dr. Theodore Davidge Lockwood '48, Hon. '81 (*VI-1*), had been unanimously elected president. In his remarks, Brainerd acknowledged that "it is most unusual for a Board of Trustees to elect one of its own members to this high office. However, Dr. Lockwood's experience not only as a teacher and administrator, but also as an alumnus and trustee of the College makes him uniquely qualified to become Trinity's 15th President."^{10†} That there would be a president-elect for a period of 18 months was an exceptional situation, but as an editorial in the Winter 1967 issue of the *Trinity Alumni Magazine* stressed, neither the College nor President Jacobs considered the long period an "interregnum," and there was much work to be done, particularly in meeting the Ford Foundation funding challenge. The editorial's conclusion asserted that the intervening time would be the focus of "a new intensity of purpose as the years of one fruitful period flow with steadily increasing strength into the years of another."¹¹

The president-elect was the son of Harold J. Lockwood, Hallden Professor of

Engineering, and entered Trinity in the fall of 1942. An experienced skier, he served from 1943 to 1945 with the U. S. Army's 10th Mountain Division, participating in the Italian campaign, and returned to the College in 1945, graduating with the Class of 1948. Lockwood's academic achievements resulted in his election to Phi Beta Kappa and Pi Gamma Mu, and designation as valedictorian of his class. He also was involved in a number of extracurricular activities, including varsity football, the Senate and Medusa, and served as president of the Political Science Club. Lockwood received the Terry Fellowship to pursue graduate study in modern European history at Princeton, from which he received the M.A. degree in 1950, and the Ph.D. in 1952. He then served on the faculties at Dartmouth, Juniata College, and M.I.T., became Associate Dean of the Faculty at Concord College, and in 1964, accepted appointment as Provost, Dean of the Faculty, and Professor of History at Union College. For several years, Lockwood was a member of Trinity's Board of Fellows, and in 1964, he began service as an alumni trustee. Although history was his field of scholarly endeavor, he had wide-ranging interests, one of which was Volunteers for International Technical Assistance (VITA), an organization devoted to helping solve technical problems in developing nations, and whose board he chaired. He and his wife, Elizabeth, were the parents of three daughters and a son.^{12†}

Dr. Lockwood assumed the presidency of Trinity on July 1, 1968, and his inauguration took place the following October 12. In his inaugural address, "The Integrity of a College," he touched on several themes that would be reflected in his administration of the institution. For Lockwood, the liberal arts college in the broadest sense was "the arena within which we work out the meaning of human experience."¹³ To provide the atmosphere needed for this to occur, there had to exist: "openness to ideas, debate, and dissent [;] . . . commitment to the search for truth, beauty, and understanding [;] . . . [and] genuine concern for the individual, whatever may be his or her race or creed."¹⁴ The College had to be wary of the "new relativism" in higher education. The latter's expansion "during the last twenty years has reinforced academic fragmentation" while simultaneously producing "professionally equipped specialists. One result has been a hasty adjustment of academic expectations within a college to the occupational assumptions of the day, the imperial expansion of professional preparation."¹⁵ Another result of the prevailing relativism was "the shattering of general education. It is difficult to speak sensibly about the unity of learning when curricular coherence consists merely of fulfilling a few distribution requirements outside the major field . . . We must reassert the relatedness of all learning to the common goal of each person's search to make sense of his experience in life."¹⁶ Moreover, "if the independent college is to serve society effectively, it must retain its privilege . . . to examine society, and freely to question its assumptions and practices . . . [In addition,] a college must play an active role in helping to resolve, not simply to identify, issues off campus."¹⁷

Within the broad context of such concerns, President Lockwood went on to issue

several calls to action on the part of the College. First, in reference to a world rapidly shrinking on the global level, he believed there was a clear need for greater understanding of the rising expectations of other peoples, declaring that "Trinity affirms its intention to devise new approaches to improve international sensitivity among members of this community."¹⁸ Second, "Our own society offers ample challenges as well A college must explore new opportunities to relate itself to the wider community of which it is a part Trustees and alumni — quite aside from students and faculty, are already involved in community affairs and can join in that effort. Trinity affirms its commitment to consider new programs directly related to public service and to work closely with other groups in the Hartford community in creating a better environment for all citizens of this area."¹⁹ Third, the time had come for independent colleges "to restate the case for a liberal arts education." At Trinity, this effort would consist of "devising a new approach to general, multidisciplinary education and a sound judgement as to what criteria will be applied in determining which segments of knowledge appear in the curriculum."²⁰ Fourth, Lockwood asserted that liberal arts colleges should offer their students a wide range of opportunities "to understand the significance of science," adding that Trinity thus "affirms its continuing commitment to a program of studies explicitly related to man's need to make decisions in an increasingly complex environment."²¹ Fifth, because in his view flexibility in the curriculum was fundamentally necessary to foster learning, he declared that the College "affirms that it will experiment vigorously both inside and outside the formal curriculum to arrive at truly creative learning experiences."²² Finally, Lockwood argued that, in a community of learning, students should be afforded "ample opportunity to explain their ideas and join in implementing whatever commitment the community as a whole makes . . . Trinity affirms its determination to discover new means by which students, faculty, administration and trustees may cooperate responsibly in planning the future of this particular community."²³

The reference by President Lockwood to the College's commitment to public service had been reflected for some time in the concerns of the undergraduates, many of whom had sought to help address problems in the community or beyond through increased involvement in volunteer work. The 1960s were a time of extremes in the country, and energized by intellectual vitality and moral fervor, college students nationwide sought to counter the pervasive forces of gloom and devastation that were present on the national or international front, and whose manifestations were being reported daily in the press as well as on radio and television. Trinity students looked beyond the campus to engage in a host of local activities. Among these was tutoring disadvantaged children from Hartford's North End, particularly those from the black and Puerto Rican communities, under the auspices of CODE (The Committee Organized to Defend Equality), and the Hartford Tutorial Project, Inc., whose president was Robert O. Stuart '64. Serving on the Project's board of directors were Dean of Students O. W. Lacy, professors Philip Kintner (History) and Leon I. Salomon (Government), with

Vice President Albert E. Holland '34 providing fund-raising and financial advice.²⁴ Students also became involved with the North End Community Action Project (NECAP), the initiative of Peter B. Morrill '62. With the assistance of Robert H. Mitchell '64, Morrill guided NECAP in efforts to help clean up the North End, to improve job opportunities for blacks, particularly in "visible" forms of employment such as the work of waiters and waitresses, and ultimately to dispel the myth that blacks were "second-class citizens." During the summer of 1963, NECAP picketed Hartford-area businesses including restaurants, and in one case, engaged in sit-in tactics, reportedly the first such incident in Hartford, and among the first civil rights actions of its kind in the Northeast.²⁵ In addition, students worked on various projects with Edward T. (Ned) Coll and his Hartford Revitalization Corps, later organizing a chapter of the Corps on campus. In 1970, continuing interest in Hartford and its neighborhoods found an outlet in the Trinity Community Action Center (TCAC), an organization in which Kevin B. Sullivan '71 (later the College's Vice President for Community and Institutional Affairs) played a leading role. Through the coordinating efforts of the Center, students volunteered for tutoring and recreation programs, assisted community organizations in working on issues ranging from education to welfare reform, and arranged for courses and independent study in urban-related topics.²⁶

Galvanizing student interest early in the decade was the Benjamin Reid case, which George F. Will '62 (*VI-2*) brought to the campus's attention in the *Tripod*. A black man, Reid had been convicted and sentenced to death for the fatal bludgeoning of a Hartford woman in an attempted robbery in 1957. William Styron, the novelist, had discussed the case in the February 1962 issue of *Esquire*, and following the appearance of Will's article on February 19 in the *Tripod*, interest in the convict's welfare grew.²⁷ Mobilized by Will, Trinity students and faculty, among them professors C. Freeman Sleeper and William A. Johnson, both of the Religion Department, rallied to the cause. Involved also was Vice President Holland, whose contacts, organizational sense, and political acumen were vitally important. Holland was an opponent of capital punishment, based on his personal experience during World War II as a prisoner of the Japanese in Manila, and his near-execution at their hands.²⁸ In June 1962, the efforts of Reid's Trinity supporters led at the last hour to his sentence being commuted to life in prison. Professor Theodor M. Mauch (Religion) and several Trinity students later helped Reid learn to read and write, and to complete his high school diploma requirements. In November 1969, as a result of the Trinity community's continued interest, the State's Pardons Board reduced Reid's life sentence, making him eligible for parole, which, however, he forfeited when he escaped from prison the following spring and was apprehended.^{29†}

Other volunteer opportunities for students included involvement with various aspects of the civil rights struggle, working with patients in mental institutions, and following graduation, service in the Peace Corps or VISTA (Volunteers in Service to America). Perhaps the most dramatic and selfless instances of undergraduate partici-

pation in off-campus activities were the front-line efforts during 1962-1963 of Ralph W. Allen '64 (VI-3) and John H. (Jack) Chatfield '64 (VI-4), who took part in the voter registration movement in the Deep South spearheaded by the Student Nonviolent Coordinating Committee (SNCC). Both Allen and Chatfield worked in southwest Georgia, and their lives were constantly in danger during the months they spent in such rural communities as Sasser and Dawson. Allen became associated with SNCC in June 1962, following the conclusion of his sophomore year. He had driven to Atlanta with a large quantity of books for transshipment to an Alabama college, and had offered his services in connection with an integrated voter registration drive then underway in the Albany, Georgia area. Allen eventually took a leave of absence from Trinity, and spent more than a year with SNCC as a field secretary. In the spring of 1963, he was the victim of a beating, but remained undeterred.³⁰ That summer, while participating in a march, Allen and two fellow workers were arrested in Americus, Georgia, on various charges, among them attempting to incite insurrection, a capital offense under Georgia law. Held without bond for several months, they were convicted and imprisoned, but the conviction was later overturned by the Georgia Court of Appeals.³¹ The Trinity community rallied on Allen's behalf while he was awaiting trial, contacted congressmen, held protest gatherings, and sought the intervention of Connecticut Governor John M. Dempsey, before justice prevailed.

As Jack Chatfield once put it, "I was brought to Georgia by my college days."³² Inspired by, among others, George F. Will '62, who levelled "withering blasts against a host of heavily entrenched foes," including at that time, "a student body immunized against political understanding and commitments,"³³ and astonished at the news that his close friend, Ralph Allen, had been arrested, Chatfield resolved in the late summer of 1962 to journey south. Taking a leave of absence from the College, he lent his efforts, as had Allen, to the voter registration movement, becoming a field secretary for SNCC. Chatfield later characterized the work in which he participated as "the beginnings of a political movement without precedent in the history of modern America."³⁴ He, too, became the target of violence, suffering gunshot wounds in September when night riders fired on the home where SNCC staff were staying in Dawson, Georgia.³⁵ Chatfield eventually joined Trinity's faculty as a member of the History Department. His experiences in the early 1960s led him to organize a conference at the College in April 1988, on the history and activities of SNCC. Called "'We Shall Not Be Moved': The Life and Times of the S.N.C.C., 1960-1966," the three-day gathering reunited more than 120 SNCC workers and leaders.³⁶

As the decade of the 1960s progressed, the pervasive effect of the war in Indochina on American political and social life was increasingly felt. On campuses, students protested vigorously, engaged in teach-ins, and participated in local, regional, and national anti-war rallies. Intense feelings of distrust toward the nation's political leaders found their focus in the occupant of the White House, and influenced President Lyndon B. Johnson's decision not to run for reelection. Pent-up frustration

with the political system led to the militant demonstrations that disrupted the Democratic National Convention held in Chicago in the summer of 1968. Draft counseling and protests against the presence of military recruiters became widespread on college campuses, including Trinity, discussions of national policy issues assumed a more radical character, and elements of the "New Left," including the SDS, spoke out more vehemently on a range of concerns.

Student activist movements of various kinds had existed on college and university campuses periodically since the beginning of the 20th century. Allegiance to political philosophies varied across a wide spectrum. One of the earliest organizations, the Intercollegiate Socialist Society (ISS), was founded in 1905, and flourished in the pre-World War I era. Not a mass student movement in its early years, the ISS served to affiliate many local clubs that had socialist and liberal agendas. In 1921, it became the League for Industrial Democracy (LID). Another early group with a particularly radical orientation was the Young Intellectuals. In the 1920s and 1930s, other organizations came into existence, such as the Intercollegiate Liberal League, the National Student Forum, the National Student Federation of America, and the American Student Union. Concerns focused on issues ranging from compulsory service in the U.S. Army's Reserve Officers' Training Corps (ROTC) and infringement of civil liberties, to aspects of American foreign policy, including nonmembership in the League of Nations and the furthering of world peace. In the post-World War II period, there appeared such organizations as the Young Progressives of America, the Labor Youth League, the Progressive Youth Organizing Committee, the Young Socialist League, the National Student Association, and the Student League for Industrial Democracy (SLID), an offshoot of the League for Industrial Democracy. By then the country's oldest continuously active political organization for students, SLID could trace its lineage back to the turn-of-the-century Intercollegiate Socialist Society.^{37†} These and other groups focused primarily on issues related to civil liberties, civil rights, and global peace. Undergoing a transformation toward the end of the 1950s, SLID became Students for a Democratic Society (SDS), one of the most vocal student organizations of the 1960s.³⁸

The SDS had a strong campus orientation, and viewed students as agents for social change in the United States. Growing in influence at a period when American involvement in the war in Indochina was intensifying, undergraduate anti-war protest was mounting, and Black Power was supplanting nonviolent tactics as the driving force in the civil rights movement, the SDS held special appeal because it had a multi-issue focus. In the late 1960s, the SDS came to foster open revolution while falling victim to internal dissension over the means to the end.³⁹ At its 1969 convention in Chicago, the organization split into two factions: the Weathermen, who went underground as the result of the acts of extreme violence in which they engaged; and the Worker-Student Alliance, which emphasized organizing the working class. Neither group experienced success on campuses, and by 1970, each had failed in its aims.⁴⁰

Founded in early February 1966, the Trinity chapter of SDS, according to its first president, James L. Kaplan '68, espoused "the establishment of social democracy in the United States, and a humanist view of the rest of the world." It sought to promote both of these aims by means of a "dual approach of broad-scale political and social education and of political action."⁴¹ Although autonomous, the chapter agreed with the "values and purposes" of the national organization that were expressed in *The Port Huron Statement*, and which focused on the establishment of "a true representative social democracy," "effective equality of opportunity," "a reevaluation of United States foreign policy," "a commitment to non-violent means rather than violent means in the process of social change," and "the use of a popular movement and mass education" to accomplish these goals.⁴² The chapter's program for Trinity called for abolishing the mathematics requirement, establishing a sociology department, increasing the student voice in institutional decision making, undertaking community action projects in the North End, sponsoring lectures on campus, and speaking out on Vietnam.⁴³

The SDS chapter began to fulfill one of its program goals immediately when it sponsored a speech in February by Carl Oglesby, the president of the national SDS, who assailed American policy in Vietnam.⁴⁴ The following spring, the chapter held a panel discussion on civil rights,⁴⁵ and in May 1967, Nick Egleson, the new national SDS president, discussed the organization's program and goals in a panel presentation, asserting that people should be more engaged in questioning "the system." Declaring that a Trinity education was "insipid," another panelist, James L. Kaplan '68, past president of the Trinity chapter, demanded that the College "teach people how to function in a democracy by encouraging them to challenge and question authority."⁴⁶ The following January, the chapter sponsored a symposium on Vietnam,⁴⁷ and in October 1968, introduced a new initiative, the Radical Education Program (REP), which consisted of three parts: holding campus seminars on racism, national foreign policy, and the educational process; sponsoring SDS lectures at area high schools and preparatory schools; and arranging for SDS speakers to visit churches in the Hartford area in cooperation with the Hartford Seminary Foundation. Steven H. Keeney '71, SDS chapter president, and Robert B. Pippin '70, vice president, conducted the seminars, Keeney addressing various issues associated with cultural revolution, and Pippin dealing with theoretical aspects of radicalism.^{48†} By the end of the decade, SDS had run its course on campus. In 1969, the split of the national SDS into two factions shifted the focus of interest away from issues of immediate concern on college campuses, and the organization's appeal soon waned. By 1970, the Trinity chapter had ceased to exist.

In an address that he delivered at the 16th annual Business, Industry, and Government Dinner, which Trinity hosted on March 17, 1969, President Lockwood shared his reflections on student unrest. Employing a meteorological metaphor, he noted that on college campuses "we . . . live in the eye of the hurricane. Swirling

around us are all the vigorous movements within society [as well as] within the world Because we are at the eye of the hurricane, and not at the fringe, we cannot lift any barricades against intrusion and we have no shutters to close out uneasiness."⁴⁹ Colleges were not immune from society's problems, he contended, and cited an observation made by Dr. Harold C. Martin Hon. L.H.D. '70, Union College's president, that "The college is much more a mirror of society than the old will admit or the young concede."^{50†} Describing students as "restless, inquisitive, critical, articulate, and bright," Lockwood claimed that they were more "politically alert than any previous generation with the possible exception of the 1930s."⁵¹

In President Lockwood's view there were several causes of student restlessness, including a growing uneasiness with conformity and the impersonal, concern about the issues of war and the draft system as well as the nuclear standoff of the super powers, the imbalance between rich and poor countries, and of America's inability to address a host of social problems. He argued that an orderly process of change was crucial in dealing with these issues, and that in higher education, "we cannot allow confrontation to become the major, permanent extracurricular activity on campus."⁵² Furthermore, campus unrest was directly related to what was happening on campuses, Trinity included. "Political in bearing, worried about personal relationships, questioning the wisdom of elders, today's students carry these concerns to the walks 'neath the elms." All students, not just those of radical inclination, "note what is happening to faculty and administration as well as fellow students They see a faculty divided between professional absorption and devotion to a particular academic community. They see universities devoting major efforts to research rather than teaching. They see administrators consulting abroad or consumed with bureaucratic tasks of which they sense little relevance. They hear a series of private languages instead of one language for the community." In addition, the actions of students "often appear as a rejection of the belief in rational discourse."⁵³

To address student unrest, President Lockwood argued for the reestablishment of a community of interest on college campuses, and this called for a redefinition of the goals of undergraduate institutions. Teaching remained the chief concern of colleges. Students were seeking values by which to live, and trying to relate their education to what was going on in society. "Freeze-dried knowledge delivered in carefully packaged courses uninspiringly taught" was of no help. Colleges had to transmit knowledge effectively, and design new learning opportunities that would help students understand themselves as individuals accountable for the decisions they made. In this process it was necessary to move openly and seek student input, remaining sensitive to legitimate grievances while rejecting unreasonable approaches. The response should be intellectual rather than authoritarian, seeking to establish a community of constructive reflection.⁵⁴

President Lockwood concluded by stating that, in his judgment, the independent liberal arts colleges had the best chance to offer the programs and atmosphere essen-

tial for enabling students to contribute toward bettering society. Citing the remark made by Sol Linowitz, Chairman of the Executive Committee of the Xerox Corporation, that "a society which can send a man to the moon can also bring dignity into the life of every one of its citizens," Lockwood asserted that black power, reflecting the country's racial dilemma, demanded "an unequivocal answer from our colleges and universities if we are truly persuaded that discrimination and deprivation should not persist." By recapturing "that generosity of spirit which permits reason and compassion to prevail," colleges and universities could contribute to addressing the nation's social problems.⁵⁵ Such thoughts on the role of liberal arts colleges, and the challenges they faced in dealing with the complex issues regarding undergraduates would find expression in the course of Lockwood's ensuing presidency.^{56†}

The civil rights movement in the early 1960s heightened undergraduate awareness of race relations and the status of blacks in America, and prompted many Trinity students to ask why more blacks were not being admitted to the College. In a spring 1964 interview which appeared in the *Tripod*, F. Gardiner F. Bridge, Director of Admissions, stated that his office was always searching for "the best qualified candidates we can get, no matter who they are." Trinity was "vitaly interested" in encouraging blacks and other disadvantaged students to apply.⁵⁷ Prior to 1970, the College maintained no records on the racial background of its undergraduate or graduate students, and except for one instance in the 19th century, it is unknown precisely how many black undergraduates attended Trinity from the time of the College's founding until World War II. The first black person known to have received a degree from the College was the Rev. Edward Jones. A graduate of Amherst, in 1830 he was awarded a Master of Arts degree in course preparing him for a career as a missionary and educator. Jones became Principal of the Fourah Bay Christian Institution in Freetown, Sierra Leone, a school that later became Fourah Bay College of the University of Sierra Leone.^{58†} The name of the black undergraduate who attended Trinity in the early 1830s is unknown, and the only reference to him occurs in the published recollections of Robert Tomes, Class of 1835. The student reportedly was from Africa, and according to Tomes, received his degree and was ordained an Episcopal priest.^{59†}

By contrast, during the period from the end of the 19th century to 1920, a number of Asian students, especially from China, attended the College, and their enrollment was due largely to the influence of missionaries. From the end of the Civil War to the close of the 19th century, a considerable number of Trinity alumni became clergymen, especially priests of the Episcopal Church, and many of them served as missionaries, particularly among the American Indians and in China.^{60†} Chinese students may also have been attracted to the College because of the cordial reception Hartford had accorded an earlier generation of their countrymen who attended schools in the city and surrounding communities from 1872 to 1881, under the auspices of the Chinese Educational Mission to the United States. Established in Hartford by Yung Wing, the first Chinese graduate of Yale, the Chinese Educational

Mission coordinated the education of the students, prepared them for careers of service in their native country, and provided instruction in the Chinese Classics.^{61†}

In the postwar period, the number of black students and students from abroad who attended Trinity slowly began to grow. The Rev. Kenneth D. Higginbotham '50 was the first black to receive a degree after the war. From the late 1940s through the mid-1960s, a few black students from Hartford, other Connecticut communities, and from out of state enrolled at Trinity. Among those from Hartford was Ralph F. Davis '53, a graduate of Hartford Public High School, who was a member of the freshman swimming team and became the first black athlete at Trinity to letter in a sport (track).^{62†} In addition, there were several students from Africa.^{63†} The low numbers of black students enrolling at Trinity was a situation reflected at other private colleges and universities in the Northeast, many of which had relatively high tuition rates in comparison with public institutions. Enhancing the opportunity to pursue a college education was an important way of helping blacks improve their socioeconomic status, and institutions of higher education began to seek new ways of increasing the number of black applicants. In 1964, a \$150,000 grant from the Rockefeller Foundation enabled Dartmouth College to undertake a three-year experimental program known as "ABC" (A Better Chance), to help socially and educationally disadvantaged secondary school students improve their preparation for college. A collaborative effort between Dartmouth and the independent secondary schools that participated in the National Scholarship Service and the Independent Schools Program of the Fund for Negro Students, the initiative brought 35 black students and 15 other students from low-income families to Dartmouth each of three summers for an intensive eight-week period of study. Depending on their progress, the students then entered an independent secondary school, having already been granted admission and scholarship assistance on a contingent basis, and completed their preparation for college.⁶⁴

Commenting on the ABC program, Dartmouth's president, Dr. John S. Dickey, noted that blacks and other disadvantaged groups faced "a deepening and dangerous frustration of their aroused desires for equal opportunity unless more individuals from these groups can be qualified to lead in our society." "The main barrier to this development in most northern colleges," he contended, "is the lack of qualified applicants for admission and financial aid. Progress on the problem requires action at all levels and in various ways, but any swift, substantial improvement will depend upon qualifying more candidates for college from boys and girls now in the early stages of their secondary schooling."⁶⁵

Similar programs, on either an individual or group basis, were getting underway at the same time at other colleges and universities. In referring to Princeton's program, which had also received Rockefeller Foundation support, the University's president, Dr. Robert H. Goheen, stated that the hope was to prepare the students selected "to qualify for admission to any first-rate institution," and to make real the possibility that they

could exercise choice in selecting a college.⁶⁶ Dr. John A. Kershaw, president of Williams, noted that his institution's program was a cooperative venture with several other colleges, "one doing the actual training, two or three others, the recruiting, and all providing faculty members and undergraduate tutors."⁶⁷ Upon successful completion of the summer program, the students could choose one of the participating colleges. Kershaw hoped that one of the program's benefits would be an eventual increase in the number of well-educated black teachers.⁶⁸ In another joint effort, eight Ivy League schools and the Seven College Conference for Women received funding from the Carnegie Foundation to support the Cooperative Program for Educational Opportunity, whose objective was to encourage "promising high school students from all socio-economic backgrounds to prepare for the opportunities open to them." A major goal was to acquaint the students with the scholarship resources available to them through the cooperating institutions.⁶⁹

Smaller institutions such as Bowdoin and Swarthmore encouraged undergraduates to become admissions representatives, and to visit high schools, meet with guidance counselors and students, and encourage black students especially to apply for admission. Noting the "dearth" of black students at Trinity, a *Tripod* editorial in the spring of 1964 called on the student body to adopt a similar strategy. Visits to high schools, the editors hoped, might encourage disadvantaged students to consider applying to the College.⁷⁰ During that same year, as one way of intensifying its efforts to attract black applicants, the College cooperated with other institutions and organizations in developing a program directed at disadvantaged students from New York City. The Association of College Admissions Counselors (ACAC), in conjunction with the Higher Horizons initiative of New York City's Board of Education, had established a program to identify in its school system disadvantaged New York public school students with the potential for a college education.⁷¹ Trinity was a member of the College Admissions Center, a division of ACAC, and on the recommendation of Higher Horizons, the Center would forward to its members the credentials of likely applicants for admission. Each participating college would be obligated to accept at least one disadvantaged student.⁷²

In addition to such factors as academic record, class standing in secondary school, and College Board scores, flexibility and a certain degree of risk-taking in regard to nontraditional candidates were also important in arriving at a final decision on admitting an applicant. In mid-April 1968, W. Howie Muir '51, who had become Director of Admissions four years earlier, observed in a *Tripod* "Inside Feature" on admissions at Trinity, that the College had become more open-minded in admitting candidates. Recruiting qualified young men into the applicant pool and getting them to come to Trinity were major concerns. Muir was not optimistic about recruiting by alumni, who, from his perspective, were for the most part "out of touch with the drastic changes taking place in the College, and tend to want to interview established candidates, rather than really recruit new ones."⁷³ In the months prior to the publication of the *Tripod*

feature, members of the admissions staff visited an estimated 400 secondary schools in California, Texas, Illinois, Michigan, Florida, Virginia, Washington, D.C., New York State, Pennsylvania, and New England, including inner-city schools in metropolitan areas, and were just beginning to increase the pace of visits to public schools in New York City. Recruiting by students was experiencing some success under a recently instituted program in which undergraduates were matched with applicants in their home areas, contacts being made during spring vacation.⁷⁴ More effective, however, was the Freshman-Sophomore Honors Scholar Program, which the College introduced in 1967. The program helped a small number of incoming freshmen, many of whom were from disadvantaged backgrounds, adjust to Trinity's academic pace by permitting flexibility in the course load.^{75†} Based on the pursuit of such initiatives as these, the persistent and determined effort of the Trinity admissions staff began to yield results. The number of black students in incoming classes rose slowly from four in the fall of 1966, and eight the following year, to 10 in the fall of 1968, and 20 in the fall of 1969, plus four transfer students.⁷⁶ The following year, 1970, the total number of black undergraduates stood at 87, 6.8 percent of a student body of 1,493.^{77†}

In Muir's view, one of the major difficulties the College faced in attracting the broad spectrum of black applicants was that many of the black students then at Trinity were activists. Muir maintained that in 1967 the College had lost several black applicants "because . . . they were scared off. These kids don't want to be crusaders, they wanted to go to college, and they went someplace else."⁷⁸ In April 1967, the black students at Trinity formed the Trinity Association of Negroes (TAN), in part to make incoming black freshmen feel more at home on the campus. TAN's central goal was "the achievement and extension of awareness . . . of our heritage, awareness of our responsibility, awareness of our capabilities as black students."⁷⁹ Membership was open to all black students at Trinity, then 13 in number, and the organization was "rooted in the spirit of mutual cooperation and shared commitment," but was not intended "to dissociate or isolate ourselves from the remainder of the campus community."⁸⁰ TAN's organizers believed that the College needed to be more cognizant of the presence of black students on campus, and that there was a "definite need for a DISCLOSURE and ACKNOWLEDGEMENT of the fact of the black student at Trinity."⁸¹ With a view to "self education and education of the campus at large," TAN's program called for: meeting with the leaders of the local black community; sponsoring readings and exhibitions of the works of black writers and artists; recruiting black students, and welcoming incoming freshmen; establishing a library of material about blacks; and increasing participation in civil rights activities.⁸² The following fall, Alan S. Winter '68, writing in the *Tripod*, noted that TAN could work toward eliminating communications barriers between white and black students on campus, as well as help black students accommodate themselves to Trinity and be accepted as part of the community. In Winter's view, "although the environment is not hostile to his presence," the black student generally felt out of place at the College.^{83†}

Among the factors colleges and universities had to consider in the admissions process was how much financial assistance could be provided in cases of need. In keeping with many small colleges, Trinity had limited resources that it could commit to financial aid, particularly scholarships. During 1963-1964, for example, the College provided \$230,055 in scholarship assistance to just over 25 percent of the student body, and the average amount awarded was \$892, considerably less than the full tuition cost of \$1,400 a year. While a number of students received full-tuition scholarships, many were granted only partial tuition support.^{84†} One of the central goals of the fund-raising campaign launched in the fall of 1964 was to increase endowed support of scholarships. Although a long-standing need, it was clear that more scholarship aid would be required as the College implemented the Trustees' January 1964 decision to expand the student body from 1,000 to 1,250 during the period from 1965 to 1970. In addition, the cost of providing a Trinity education was rising, and tuition charges were increasing accordingly. During 1963-1964, tuition costs stood at \$1,400 per year, and were \$1,650 the following year.⁸⁵ By 1966-1967, tuition had jumped to \$1,850 per year, and by 1968-1969, it stood at \$2,100.⁸⁶ In 1967-1968, the College was able to provide a total of \$208,400 in aid to the freshman class alone, a marked contrast to the situation in 1963-1964. Of this amount, \$139,900 was in the form of scholarships, the remainder consisting of college loans, National Defense loans, bursary employment, and \$15,300 in Federal Educational Opportunity Grants. The average financial assistance package was \$1,985, and 31.8 percent of the freshman class received aid.⁸⁷ If further increases were to occur in the number of disadvantaged students enrolling at Trinity, the amount of funds the College designated for financial aid, especially scholarships, would have to be augmented on a continuing basis.

The assassination of the Rev. Dr. Martin Luther King, Jr. on April 4, 1968 stunned the campus community as it did the entire nation. The sense of shock, outrage, and revulsion found several outlets. In a three-day "witness" that began on the Quad the morning after King's death, Professor James W. Gardner, Jr. (English), conducted a solitary "public fast in shame and astonishment for my own violence and for the violence of my white brothers."⁸⁸ Implying institutional complicity in the country's race relations situation, Gardner stated that "Until Trinity College—its trustees, its administration, its faculty, and its students—shows more organized and effective concern for the violence our white structures nourish, I will not willingly leave this witness."⁸⁹ Among other responses on the part of the College community, students participated in memorial services for Dr. King at the Church of the Good Shepherd in Hartford as well as at the Chapel, where over 800 gathered, and speakers from the College and the local community engaged in a teach-in. At an all-College meeting on April 8, the student body resoundingly supported a resolution drawn up the previous evening by the Student Senate's Committee on Race and Poverty, and passed by the Senate in a unanimous roll call vote. The April 7 resolution called on the Trustees to use Senate

funds, an apportionment from each undergraduate's general fee, and matching funds from the College to establish scholarships for blacks and other disadvantaged students from the Hartford and New Haven areas.^{90†} The Senate also proposed increasing ties with St. Paul's College in Lawrenceville, Virginia, a predominantly black institution that Trinity was preparing to assist in connection with curricular matters under a federal grant, and the development of credit-bearing courses in black history and urban problems.⁹¹

In reaction to Dr. King's death, President Jacobs, who was just completing recuperation from major surgery, declared at the all-College meeting on April 8 that Trinity would "gladly cooperate with our students, our faculty, our administrators, our friends in doing all in the College's power effectively to resolve the racial issue in our community and in our country." Noting that progress would be achieved only gradually, he went on to urge the student body to follow "recognized procedures" when undertaking initiatives in furtherance of their concerns.^{92†} Jacobs also invited a number of students and faculty to his home to explore ways in which the College could utilize its resources to ease racial tensions in Hartford.⁹³

Several days prior to preparing its resolution on scholarships for black students, the Student Senate expressed frustration that prompt action had not been forthcoming on another resolution it had forwarded to the Trustees on March 30. Reiterating a proposal originally made early in the preceding month, the March 30 resolution demanded that the College establish a "4-4-4" (student-faculty-trustee) Joint Committee on Priorities. The Committee would "insure for the faculty and the undergraduate community the right of democratic participation in the areas of college decision-making that affect our lives," including "the size and composition" of the student body, the extent and variety of social facilities, new buildings, and a number of improvements in the academic program and in academic affairs in general.⁹⁴ The idea of the Committee grew out of disagreements with the administration during the course of the academic year in regard to the provision of additional social facilities, including a center for the senior class, changes in the parietal regulations in the dormitories, and the surprise announcement of a \$250 tuition increase.^{95†}

The parietal regulations controversy heightened student sensitivity to the disciplinary functions of Medusa, the self-perpetuating organization discussed in the previous chapter, which consisted of seven members of the senior class who "tapped" their successors in the junior class each spring. Undergraduate questioning of Medusa's authority, which derived from the Senate, had been increasing as the decade of the 1960s progressed. In the spring of 1967, at the suggestion of Dr. Roy Heath, Dean of Students (*VI-5*), a "3-3" Committee was formed, through the cooperation of Medusa and the Faculty Committee on Academic Standing and Discipline. The new committee's function was to handle severe infractions of the regulations governing undergraduate social conduct, an area of concern with which the faculty was not then involved. The "3-3" Committee, known technically as the Student-Faculty

Disciplinary Committee, consisted of three Medusa members and three faculty members, the latter drawn from a panel of six elected by the faculty for a three-year term. The Dean of Students called the Committee together when the need arose to deal with a particularly severe case of student misconduct.⁹⁶

Although not directly leading to the formation of a specific committee to address the issue, the dispute over social facilities did result in a peaceful demonstration by a large number of students. At an October 1967 forum, which Dean Heath sponsored, representatives from the administration and faculty, as well as Dr. Charles E. Jacobson '31 of the Board of Fellows, heard many students complain vociferously about the administration, which they described as "authoritarian and paternalistic." An article in the *Tripod*, discussing the forum, cited the administration for failing to maintain effective communications with the student body, a problem that had the effect of fostering an increasingly "skeptical and hostile" attitude among undergraduates.⁹⁷

The Senate's March 30 "4-4-4" resolution regarding a Joint Committee on Priorities received consideration by the Joint Committee on Educational Policy, whose trustee and faculty members expressed interest, but raised questions about the lack of trustee veto power except in matters concerning legality, and about student involvement in issues of faculty hiring and promotion.⁹⁸ Apart from such concerns, the issue of undergraduate participation in policy-level decision-making served to slow the pace of deliberation, although, a year earlier, at their April 15, 1967 meeting, the Trustees had approved undergraduate service on the special committee of the faculty concerned with revising the curriculum, leaving the "mechanics of meaningful student participation" to the faculty.⁹⁹ Another factor working to delay a full response to the Senate resolution on the "4-4-4" Committee was President Jacobs's planned retirement at the end of the 1967-1968 academic year and the resulting transition in leadership of the College.

On April 8, President Jacobs wrote to Leonard P. Mozzi '69, the Senate's president, thanking him for forwarding the "4-4-4" resolution, indicating that the matter had been referred for further study to the Joint Committee on Educational Policy, and its subcommittee, known as the Dialogue Committee, and that the full Board would consider the recommendations of the two committees at its June 1 meeting.^{100†} Because the Senate experienced a delay in having the April 7 scholarship resolution properly typed, the administration did not receive a copy unofficially until April 17. Two days later, Senate President Mozzi and Vice President Peter H. Ehrenberg '69 called on President Jacobs to ask about the scholarship proposal, and he informed them that he had developed his own proposal but could not disclose it prematurely. On April 21, the Senate once again sent a resolution to the Trustees concerning the scholarship proposal, requesting the Executive Committee of the Board to "act with all deliberate speed" in implementing it. President Jacobs did not officially receive the original April 7 resolution until the morning of April 22, when Senate President Mozzi delivered it to him in person. At that point it became clear that the Senate expected the Executive Committee to consider the precise terms of the resolution at

its meeting that day. Jacobs assured Mozzi that the proposal would be on the meeting's agenda. Members of the administration then proceeded to draft a response to the proposal for trustee consideration.¹⁰¹

Based on the April 7 scholarship resolution, the initial response of the administration was cautious, pending careful study. J. Kenneth Robertson (*VI-6*), Treasurer of the College, had noted on April 17 that the general fee was considered part of tuition from the point of view of the bookkeeping and accounting practices then in effect, and that it was impossible to determine how much of the funds for student activities came from the general fee, the latter covering the activities budget, student insurance, and the support of the Mather Student Center, as well as laboratory fees, vocational tests, and admission to athletic events. As a consequence, the *Tripod* noted that senators anticipated difficulty in having students determine which activities they would be willing to forego in favor of the scholarship fund. Robertson suggested that the solution might be to increase the general fee by \$50, but this would require approval by the student body before it could be considered by the administration.¹⁰²

The Sit-In and Its Aftermath

Undergraduate frustration at what was perceived as the College's deliberately slow pace of response to the Senate's resolutions, widespread distrust of the administration by the student body, mounting dissatisfaction with ineffective communication on a wide range of decisions affecting students, and a heightened sense of dismay at the state of racial relations in the country brought on by the assassination of the Rev. Dr. King, combined to create a highly volatile situation on the Trinity campus. On April 22, the Trustees' Executive Committee gathered at 4:30 p.m. for its scheduled meeting in the boardroom over the archway of the Downes Memorial Clock Tower. Present were: Dr. Jacobs; President-elect Theodore D. Lockwood '48; Lyman B. Brainerd '30, the Board's Vice Chairman; A. Henry Moses, Jr. '28 (*VI-7*); Henry S. Beers '18; Seymour E. Smith '34 (*VI-8*); William P. Gwinn, Hon. '61 (*VI-9*); Glover Johnson '22, Hon. '60 (*VI-10*); J. Kenneth Robertson, Treasurer of the College; Dr. Harold L. Dorwart, Dean of the College (*VI-11*); and Ms. Elisabeth (Betty) Belden, Executive Secretary in the President's Office.¹⁰³ The major item on the agenda was consideration of the Senate's resolution on the scholarship fund for black students. The terms of the proposal called for establishing \$150,000 in scholarship assistance. The Senate would coordinate the efforts of the student body in raising \$15,000 "through a Work Day or other similar means," and would pledge from its activities budget the difference between what the students raised and the amount specified. The College was asked to allocate \$60,000 toward the scholarship fund, based on an apportionment of \$50 from each student's general fee, and the Development Office was expected to procure \$75,000 in matching funds.¹⁰⁴ In addition, the Senate had requested Trustee support for faculty initiatives to develop courses in urban affairs, black history, poverty, and psychology of the ghetto, for expansion of the Education



Figure VI-1

The inauguration of Dr. Theodore D. Lockwood, Class of 1948, Hon. Litt. D., 1981, as the 15th president of the College, October 12, 1968. Lyman B. Brainerd, Class of 1930, Vice Chairman of the Board of Trustees, is shown presenting the College Mace to President Lockwood.



Edward P. Roberts, Jr.

Figure VI-2

George F. Will, Class of 1962, Hon. L.H.D., 1979 (left), in the editorial offices of the Tripod, with Keith S. Watson, Class of 1964 (center), and William F. Niles, Class of 1963 (right)



Figure VI-3
Ralph W. Allen, Class of 1964



Figure VI-4
Associate Professor of History
John H. (Jack) Chatfield, Class of 1964



Figure VI-5
Dean of Students Roy Heath



Figure VI-6
Treasurer of the College
J. Kenneth Robertson



Figure VI-7
A. Henry Moses, Jr., Class of 1928

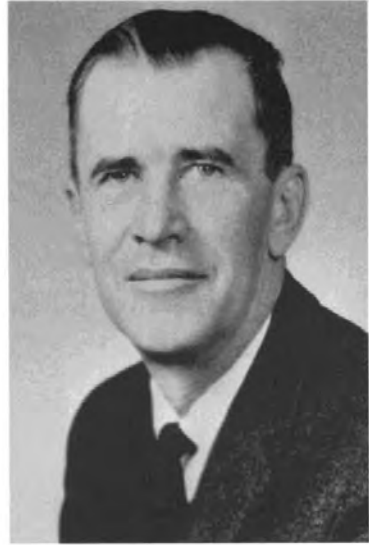


Figure VI-8
Seymour E. Smith, Class of 1934



Figure VI-9
William P. Gwinn, Hon. Sc.D., 1961

John Haley



Figure VI-10
*Glover Johnson, Class of 1922,
Hon. LL.D., 1960*

Conway Studios Corporation



Figure VI-11
Seabury Professor of Mathematics and
Natural Philosophy and Dean of the
College Harold L. Dorwart



Figure VI-12
Sign posted on the doors to Williams
Memorial by the sit-in demonstrators
(from the 1968 Ivy)



Figure VI-13
Director of Campus Security
Alfred A. Garofolo



Figure VI-14
Professor of Philosophy Richard T. Lee

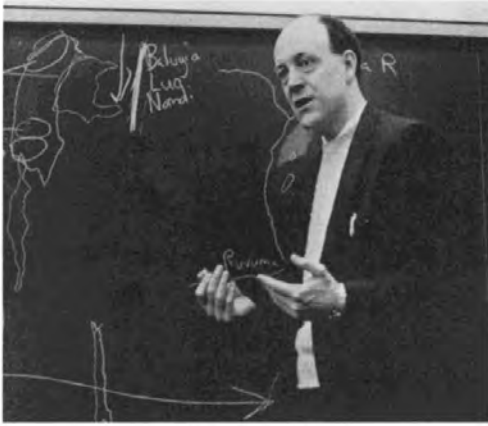


Figure VI-15
Professor of History and International Studies
H. McKim Steele, Jr.



Figure VI-16
James J. Goodwin Professor of
English Paul Smith



Figure VI-17
Charles H. Northam Professor of
History Edward W. Sloan III



Figure VI-18
Professor of Biology Frank M. Child III



Figure VI-19
Associate Professor of English
Robert D. Foulke



Figure VI-20
Professor of Government
Murray S. Stedman, Jr.



Figure VI-21
Dean of the Faculty Robert W. Fuller



Figure VI-22
Associate Administrative Dean
John S. Waggett, Class of 1963

Department, and for community development efforts.¹⁰⁵ The Executive Committee commenced its discussion, and the minutes state tersely what then occurred: "Consideration of the above proposals was brought to an abrupt halt when it was discovered that about 160 students had taken possession of the building and intended to prevent the trustees from leaving until they had agreed to their proposals. No decision could possibly be reached under these conditions and the trustees were finally allowed to leave the building at 8:30 p.m."¹⁰⁶

In an action unprecedented in the College's history, 168 students occupied the Downes and Williams administration buildings in an effort to force the trustees to consider the Senate's proposal concerning scholarships for black students. In an April 30 memorandum addressed to the Trinity community, including the alumni, President Jacobs reported the details of the "sit-in," and recapitulated the events, as then known, which led up to it. Prior to the Executive Committee's meeting, the administration had been aware that members of TAN, with the assistance of SDS, were planning a demonstration to urge implementation of the scholarship proposals. "We expected the demonstration to be non-disruptive—as have been most campus demonstrations in past years—," Jacobs noted, "though there were rumors of a possible sit-in in the Downes and Williams administration buildings At about 4:45 p.m. some one hundred and fifty students quietly entered the hallways of the two buildings. There was no disruption of the meeting nor of the College offices. At 5:15 p.m. one of the Trustees on the Executive Committee [William P. Gwinn] was excused from the meeting so that he could meet a prior engagement. Students standing by the doors of the Trustees' room blocked his path. . . he was not permitted to leave the room. Then my request that the trustee be permitted to leave was firmly denied by the students."^{107†}

According to the *Tripod*, President Jacobs "came out of the room and told the students that the Trustees had been giving 'very favorable consideration' to the proposal but that now they refused to consider it further. Jacobs asserted that the group would not work on the proposal under pressure."¹⁰⁸ As the Student-Faculty Disciplinary Committee Report later stated, the situation resulted in a deadlock: "the Trustees refused to consider the student proposal while the 'hold-in' continued, and the students refused to give up the 'hold-in' until the Trustees enacted the student proposal or its equivalent."¹⁰⁹ At 5:55 p.m., President Jacobs requested that Betty Belden be allowed to leave the building. The students complied and explained that they were not threatening the trustees. A. Henry Moses, Jr. '28 replied that he felt they were, but the Executive Committee nonetheless considered the scholarship proposal of great importance.¹¹⁰ About an hour later, Dean Dorwart asked several of the students to consider the terms of a scholarship proposal that President Jacobs had formulated, and to which the Executive Committee had given its informal agreement when deliberations were interrupted. The president's proposal offered \$15,000 from the College's general funds to match the money the Senate was prepared to allocate from its budget. The students rejected this offer because it fell far short of the \$150,000 the

Senate's proposal had envisioned. An hour later, a number of seniors who had just attended the Senior Class Banquet joined the crowd outside Downes and Williams, and a "counter-demonstration" developed. Shortly thereafter, at 8:30 p.m., TAN permitted the trustees and administrators to depart. The demonstrators then began an occupation of Williams in an effort to deny access to offices until the Senate proposal was implemented.^{111†}

The standoff continued throughout the night and during the ensuing day (VI-12). President Jacobs was loath to call in the Hartford police, stating in his April 30 memorandum to the Trinity community that he was determined to preserve the detachment of the College community in its free pursuit of inquiry and knowledge, "a privilege which is eroded each time the academic community is disrupted, however briefly, and it is a privilege which is eroded each time the academic community surrenders authority, however briefly, to an outside agency."¹¹² While Director of Campus Security Alfred A. Garofolo (VI-13) and his staff maintained close watch, the College administration proceeded to achieve resolution of the situation through the efforts of an *ad hoc* committee composed of members of the administration and the faculty. Shortly after midnight on April 23, agreement was reached, and at about 1:00 a.m., the demonstrators called off the sit-in, which had lasted for more than 30 hours.¹¹³ President Jacobs indicated that discipline of the students who participated in the sit-in would be carried out through the College's normal judicial channels. In the conclusion of his memorandum he stated: "the events of the 22nd and 23rd of April seem to me to constitute a tragic offense, one that threatened the very integrity of the academic community Violence was avoided. There was no damage. The College retained control of its affairs. There are no martyrs. While there was a brief disruption of College business, there was no loss of control over College affairs."^{114†}

Faculty reaction to the sit-in as reported in the *Tripod* ranged from sympathy and understanding ("heroic" and "justifiable") to disapproval and disgust ("arrogant" and "gangsterism").¹¹⁵ Professor Stephen Minot (English) viewed the demonstration as an effort on the part of the students to gain control over their "immediate environment," and to "shift priorities in the U. S. and in its educational institutions" through "appeals, demonstrations, or disruptions," forms of action that he considered "constructive instability, a strong insistence for program change." Minot further asserted that faculty members in general had failed to "provide ways in which students can be heard."¹¹⁶ Professor James W. Gardner, Jr. (English) believed that the faculty did not understand "the demonstrators' message," which, he claimed, was that "nearly a fourth of our students—and the brightest and most responsible are among them — honestly felt that the established and 'orderly' procedures for communication had not and were not working." Gardner went on to observe that "the so-called moderate faculty have expressed shock that civil disobedience was necessary on this campus. They praise the leaders of civil disobedience elsewhere, but they will not see that it was as necessary here as it was in . . . Memphis." "When these tactics are used against the 'politically

powerful;” Gardner pointed out, they were usually sanctioned, but when “applied against the powerfully uncommitted, the moans and groans begin.”¹¹⁷ Professor Heinrich H. Stabenau (English) held that the sit-in was unnecessary, and noted the “naive tendency on the part of the students to see everyone in Williams Memorial as villains.” In his view, the demonstration was the result of “misunderstanding, with neither side giving the other a chance.”¹¹⁸ In a panel discussion, “Are Students Revolting?,” the *Tripod* reported that Professor George B. Cooper (History) “challenged the tactics that were used, stating that the methods destroyed the validity of the ends. He felt that little imagination was used . . . to create ‘a viable means of communication.’” In Cooper’s view, the sit-in was “a confrontation of power with power, with none of the processes of scholarship evident. This in a community supposedly made up of scholars.” The demonstrators were “dude ranch moralists” who wanted to accomplish their ends without the support of a solid intellectual underpinning.¹¹⁹

The *ad hoc* negotiating committee, consisting of Dean Dorwart, Chaplain Alan C. Tull, and professors George C. Higgins, Jr. (Psychology) and Richard T. Lee (Philosophy) (VI-14), assured the demonstrators that it was fully empowered to find a mutually satisfactory end to the disturbance, and disclosed that Trinity was in the process of appointing a black admissions staff member who would be responsible for intensifying the recruitment of disadvantaged students.^{120†} The final agreement called for the College to provide sufficient financial aid for as many black students “as are available,” not just from the Hartford and New Haven areas, with a minimum guarantee of 15 full scholarships for disadvantaged students, and to match the Senate’s pledge of \$15,000 in scholarship funds, “with the intention to go as far beyond that as the budget of the college will allow.”^{121†} The student negotiating team submitted the terms of the agreement to their fellow demonstrators, who voted their approval. All participants in the demonstration agreed to accept the consequences of their actions in regard to discipline.¹²² In response to the College’s agreement to provide increased scholarship assistance for black students, the Senate later passed a motion made by Ralph G. White ’68, which called for students to contribute directly to the scholarship fund in an effort to demonstrate personal commitment in improving race relations, and to lessen reliance on an allocation of funds from the Senate’s budget. The Senate reaffirmed its pledge to make up the difference between what was raised and the \$15,000 total it had promised.¹²³

The local press reacted to the events of April 22 and 23 with such headlines as: “Trinity Students’ Lock-In Bars President,” “Trinity Trustees Outraged, Regret Students’ Action,” “Grave Issues Reign On Clear Spring Day,” and “Trinity Sit-in Ends, Funds Promised.”¹²⁴ The *New York Times*, under the headline “200 Youths Tie Up Trinity College,” noted that “Trinity College was virtually paralyzed today [April 23] by a civil rights demonstration . . .”¹²⁵ The Trinity story, however, was quickly swept off the front pages by the breaking news of the disruption that had begun at Columbia University, an occurrence that, in contrast to the situation at

Trinity, involved a much larger number of students, lasted over a week's time, and resulted in police intervention. Furthermore, Columbia was brought virtually to a standstill on a false pretext, as Mark Rudd, one of the incident's principal architects, later revealed. In a speech he gave in the fall of 1968, urging Harvard and other Boston-area students to carry out demonstrations of their own, Rudd admitted that: "We manufactured the issues. The Institute for Defense Analysis is nothing at Columbia. Just three professors. And the gym issue is bull. It doesn't mean anything to anybody. I had never been to the gym site before the demonstration began. I didn't even know how to get there."¹²⁶ In characterizing the Trinity incident, President Jacobs asserted in his April 30 memorandum that: "The direct outcome of the entire occurrence was, ironically, consistent with the desires of both the demonstrators and of the institution—a reassertion of commitment to take action of [*sic*] the problems of Race and Poverty 'within the scope of our ability to contribute meaningfully to the solutions of those complex and urgent needs.'"¹²⁷ At a special meeting on April 24, the faculty endorsed Jacobs's handling of the situation.¹²⁸

President Jacobs initially favored taking stern measures against the six students who had masterminded the sit-in, but soon determined that all of the participants should be brought before the Student-Faculty Disciplinary Committee (the "3-3 Committee") to face appropriate action. Of the six leaders, three were seniors, two were juniors, and one was a freshman. Also, three were white, and three were black. In regard to their fields of study, three were social science majors, two were humanities majors, and one was a science major. Subsequent investigation by the Student-Faculty Disciplinary Committee revealed that, in general, the 168 participants were "not a homogeneous group," and "represented a wide spectrum of the student body. Included in the group were many student leaders, varsity athletes, members of various academic and honorary societies, and others from all segments of the student population. The number of so-called student radicals was relatively small, and there is no way to distinguish that their involvement was any greater than that of other students."¹²⁹

Trinity undergraduates did not universally support the sit-in, although many sympathized with its goal. In referring to the demonstrators, one freshman stated that "I think what they're doing is idealistically correct but they got caught up and lost their perspective." Another student observed, "We're for the program but against the tactic." Yet another noted, "I don't think this is the right way to do it."¹³⁰ An editorial in the *Tripod* stated: "Crisis did not bring out the best in Trinity gentlemen," and urged the student body "to give careful thought to their policies, and to discard the use of 'crisis-diplomacy' as a viable political method."¹³¹ While the sit-in was underway, life seemed to continue more or less undisturbed on the campus, notwithstanding the serious nature of the situation. Several athletic events were conducted on schedule, and at one point, reportedly, there was an informal bocci game underway on the Quad.¹³² The *Hartford Times* noted that "it was a peaceful sit-in And it was a tidy sit-in. Student leaders assigned work crews to keep the administration building

clean 'so we can give it back to the administration just like we found it,' according to one protester.¹³³

The trustees present in the Board's meeting room were decidedly upset, and several were outraged. After his release, A. Henry Moses, Jr. '28, referring to the act of detention as "outrageous" and "illegal," remarked that "We are not going to act on the dictates of the students."¹³⁴ Henry S. Beers '18 stated that "the general purpose of what students demanded was excellent. But the action of the group was wrong." He was impressed that the demonstrators were "so orderly except for one thing: the completely illegal and inexcusable prevention of trustees from leaving the building."¹³⁵ The Board's Vice Chairman, Lyman B. Brainerd '30, president of the Hartford Steam Boiler Inspection and Insurance Company, described the demonstration as a "block-in" rather than a sit-in, and indicated that the Executive Committee might have come to a decision at its meeting except for the action of the students. "We were prepared to stay all night," he went on. Adding that, in his view, the demonstration undermined the students' cause, he concluded: "I think the executive committee members are broad-gauged enough not to hold the demonstration against them (the students)."¹³⁶

Another trustee present, Dr. Theodore D. Lockwood '48, recalled that he had been invited to attend the meeting in his capacity as president-elect. "I was not prepared for April 22nd, and can quite understand as one who was after all in full-time education, why the other trustees and the Executive Committee on that particular afternoon were so disconcerted and surprised."¹³⁷ Lockwood was recovering from a broken leg suffered in a skiing accident, and still wore a cast. He remembered that after William P. Gwinn had been denied exit from the boardroom, "we reassembled and really didn't know what was happening . . . There was no way either to get out of it [the room]—the stairwell was blocked—or to call out of it . . ." ^{138†} "Al Jacobs had not been well that spring," Lockwood continued, "and the situation 'caught him off guard.'" Opinions about what to do ranged across the spectrum, and Henry Beers reportedly stated that it was necessary to "understand what the issues are and help the president come to grips with them some way or another, and work our way out of this."¹³⁹ In Lockwood's view, the sit-in "crushed Jacobs. He was terribly shaken by it, quite properly regarded it as an affront to the trustees, for which he bore some responsibility in his view, and I think it was just he was not having that easy a spring physically . . . Here was graduation a little over a month away and all hell is breaking loose."^{140†}

The demonstrators had signed a petition stating that they were prepared to "assume a collective responsibility for the action, rather than permit only six men to bear the punitive burden."¹⁴¹ On April 25, Dean of Students Roy Heath read the charges against the demonstrators at an open proceeding, and on April 26, the Student-Faculty Disciplinary Committee (the "3-3" Committee) began to hold individual hearings for each student "on the charge of responsibility of restricting the right of access and exit" to the trustees and administrators in Downes.¹⁴² The "3-3" Committee consisted of professors Theodor M. Mauch (Religion), chairman, Don A.

Mattson (Mathematics), H. McKim Steele, Jr. (History) (*VI-15*), and Medusa members Samuel H. Elkin '68, Daniel L. Goldberg '68, and a classmate who participated in the demonstration and therefore disqualified himself from service on the Committee.¹⁴³ On May 17, 1968, the Committee issued its report. That same day, prior to the report's release, President Jacobs, in his executive capacity and as Chairman of the Board of Trustees, issued a formal "Statement Concerning The Disruptions" in which he reiterated the substance of his April 30 memorandum and stated that "the College will not condone any recurrence of the disturbances . . ." He went on to indicate that his statement was made prior to having knowledge of the penalties imposed by the Committee, or of the reaction of the faculty, which was "responsible for the behavior of the student body."¹⁴⁴ The Committee determined that the charges applied to 168 students whose names were appended to its report, and not to an additional 37 students originally thought to have been involved. The report found that: the incident was not inevitable and could have been avoided; the student proposal was so inflexible that it precluded consideration of other ways of financing the scholarships, and led to literal interpretation by students; there was an urgent need for the Trustees to be more open to student concerns and problems, and the procedures for dealing with student proposals needed to be clarified; and credit was due both sides in keeping the incident from becoming disorderly. The central finding was that communications on the part of the administration and the students were equally faulty, before and during the sit-in.¹⁴⁵

The Committee determined that there was an immediate action the College needed to take: the establishment of a "Trinity Interaction Center" (TIC), which would facilitate "interaction among individuals and groups toward a viable society and creative community," both at Trinity and in Hartford. Located on campus, the Center would have a governing board composed of representatives from the campus community and the Hartford community. In regard to disciplining the 168 demonstrators, the Committee recommended instituting a "pensum," through which students could demonstrate social concern in a concrete way. In the case of the seniors, the pensum had to be accomplished before graduation, and for the other students, by June 1, 1969. The pensum for each senior consisted of soliciting contributions from seven prospective donors toward a goal of \$400 that would help establish the Center and support its activities. A senior could also choose to carry out the pensum designated for freshmen, sophomores, and juniors, which required engaging in a wide range of social projects coordinated or approved by the Center.¹⁴⁶ At a special meeting on May 17, the faculty considered the report, and voted to approve it as well as President Jacobs's previously issued statement on the disruptions. Also receiving a favorable vote was a motion that required that the faculty rather than the proposed Center approve any special project a student might carry out as a pensum.^{147†}

On May 18, President Jacobs convened a special meeting of the Board of Trustees to consider the Student-Faculty Disciplinary Committee's report and recommenda-

tions. After considerable discussion, consensus emerged among the trustees that the disciplinary procedures in place were inadequate to address the severity of the incident, and that the pensums were insufficient punishment. Calling attention to the College Charter that stated that the Trustees had ultimate authority in matters of discipline, Glover Johnson '22 moved to expel the 168 students, and suggested instituting criminal proceedings against them. In his view, the students' actions were criminal, and the students involved should be held responsible. Lyman B. Brainerd '30, Vice Chairman of the Board, argued that the penalties the Committee's report proposed were too light, particularly in regard to the seniors. Many trustees held the view that because so much time had passed since the disturbance, it was too late for expulsion. On the other hand, amnesty was out of the question. Dr. Lockwood later recalled that "the trustees were badly divided because some wanted them [the demonstrators] expelled, some wanted [them] at least suspended, . . . the Board was just all over the hall, . . . [and] felt increasingly discouraged at how you could . . . keep the community from falling apart."¹⁴⁸ While maintaining that guerrilla tactics were unacceptable, Lockwood cautioned his fellow trustees that whatever action was taken should not result in making martyrs of the demonstrators, and that the disciplinary procedures then in effect needed review and strengthening. Following Lockwood's suggestion, which Henry S. Beers '18 and other moderate trustees strongly supported, the Board voted to enter "disciplinary probation" on the students' permanent record cards. The Trustees also made it clear that if there were any further infractions of the College's rules on the part of the freshmen, sophomores, and juniors, immediate expulsion would occur. The demonstrators could, however, petition the Trustees, no earlier than the beginning of the spring semester of the following academic year, and have the notation of the punishment removed from their records. The Trustees' action did not preclude a student from graduating upon successful completion of academic requirements. The Board also voted to receive the Student-Faculty Committee's report, but to withhold adoption of its recommendations.¹⁴⁹

The Trustees issued a public statement on their decision shortly after the conclusion of their meeting. After reviewing the statement, which, for some unknown reason, included no mention of the possibility of petitioning for removal of the punishment notation, Medusa immediately demanded that President Jacobs appear before them to discuss the situation. Explaining that her husband was exhausted from the day's deliberations, Mrs. Jacobs offered to speak with Medusa members, and went to meet them at Mather Hall in company with Dr. and Mrs. Dorwart. She pleaded with Medusa for understanding of Dr. Jacobs's condition, and suggested that they meet him the following Monday, two days hence. Displeased, Medusa called in Dean Dorwart, and expressed to him outrage at the Board's "interference with normal disciplinary procedure," alarm at the apparent possibility that freshmen, sophomores, and juniors might be "gagged" for the remainder of their years at Trinity, and shock at the realization that the penalty notation on a student's permanent record card might

bear negatively on admission to graduate school.¹⁵⁰

By Sunday, May 19, the situation had reached such a critical point that President Jacobs and Dean Dorwart, deeply dismayed by the hardening views on the part of students, faculty, and trustees, seriously considered resigning, but decided that if they "could weather the storm for three days, final exams were scheduled to start on Thursday," which would likely have a "sobering effect" on the students.¹⁵¹ On Monday, both men, together with Dean Heath, visited Vice Chairman Brainerd at his corporate office to determine whether there was any room for movement on the part of the Board in response to demands for reconsideration that the student body had made at meetings held the previous evening. Brainerd "replied in the negative," Dorwart recalled. "Mr. Jacobs then said, 'I guess you give me no alternative but to consider resigning.'" Dorwart "quickly said, 'If Mr. Jacobs resigns, I resign also.'"¹⁵² Brainerd was steadfast in his "steely attitude," and the three administrators returned to the campus. Later that day, in a conversation with Dorwart, Jacobs indicated that he "was determined to stay through Commencement," to which the Dean agreed with foreboding.¹⁵³

At a special meeting on May 20, called to consider the Board's action, the faculty adopted two resolutions. The first, which Professor Jerrold Ziff (Fine Arts) introduced, recommended convening a commission on the College's disciplinary procedures, with membership consisting of representatives from the Board of Trustees, the administration, the faculty, and the student body. The second, introduced by Thomas A. Smith '44, Associate Dean of the College, called for establishing a commission, as described in the Ziff motion, that would "meet to plan procedures by which the government of the College will be realistically and effectively established . . . with full cognizance of the role and responsibility of faculty and administration in matters of discipline, and with full cognizance of the roles and responsibilities of students and trustees, and established in a manner consistent with the needs of the College in the late 20th Century."¹⁵⁴ In addition, Smith moved that the faculty suspend its previous adoption of the Student-Faculty Disciplinary Committee's report, and respectfully requested the Trustees to suspend their action of May 18.¹⁵⁵

On the following day, May 21, in response to the faculty's action, Vice Chairman Brainerd released a statement, which he had prepared with the assistance of several other trustees. The statement declared that the Board stood by its decision in creating a new disciplinary penalty, but "did not intend to overturn current disciplinary procedures." Furthermore, beginning in the spring semester of the following academic year, students could petition the faculty's Committee on Academic Standing and Discipline for removal of the disciplinary notation from their permanent record. In addition, the statement continued, the Trustees were anxious to be cooperative in resolving the problems the College faced, and were therefore willing to designate members to serve on the Ziff-Smith commission.¹⁵⁶ Brainerd's statement was released in the late afternoon, prior to several student meetings scheduled that night. Frustrated at the situation, Medusa members resigned, unwilling any longer to perform their disciplinary

functions. Tension was growing, and the idea of a student strike was in the air, as word spread that the faculty would hold a special meeting the following day. At a 10 p.m. meeting of the student body, which adopted a resolution reaffirming the "integrity and legality" of the Student-Faculty Disciplinary Committee's recommended punishment of the demonstrators, Charles T. (Chuck) Kingston, Jr. '34, a trustee, argued that he felt "the faculty recommendations made a hell of a lot of sense." Kingston went on to state that he would discuss the situation with every trustee "as soon as possible," and observed, "I think you should make some effort to understand the trustees—they're really not a bunch of stupid jerks."¹⁵⁷ In Dorwart's view, Kingston's remarks "had the effect of keeping the lid on things that night. He deserves great credit for his action."¹⁵⁸

The following day, May 22, Professor Theodor M. Mauch (Religion) asked Dean Dorwart to arrange a meeting with Vice Chairman Brainerd, which proved unproductive. At its meeting later in the day, the faculty voted to designate three of its members to serve on the commission, and adopted a resolution by Professor Richard T. Lee (Philosophy) reaffirming the faculty's May 20th position regarding disciplinary authority. Then followed lengthy discussion of a motion by Professor Paul Smith (English) (*VI-16*) stating that, because there was "no instrumental definition of the phrase 'Disciplinary Probation' in any document concerning the order of the College, Therefore, be it resolved that no record of these charges shall appear on the college records of the charged students until the Commission can report back to the college community." The motion passed by one vote.¹⁵⁹ The newspapers carried reports of the faculty's action, which the students, according to Dean Dorwart, regarded as support for their position.¹⁶⁰ That same day, the students and the Trustees selected their representatives for the commission, and President Jacobs appointed three representatives of the administration. The Board's Executive Committee designated G. Keith Funston '32, A. Henry Moses '28, and Seymour E. Smith '34 for commission service, declaring unequivocally, however, that their action "in no way takes away the authority of the Trustees."¹⁶¹

The Commission on Disciplinary Procedures was not scheduled to meet until after Commencement, and the issue soon arose as to whether the notation of disciplinary probation should be entered on the permanent records of the student demonstrators. At its meeting on June 1, the Board of Trustees stated that the notation "Disciplinary Probation May 18-June 2, 1968" had to appear on the students' permanent records. If not, in the case of the seniors, graduation would not occur.^{162†} Dean Dorwart reluctantly ordered the entering of the notations.^{163†} On June 10, President Jacobs released a memorandum to the faculty and administration indicating that the "disciplinary probation" notation had been entered on the permanent records of every demonstrator. Each student and his parents were also notified.^{164†} At its meeting on June 12, 1968, the Faculty Committee on Academic Standing and Discipline authorized that the notation on the seniors' records be supplemented by a footnote reading "Notation Not Authorized by Faculty." Subsequently, the records of all of the demonstrators bore the footnote.¹⁶⁵

In retrospect, the Trinity sit-in testified to a breakdown of the climate of trust and respect for authority at the College, a phenomenon reflected in the country's political institutions as well as on many college and university campuses. The sit-in came at the zenith of the student movement in the 1960s, and in contrast to demonstrations at Berkeley, Columbia, and elsewhere, was peaceful and nonviolent. President Lockwood believed that "we went through it [the sit-in] in a fairly good manner, and I think people were unnecessarily self-critical subsequently because really there was no physical damage here. There was no bitterness created. Faculty didn't leave because of it. Some trustees had a little hard time recovering from it, but overall we handled it well."¹⁶⁶ Associate Academic Dean Spencer concurs with Lockwood's views, noting that "no elaborate 'mythology' [in regard to the sit-in] developed here (unlike at Columbia) to be transmitted to ensuing generations of students While it took Columbia a decade and more to get over its troubles, Trinity seems to have put the sit-in behind it pretty quickly, and without a lot of lingering wounds (save perhaps for some donors)"¹⁶⁷ Ironically, as previously noted, the steps the College had taken to increase the enrollment of black students soon resulted in significant improvements.

In connection with scholarship funds for black students, the results of the penums undertaken by the demonstrators in the Class of 1968 are unrecorded. In January 1969, the Senate launched a scholarship drive among the student body, the administration, and the faculty. Philip S. Khoury '71, head of the Senate Scholarship Fund that was coordinated by the Senate's Race and Poverty Committee, noted that it would require several years of effort on Trinity's part to increase the number of disadvantaged students enrolling at the College. Part of the fund drive's strategy involved approaching foundations, particularly those linked with families of Trinity undergraduates, and with President Lockwood's agreement, students pledged that they would raise as large an amount as they could.¹⁶⁸ In the years following, the student fund-raising effort gradually dwindled as memory of the sit-in faded, but the College remained determined to increase scholarship funding and to provide assistance to as many undergraduates as possible.

The sit-in resulted in a number of important changes at the College. The administration reviewed and strengthened judicial procedures and mechanisms for dealing with student discipline, became more sensitive to the need for flexibility in responding to student concerns, including participation in decision making, and sought to improve communications with the campus community. Called into question by their ineffectual response during the sit-in, established institutions of student government gradually disappeared, their place taken eventually by others, and activist-minded students turned their attention to various projects in Hartford coordinated by the Trinity Community Action Center. In addition, the faculty became aware that its increased participation in college governance across a broad spectrum of issues was critically important in maintaining and asserting its authority and powers.¹⁶⁹

During the spring of 1970, two other notable incidents of protest occurred on

campus, one an act of violence, the other an act of peaceful dissent. In the early morning hours of Wednesday, March 25, a fire bomb destroyed the reception area and heavily damaged an adjacent office in President Lockwood's administrative suite in Downes Memorial. The police investigation proved unsuccessful in identifying the perpetrator(s), whether on- or off-campus.¹⁷⁰ Later in the spring, as Associate Academic Dean Spencer recalls, "following the Cambodian 'incursion' and the killing of students at Kent State and Jackson State . . .," Trinity students, in keeping with those at hundreds of colleges and universities across the country, "declared a 'strike,' but here it was 'non-coercive,' which meant classes continued to be held for those who wished to attend them Students who preferred to spend the remaining week or two of the term working against the war were excused from attending—and also exempted from taking final exams."¹⁷¹ With the approval of the faculty, an estimated 800 to 900 students availed themselves of the opportunity to voice their disagreement with national policy.¹⁷² They engaged in letter-writing campaigns to members of Congress, circulated anti-war petitions in the Greater Hartford area, and spoke before a wide range of business and community groups. In Spencer's view, the noncoercive protest gave "non-radical students the feeling that they were making a real contribution to ending the war Compared to what was happening on a lot of campuses that tumultuous spring, . . . the conduct of Trinity undergraduates represented one of the bright, shining moments in the annals of student activism."¹⁷³

On the national scene, the student movement had peaked by 1970, and thereafter declined rapidly in importance and influence. In attempting to explain this phenomenon, Dr. Clark Kerr, president emeritus of the University of California (Berkeley), and former chairman of the Carnegie Commission on Higher Education, has noted the disappointment students felt that their efforts "to influence national policy . . . had been a failure They were turned off by the violence of Kent State and Jackson State, in Greenwich Village and in Madison. They wanted no part of it."¹⁷⁴ Kerr also maintains that "the movement had been taken over by the Weathermen, the Maoists, and the Black Panthers . . .," had come to embrace acts of illegality that were proving counterproductive, and there was uncertainty as to its future direction. In addition, radical student leaders had "misjudged the situation by believing that a minority of college students . . . could carry out a revolution all by themselves in a highly stable democracy." What Kerr found extraordinary in the movement's aftermath was that "college students of that generation became . . . the strongest supporters of a . . . conservative president . . . [;] the real 'movement' was to make money economically and to go right politically."¹⁷⁵

At its meeting on June 1, 1968, the Board of Trustees authorized President-elect Lockwood to appoint "an advisory council of four students, four faculty, and four members of the administration to meet with him during the coming academic year and to confer upon issues before the Trinity community."¹⁷⁶ Known as the Trinity College Council, the new body was advisory in nature, and its purpose was to

respond in a coordinated way to matters brought to it by the president, the administration, the Student Senate, and the faculty. In an article which appeared in the *Trinity Alumni Magazine* in 1969, the Council's secretary, Thomas A. Smith '44, then Director of External Affairs and former Associate Dean of the College, observed that, to his knowledge, the initial meeting of Council members in September 1968 "was the first time in the history of Trinity College that a group composed of students, faculty, and administrators had been gathered for the purpose, on a continuing basis, of conferring with and advising the President on non-academic issues which were of concern and interest to the college community. It was also the first time that such a group had come together as colleagues to deliberate upon policies which would influence the well-being of the institution . . . [, and] attempt to come to terms with issues and needs within a framework which could not simply endure dissonance but also convert it to consonance."¹⁷⁷

Lockwood considered the Council a great improvement over previous mechanisms, under which issues of mutual concern had been considered by different groups individually, a haphazard process that he believed contributed to slowing deliberation, blurring lines of responsibility, and impeding resolution. The Council was also expected to help the president improve communication with all constituencies in the College community. The student body and the faculty elected members to serve on the Council, whose first challenge was to review a new campus judicial system, which a committee of three (one student, one faculty member, and one administrator), drawn from the Commission on Regulatory Procedures and appointed by the president, had undertaken to develop during the summer of 1968.^{178†}

President Lockwood affirmed the importance of both the Council and the Commission at the faculty's meeting on September 11, 1968, the Council assembling for the first time that same day. During the 1968-1969 academic year, faculty membership of the Council consisted of: professors Edward W. Sloan III (History) (VI-17), chairman; Frank M. Child III (Biology) (VI-18); Robert D. Foulke (English) (VI-19); and Murray S. Stedman, Jr. (Government) (VI-20). Representing the administration were: Dr. Robert W. Fuller (VI-21), newly appointed Dean of the Faculty; Thomas A. Smith '44, Associate Dean of the College; Dr. Roy Heath, Director of Student Affairs and Dean of Students; and John S. Waggett '63 (VI-22), then Associate Director of Admissions. Pending a student election in November, there were three undergraduates on the Council: Joseph M. Connors '69, vice chairman; Peter H. Ehrenberg '69; and James M. McClaugherty '70. By 1970, Council membership had broadened to include representatives of the graduate students, parents of undergraduates, the College staff, and the alumni.¹⁷⁹

The Council was not a governing body, lacking authority in that regard, but a forum for discussion of issues important to the College community as a whole. Although Council members felt initially that all meetings should be held in executive session, Associate Dean Smith believed that the reversal of this policy, prompted by

its reexamination at the request of one of the undergraduate members, was "one of the wisest actions taken . . . during the year; for as time went on, it became evident that non-members who attended meetings often had as much to contribute as members and, more important to the well-being of the institution, the Council gave individuals and groups in the student body a very definite access to the initial process by which various college procedures and policies were formed or recommended. In the past this kind of access had never been so simple nor so available."¹⁸⁰ For the duration of its existence, the Council remained in an advisory capacity to the president, making recommendations for action on policy and administrative procedure, such as guidelines for the confidentiality of student records, which were adopted by the College, and a proposal for the appointment of undergraduate trustees, an innovative idea not taken up by the Board.¹⁸¹ By 1974, issues such as the quality of dining facilities, the need for an addition to the College library, and recommendations on how the College could respond to societal and global issues, including hunger, were coming before the Council. It soon ceased to play a major advisory role, and gradually fell into disuse.¹⁸²

During the spring of 1968, the 12-man Commission on Regulatory Procedures had begun to consider its charge. The Commission consisted of three members each from the student body, the faculty, the administration, and the trustees. A campus-wide student election, held in late May, resulted in the selection of Joseph M. Connors '69, James M. McClaugherty '70, and Robert B. Pippin '70. The Trustees designated G. Keith Funston '32, A. Henry Moses '28, and Seymour E. Smith '34 as their representatives; and President Jacobs appointed Dean Heath, Dean Smith, and John S. Waggett '63 of the admissions staff. The faculty elected professors Frank M. Child III (Biology), Edward W. Sloan III (History), and Murray S. Stedman, Jr. (Government). The Commission's first meeting occurred on May 27, when Professor Stedman was elected chairman, and Mr. Waggett was chosen secretary. The Commission's assignment was to develop specific recommendations "for new disciplinary and judicial systems at the College," and to report through President Lockwood to its four constituent groups by the following September.¹⁸³ The Commission later met on July 2, July 22, and August 13. A drafting subcommittee consisting of Dean Heath as chairman, and Professor Sloan, James M. McClaugherty, and Robert B. Pippin set to work preparing an "Outline of a Proposed Judicial System for Trinity College," which it presented to the Commission on July 22. On that date, Dean Smith joined the subcommittee, which prepared a revised draft for the Commission's consideration on August 13. With some amendments, the subcommittee's document was approved as the third part of the Commission's final report of August 28, the other parts consisting of an overview of the Commission's activities and a statement of assumptions underlying the proposed judicial structure.¹⁸⁴

The report called for the establishment of a disciplinary board consisting of three members of the faculty, three students, and three administrators. The faculty and student members were to be elected by their respective bodies, and the president was to

appoint the three administrators. All members of the academic community, including students, faculty, and the administration, were subject to the board's jurisdiction, and "any member of the college could seek redress of an offense committed by any other member . . . , a radical alteration of past practice."¹⁸⁵ The board would hold a hearing in each case brought before it, with the defendant having the right of due process. The decision rendered could be appealed to the president. Under the terms of the proposed disciplinary board, Medusa no longer had any disciplinary function, and remained only an honorary society for the senior class. In exceptional situations, the Trustees might intervene in disciplinary cases, based on their ultimate responsibility and authority under the College Charter.¹⁸⁶

Upset with a number of provisions in the disciplinary board proposal, including the lack of tighter guidelines regarding trustee intervention, the student body rejected it in a referendum held in early November. Nor did the faculty favor the proposal, voting against it on November 12.¹⁸⁷ While it was reviewing the Commission's recommendations, the Trinity College Council undertook a recodification of all regulations governing undergraduate conduct. Completing this effort in late September 1968, the Council largely eliminated the *in loco parentis* stance that had characterized the previous regulations. The new regulations appeared in preliminary form in the 1968-1969 student *Handbook*, and called for the Dean of Students to refer serious infractions to the Faculty Committee on Academic Standing and Discipline. This arrangement remained in effect during part of the following year under the revised regulations and procedures, and the Associate Dean for Community Life, a new administrative officer of the College whose position resulted from a reorganization of the Dean of Students Office, became responsible for referring cases to the faculty committee.¹⁸⁸

In March 1970, the College adopted the Trinity Adjudicative System, similar in many ways to the previously proposed disciplinary board. The System consisted of a Board of Original Disposition, whose three members were drawn from a nine-member Adjudicative Panel. The latter dealt with infractions of certain regulations, and a six-member Special Adjudicative Panel dealt with infractions of other regulations. There was also a six-member Appeals Board, and a set of procedures for amending College regulations and the judicial system itself.¹⁸⁹ The entire system underwent further revision, which resulted in the introduction in the spring of 1971 of a nine-member Board of Inquiry whose powers and responsibilities were part of the "Administrative Procedures in Matters of Discipline and Dispute" of which the College's Vice President, Thomas A. Smith '44, was the principal architect.^{190†}

President Lockwood had originally thought of the Trinity College Council as filling a void in College governance, but its advisory role as well as its function of venting issues vital to all constituencies of the Trinity community nonetheless proved helpful during the early 1970s. Medusa lost its disciplinary function as previously mentioned, and by the fall of 1969, had vanished from existence. An attempt in 1970 to resurrect Medusa as an honor society was unsuccessful due to lack of interest. The influence of

the Student Senate was also on the wane, the victim of student cynicism, and 1969-1970 was its final year as a viable political entity. Lockwood attributed its demise to the loss of budget authority for student activities, a function assumed by the Mather Hall Board of Governors, to domination by student activists, and to a lack of political acumen and coalition-building on the part of its leadership.¹⁹¹ The Mather Hall Board of Governors emerged as the sponsor of all-College student social functions, and by 1972-1973, was joined by the Student Executive Committee, the Student Activities Committee, and the Budget Committee, the latter two groups involved in coordinating and budget allocation functions. The Student Executive Committee consisted of "all students elected to serve on faculty committees, the undergraduate members of the Trinity College Council, and several students 'elected at large.'" ¹⁹² Formed in 1971 "to conduct student elections and to fill vacancies in student seats on faculty committees," the Committee received authorization through a student referendum in May 1972 "to exercise broader powers of student government."¹⁹³ The Student Government Association, successor to the Student Executive Committee, came into existence in 1974, and consisted of "students elected at large as well as one student from each committee of the College on which undergraduates serve." It dealt with a broad range of issues related to student life on campus, and became "the centralized, representative body for student government . . ." ¹⁹⁴ Since that time, it has continued to serve as the principal form of student government at Trinity.

Coeducation, Long Range Planning, and the Advent of Information Technology

Apart from dealing with the aftermath of the sit-in, President Lockwood had three major concerns in mind regarding the future course of the College when he took office on July 1, 1968. These were a thorough review and restructuring of the curriculum, the need to continue enhancing the institution's financial resources, and the question of whether Trinity "could afford to remain a men's college any longer."¹⁹⁵ As Lockwood later recalled, "the College was poised . . . to move in new directions. I've often felt that the timing was, in a sense, gratuitous, excellent for doing a lot of new things. People were prepared for it. It was, you might say, overdue . . . I really sat down and said, 'What do we tackle first? How do we move, because it's quite clear we're going to do a lot of things rather rapidly.'" ¹⁹⁶ There had been informal consideration of coeducation underway for some time on the part of a number of faculty and students. In March 1966, for example, Professor Donald D. Hook (Modern Languages) expressed his view in the *Tripod* that, were the College to become coeducational, it "would be the first private men's college (of 'quality') in New England to do this and would thereby create a unique institution for an area extending from north Jersey to Boston and west."¹⁹⁷ Hook then referred to a February 1964 *Tripod* feature article in which several faculty and administrators spoke favorably of coeducation at Trinity, and concluded that the time had come to "initiate some action."¹⁹⁸ Other colleges and universities were begin-

ning to consider the move to coeducation as well, among them Princeton. In early September 1968, a report that Princeton's Board of Trustees had commissioned concluded that for the University "to remain an all-male institution in the face of today's evolving social system would be out of keeping with her past willingness to change with the times . . . it would also mean that within a decade, if not sooner, Princeton's competitive position for students, for faculty, and for financial support would be less strong than it now is."¹⁹⁹ The report recommended that the University, which then had an undergraduate enrollment of 3,200, admit 1,000 women undergraduates.²⁰⁰

At the conclusion of his inaugural address on October 12, 1968, President Lockwood drew exclamations of surprise from many in the audience when he announced that the Board of Trustees had "unanimously agreed to begin immediately a study of the feasibility of co-education at Trinity and has approved an exchange of students with Vassar College during the second semester of this academic year."²⁰¹ Under Lockwood's leadership, the College proceeded to embark on a new course that has altered the institution fundamentally. As was the case with the G.I. Bill, the introduction of coeducation marked a profound change in the College, and has had a major impact on every facet of its institutional life, from the size of the student body, the content and breadth of the curriculum, and the composition of the faculty, to student life and intercollegiate athletics.

In a memorandum to President Lockwood, dated September 30, 1968, Dr. Robert W. Fuller, the new Dean of the Faculty, made a persuasive case that the time had come for Trinity to become a coeducational institution. Fuller noted that several institutions with which the College compared itself were either contemplating a similar move or had decided to admit women. Among them were Dartmouth, Wesleyan, Williams, Colgate, Hamilton, Union, Yale, and Princeton. Pressure was even mounting locally, and Dr. Laura A. Johnson, Hon. Hum. D. '75, president of Hartford College for Women, had recently suggested the idea of having its two-year graduates become non-residential candidates for the bachelor's degree at Trinity. The fundamental issue driving the decision to embrace coeducation, Fuller argued, was "the changing social patterns that have developed in the nation over the last several decades."²⁰² The majority of American youth were attending coeducational elementary and secondary schools, and the presence of women in white-collar occupations was becoming increasingly felt. Fuller also noted that the report prepared for Princeton's Board of Trustees had called attention to increasing preference on the part of high school students to attend coeducational institutions of higher learning. Trinity's application rate had begun to fall off, a matter of considerable concern. Coeducational institutions, however, had the advantage of selecting from a pool of applicants 10 times as large as the single-sex institutions, whose applicant pool was steadily shrinking. Furthermore, Fuller argued, that shrinking pool contained fewer talented students, and a diminution in the number of exceptional students would lead in the long run to a faculty of lesser quality. In contrast, a coeducational Trinity could

expect to attract more talented students from a much larger pool of applicants.²⁰³

In regard to the impact of coeducation on the curriculum, Fuller maintained that careful selection of women applicants would assure the retention of curricular balance, and that adjustments to demand for new areas of study could be made gradually. In the classroom, he foresaw the advantages of the differing points of view women undergraduates could bring to discussion and debate, and argued against establishing a coordinate women's college where men and women would be unlikely to mix in the classroom. Coeducation would also enhance the College's social climate. Financially, Fuller's view was that the cost of educating women students was equivalent to that of men, although additional dormitories and athletic facilities would have to be provided. He was also confident that alumni, especially those younger in age, would prove enthusiastically supportive. In conclusion, Fuller posed the central question: could the College "retain its level of excellence if it remains all-male? Is Trinity's future excellence as a national college best assured by its opting for uniqueness in terms of an admissions policy with diminishing appeal? There can be little doubt that the chief concern of those in the Trinity community lies not with maintaining an outpost on the educational prairie but in guaranteeing future excellence."²⁰⁴ If it acted promptly, Fuller asserted, the College could undertake the necessary planning and lay the groundwork for coeducation during the 1968-1969 academic year. The principal reason for swift action was that "If we were to strike out boldly we could skim the cream off the untapped reservoir," getting the jump on Wesleyan, which was scheduled to become coeducational in 1970. "If we remain cautiously behind Wesleyan and the others, they will get the cream. By seizing this unique opportunity we might well surpass, in one bound, the Little Three schools in the quality of our student body. Few such opportunities are presented in an institution's history."²⁰⁵

In a letter to President Lockwood written a few days before, on September 24, Dean Fuller stressed the importance of strategy and timing in dealing with the Board of Trustees on the issue of coeducation. "I urge you to play it 'close to the horns' for only there lies the chance for a great presidency," Fuller contended, "and in these times nothing less will suffice. On the other hand, too close, or ill-timed, and there is no presidency at all, and more important, irreparable harm to the entire college."²⁰⁶ Fuller went on to maintain that the College could avoid the agony of a prolonged decision-making process, partly because other colleges had already paved the way, but especially because "everyone at Trinity is sick of soul-searching and hungry for a dramatic, progressive move." By announcing the introduction of coeducation soon, the College could "enlist faculty and student help, and set the whole community working to prepare the way, having freed them from the paralysis of trying to convince the few unconvinced."²⁰⁷

In mid-October, Dean Fuller advised Lockwood on the composition of the joint committee of trustees, faculty, administrators, and students that the president was planning to appoint to study coeducation. Fuller maintained that the selection of particular trustee and faculty members would be critical in swaying the views of several

trustees who, at that point, were either opposed to coeducation or skeptical, chief among them former president G. Keith Funston '32. Among the trustees who could be persuasive, in Fuller's view, were Barclay Shaw '35 (VI-23) and the Rt. Rev. Walter H. Gray (VI-24), both of whom were supporters of coeducation. As for the faculty members, Fuller thought the appointment of Professor Edwin P. Nye (Engineering) (VI-25) could prove advantageous. He could reassure trustees that Trinity's science curriculum would retain its strength under coeducation. In addition, Fuller suggested that W. Howie Muir '51, the Director of Admissions, be appointed to the committee, recommended the names of several members of the Board of Fellows, and was confident that there were three "sober, mature, presentable students" whom Lockwood could appoint.²⁰⁸

Soon thereafter, President Lockwood designated the members of the Committee on Coeducation. William R. Peelle '44 of the Board of Fellows was appointed chairman. The trustee members were Bishop Gray, Barclay Shaw '35, and George W. B. Starkey '39, M.D.; faculty members were professors Edwin P. Nye (Engineering), Kathleen O. Hunter (Government), and Ronald J. Lee (English); administrators were W. Howie Muir '51 and Leonard R. Tomat, Assistant Dean of Students; and the students were A. Kirk Marckwald '69, John C. Chapin, Jr. '70, and Joel H. Houston '71.²⁰⁹ While the Committee proceeded to undertake its charge, reactions varied about the possibility that Trinity would become coeducational. As anticipated, some alumni strongly objected, many of them of the older generation, while others were enthusiastic. In early October, before President Lockwood's inauguration, the *Tripod* conducted a poll of the student body in connection with the news that coeducation was likely for Williams, Wesleyan, and Kenyon College. The poll sought to determine the strength of support for coeducation at Trinity.

Of the 802 students who participated, 607 responded in the affirmative, many of them urging rapid action.²¹⁰ Reflecting this sense of urgency, David Sarasohn '71, contributor of a feature article in the December 10 *Tripod*, argued that coeducation had become "a matter of Trinity's survival." Other institutions such as Yale, Princeton, and Wesleyan had decided to become coeducational, and "in such company, Trinity might soon be the only all-male college."²¹¹ There was a growing feeling on campus, he maintained, that "the College must be responsible to its society, and must, to provide a liberal education, reflect the elements of society. Part of that is agitation for more blacks on campus, another facet is the demand for coeducation." Sarasohn went on to cite an observation by Fred M. Hechinger, education editor of the *New York Times*, who believed that an important factor contributing to the surging interest in coeducation was "the changed role of women in American educational society. The number of girls who enter graduate school and the professions is increasing. The Victorian concept that some academic areas and disciplines are less ladylike than others is vanishing."²¹² Sarasohn maintained that, in Trinity's case, "the desirability of coeducation is outweighed only by its urgency," and proposed, for a brief



Figure VI-23
Barclay Shaw, Class of 1935



Ted Kosinski

Figure VI-24
The Rt. Rev. Walter H. Gray,
Hon. D.D., 1941



Figure VI-25
Karl W. Hallden Professor of
Engineering and Dean of the Faculty
Edwin P. Nye



Grover W. Grogan, Hartford Times

Figure VI-26
Alyson K. Adler became the first freshman coed to
sign the Matriculation Register at ceremonies
held in the Chapel on October 20, 1969. Professor
Rex C. Neaverson (Government),
Secretary of the Faculty, looks on.



Al Ferreira, Hartford Courant

Figure VI-28

The first four women to receive undergraduate degrees from the College are shown at Commencement on May 31, 1970 with President Lockwood. Left to right: Elizabeth M. Gallo, Judith A. L. Odum, Judith (Judy) Dworin, and Roberta J. Russell.



Figure VI-27

*Assistant Athletic Director
Robin L. Sheppard, M.A., 1976*



Courtesy of Professor August E. Sapega

Figure VI-29

Trinity's first two women engineering majors, Cynthia E. Bromberg, Class of 1975 (left), and Dorothy J. Greenberg, Class of 1974 (right), shown with Karl W. Hallden Professor of Engineering August E. Sapega



Figure VI-30
H. Susannah Heschel, Class of 1973,
the first woman editor of the Tripod



Figure VI-31
Professor of Sociology
Noreen Channels



Figure VI-32
Dean of the Faculty
Andrew G. DeRocco



Figure VI-33
N. Robbins Winslow, Class of 1957,
Associate Dean for Educational
Services (later Director of International
Programs and Educational Services)



Figure VI-34
Vice President for Development
Constance E. Ware



Figure VI-35
Vice President for Finance and
Treasurer Robert A. Pedemonti,
Class of 1960, M.A., 1971



Figure VI-36
James F. English, Jr., Vice President
for Finance and Planning,
later President of the College

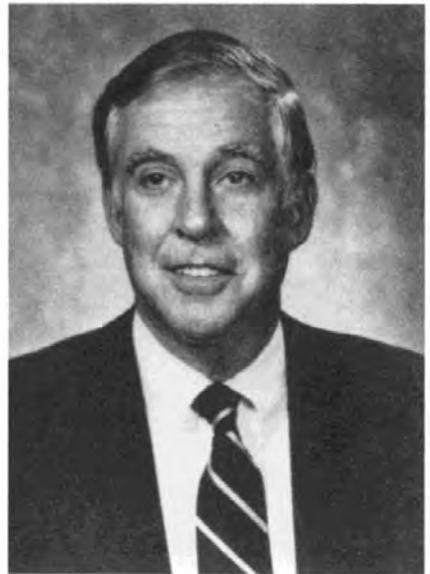


Figure VI-37
Gerald J. Hansen, Jr., Class of 1951,
Director of Alumni and College Relations
(later Secretary of the College)



Figure VI-38

Associate Academic Dean J. Ronald Spencer, Class of 1964

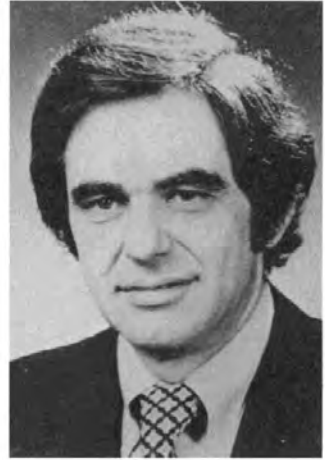


Figure VI-39

Dean of Students David Winer



Figure VI-40

Professor of Economics Robert A. Battis

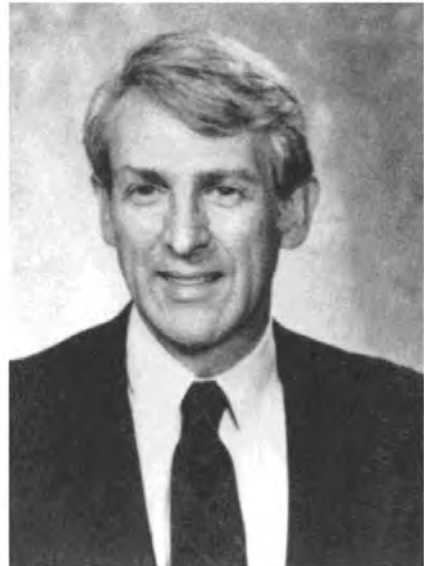


Figure VI-41

The Rev. Dr. Borden W. Painter, Jr., Class of 1958, Professor of History (later Dean of the Faculty and Interim President)



Figure VI-42
Charles A. Dana Professor of
Mathematics Robert C. Stewart



Figure VI-43
Professor of Political Science
Clyde D. McKee, Jr.



Figure VI-44
Associate Professor of English
Richard P. Benton

Deford Dechert



Figure VI-45
Professor of Religion and International
Studies Leslie G. Desmangles

period, reducing by 100 the number of men in incoming classes, then averaging about 350, and admitting 100 women. In time, the College would gradually expand the undergraduate body, and a better balance would result.²¹³

Details of the Vassar exchange program gradually became available as the fall semester advanced. Responding to the announcement of the program in President Lockwood's inaugural address, Professor Edmond L. Cherbonnier (Religion) observed that "a century-long era of old-world monasticism and New England Puritanism has come to an end at Trinity."²¹⁴ The expectation was that about 25 undergraduates from the College would apply for study at Vassar during the spring of 1969, and a roughly equivalent number of Vassar students would come to Trinity. Dean Fuller anticipated that the College would offer new courses in anthropology and sociology, thus reflecting the beginning of a trend to broaden the undergraduate curriculum that was then undergoing intensive review. By late November, the *Tripod* reported that 20 women students from Vassar would be on campus the following semester, and that a similar number of women would be attending Colgate University and Williams College, the other two institutions participating in the exchange.^{215†}

Early in January 1969, the Committee on Coeducation submitted its report, which recommended that the College become coeducational. Citing the quality of the Trinity educational experience, which would be "improved considerably if the complementary perspectives of both men and women are regularly available in the classroom," the report pointed to the additional benefits of a considerably enlarged applicant pool, an improvement in the "quality and diversity" of the student body and the resulting enrichment of life on campus, continuing adherence on the part of the College to the mission of offering a liberal arts education, and the potential for strengthening undergraduate study of the sciences by attracting larger numbers of students interested in pursuing scientific careers. Central to the report's recommendation was Trinity's recent "emergence as a college with a national constituency and, correspondingly, a national reputation. The Committee feels that to protect and to enhance Trinity's reputation as a national college it is imperative that we now undertake the education of women at the undergraduate level."²¹⁶ The Committee saw the additional costs attributable to coeducation as a minimal problem in view of the benefits gained, and noted that Trinity's dormitories could accommodate additional occupants and were already suitable for use by women. With respect to the number of women to be admitted and the potential effect on the size of the College, the report recommended that the ratio of men to women be 3:2, while a minimum acceptable ratio was 2:1. In this connection, the Committee was firm in its belief that Trinity "should not let the number of male students fall below the figure of 1000," particularly in light of the need to remain competitive with Trinity's sister colleges in intercollegiate athletics. Following the suggested ratios would lead gradually to an expansion of the undergraduate body to 1,600, composed of 1,000 men and 600 women. Finally, the Committee urged that the College introduce coeducation in the fall of 1969 by admitting women to the incoming fresh-

man class. As a result, the undergraduate body would increase to 1,600 by 1973.^{217†} Most importantly, timing was crucial, and the exchange program with Vassar would help the College anticipate challenges associated with this bold move. By acting decisively, Trinity could assume a position of leadership among its peer institutions that were also contemplating coeducation.^{218†}

In support of its recommendations, the Committee cited the results of surveys it had conducted among the faculty and the student body. Three-quarters of the 117 faculty members queried believed that the presence of women undergraduates would result in improving Trinity's academic program. Seventy percent held the view that teaching classes with men and women would be more rewarding than teaching only men, while 81 percent favored fully integrated classes within a unified curriculum. In addition, 79 percent of the faculty believed that coeducation would result in attracting better-qualified students to Trinity, and 60 percent maintained that faculty recruitment would be greatly enhanced. Finally, 87 percent of the faculty agreed that coeducation would lead to a more stimulating student social life and to the enrichment of student activities.²¹⁹ Of the 732 students responding, 78 percent favored coeducation, and a 50:50 ratio of men to women emerged as the optimum over 60:40 by a margin of eight percentage points. Ninety percent of the students approved of fully integrated classes, and 67 percent believed that coeducation would help attract better-qualified students to Trinity. Finally, 74 percent maintained that the range of extracurricular and cultural activities would expand, while 85 percent held that Trinity's social life would improve.^{220†} As the early years of coeducation at Trinity unfolded, many of these views were borne out in reality.

Acting upon the recommendations of the Committee's report, on January 11, 1969, the Trustees voted to "approve the admission of qualified women to degree status, effective September, 1969," and also authorized expanding beyond 1,250 the undergraduate enrollment of "men and women in such manner as shall be appropriate to the goals of the College and within its resources so to do, subject to annual review by the Trustees."²²¹ The admissions staff began to recruit women students aggressively, and W. Howie Muir '51 reported in late February that the response had been "terrific." Interviewing of applicants would be going on "around the clock," and an estimated 600 women were then in some stage of the application process. Encouraging also was the increase in applications from men, which had risen by 200 over the 1,500 the College had received the previous year. Muir expected about 375 freshmen in the Class of 1973, 75 of them women.²²²

On April 12, President Lockwood reported at the Trustees' meeting that, as of that point, Trinity had received 2,045 applications, 1,710 of which were from men, and 335 from women. Furthermore, 40 black students had been offered admission, and the need for additional scholarship funds for all students was becoming a matter of increasing concern.²²³ By May 31, the number of applications stood at 2,174. Of the 427 candidates accepted, 269 were men, and 105 were women. In addition, four men and 49

women were transfer students, and 104 members of the incoming class were eligible to receive financial aid.²²⁴ In September, the final count of the Class of 1973, not including transfer students, was 373, consisting of 267 men and 106 women (VI-26). The women were drawn from 18 states, including Alaska, as well as from Bermuda and Belgium. The number of women transfer students remained firm at 49, and there were several women exchange students from other colleges attending Trinity that fall.²²⁵

The women undergraduates quickly entered into the everyday life of the College. Twenty-five years later, Thomas A. Smith '44, for many years Trinity's Vice President, recalled that, in preparing for coeducation, the administration engaged in careful planning, but avoided over-planning and a preoccupation with micro-details.²²⁶ In addition, the experience derived from the Vassar exchange program the previous spring proved helpful in anticipating certain adjustments the College had to make, particularly regarding the physical plant and support services. In general, Trinity was as well prepared as it reasonably could be for the arrival of women undergraduates in the fall, although there were inevitable instances when quick thinking and resourcefulness were required to address unforeseen problems. As to housing during the 1969-1970 academic year, the administration placed 121 women and 125 men in the South Campus complex, which was well-suited as a coed dormitory. The sixth floor of the High Rise Dormitory was set aside for the women exchange students.^{227†}

The first women students were pioneers, blazing the trail for their successors. Over the course of the ensuing three decades, coeducation has become fully integrated into all facets of the College's institutional life, ranging from the academic program and intercollegiate sports to extracurricular activities and social life. Participation in athletics required organizing various women's sports teams. As the decade of the 1970s advanced, the informal and club status of the teams soon gave way to varsity status as women began to make their mark in intercollegiate competition. The first challenge Karl Kurth, Jr., the Director of Athletics, faced was to expand the coaching staff, and in 1971, Jane A. Millspaugh accepted appointment to oversee all women's extracurricular sports activities as well as coach field hockey, lacrosse, squash, and tennis. She was joined in 1972 by Jane E. Fox, and in 1974, Kurth appointed Robin L. Sheppard, M '76 (VI-27) to the staff. Upon Millspaugh's departure, Sheppard continued to promote the growth of women's athletics at Trinity in addition to coaching. Other women coaches continued to join the staff, and in 1991, Sheppard became Assistant Athletic Director.^{228†} Kurth also oversaw renovations to the athletic facilities, especially the locker rooms and training rooms, and dealt with a number of other concerns such as uniforms for women's teams. By 1998, the College offered 13 varsity sports for women, ranging from basketball, crew, and cross-country to tennis, track, and volleyball.^{229†} In intercollegiate competition, women quickly began to assert themselves. For example: in 1976, 1977, and 1978, Coach Millspaugh's tennis teams had strong seasons and competed in the New England Intercollegiate Tournament, taking second place each time; in 1971, the women's squash team, under coach Roy

Dahl, made Trinity history by competing for the first time in the National Women's Squash Championships, and in 1979, they captured third place in the Nationals behind Princeton and Yale. In other sports, E. Lanier Drew '80 was an athletic standout, excelling in basketball, swimming, and cross-country.²³⁰

Women undergraduates also distinguished themselves in regard to the academic program. In 1971, Laura S. Sohval, a French major, was Trinity's first woman salutatorian, and Joan L. Davies, a mathematics major, was the first woman valedictorian three years later. Previously, at Commencement in 1970, Judith (Judy) Dworin, Elizabeth M. Gallo, Judith A. L. Odlum, and Roberta J. Russell, all of whom had transferred to the College, became the first women to receive undergraduate degrees (VI-28).²³¹ They shared a distinction as degree recipient pioneers with two high school teachers from the Hartford Public School system, Anne L. Gilligan and Dorothy M. McVay. As noted in the previous chapter, 40 years earlier in June 1930, they were the first women to earn master's degrees in course at Trinity.²³² Early in the 1970s, the College admitted two students who would become Trinity's first women engineering majors, Dorothy J. Greenberg '74 and Cynthia E. Bromberg '75 (VI-29).²³³ In addition, Jane L. Veith '74 became the College's first woman recipient of a national Watson Fellowship, which the Thomas J. Watson Foundation provides annually to graduating seniors at a select number of institutions, enabling them to pursue a year of independent post-graduate travel and study abroad.²³⁴ In the fall of 1974, an unusual coincidence occurred when freshman Walter L. Champion, Jr. '78, an English and writing major, arrived on campus to join his mother, Mrs. Barbara H. White '76, a junior majoring in sociology.²³⁵

The impact on the faculty and academic departments that coeducation had during the first decade following its introduction is illustrated by examining the declaration of academic majors on the part of undergraduate women. For the Class of 1973, the first to enroll women as freshmen, the six most popular majors, in declining order, were psychology, English, modern languages, religion, history, and art history. For the Class of 1976, the ranking was psychology, English, modern languages, history, biology, economics, and religion. The most popular majors for women in the Class of 1979 were psychology, history, economics, biology, modern languages, and English. Psychology was the predominant favorite as a major among women in these three graduating classes, but interest in biology and economics was on the rise. The number of full-time and part-time faculty in the various departments in question remained relatively steady during the decade, reflecting the College's financial prudence and President Lockwood's sense that a conservative posture on the size of the faculty was necessary to allow for a future, and in his view, inevitable increase. By the mid-1980s, the number of faculty in the English Department had increased, but this was due largely to the establishment of an affiliated Writing Center Program. Among the other disciplines, the number of faculty in psychology, history, modern languages, economics, and biology had also increased, but modestly.²³⁶

Women undergraduates soon began to contribute their time and energy to student

organizations and activities, but it would be several years before male students adjusted to the presence of women in positions of leadership. An early example of such leadership was H. Susannah Heschel '73 (VI-30), who became the first woman editor-in-chief of the *Tripod*.^{237†} Adjustment also characterized the development of campus social life for women students. The introduction of coeducation largely ended the long-established male tradition of fleeing the campus on weekends for points north and south. As a *Tripod* article characterized the phenomenon, "Friday and Saturday nights about half the campus flings itself at illegal speeds toward Poughkeepsie, Northampton, or New London, while the other half sulks in the dormitory and feels sorry for itself."²³⁸ The fraternities continued to dominate Trinity's social scene, although interest in fraternity membership among the student body was waning, having declined by the end of the decade to approximately one-fifth of male undergraduates enrolled at the College.^{239†} By 1980, six of the 11 fraternities in existence in 1970 had closed their doors.²⁴⁰ The various fraternity chapters approached coeducation cautiously, a few inviting women to join on a social or eating club basis, an arrangement first developed for the Vassar exchange students. One exception was Phi Kappa Psi, which pledged women as early as 1971.²⁴¹ Delta Phi, IKA, and Theta Xi followed suit, severing their national ties to allow for the induction of women members, but these three fraternities soon faded out of existence.^{242†} In the late 1970s, the administration began encouraging the fraternities to become fully coeducational, but encountered strong resistance, the one exception being Delta Kappa Epsilon (DKE), which pledged women in 1980, an act resulting in the loss of its national charter.²⁴³ Two sororities appeared on the campus in the early 1980s: the Beta Omega chapter of Delta Delta Delta (1981), and the Zeta Theta chapter of Kappa Kappa Gamma (1982). In 1984, St. Anthony Hall began admitting women pledges in response to recently developed College policy.²⁴⁴

Despite such developments during the 1970s and early 1980s, the fraternity situation did not improve at Trinity in the eyes of many women undergraduates. In the spring of 1990, in connection with the 20th anniversary of coeducation, Professor Noreen L. Channels (Sociology) (VI-31) conducted a survey of 3,000 alumnae who graduated from the College between 1972 and 1989. The survey was designed to gather views on what the women had experienced in four principal areas: strong memories about being a woman undergraduate at Trinity; fraternities and sororities; the academic program, the classroom, and faculty; and sexual harassment and abuse, security, and safety.^{245†} For the most part, the women respondents recalled fraternities at Trinity as an unpleasant and distasteful memory. In their view, the fraternities exercised a disproportionate influence on campus social life, and there were no satisfactory alternatives. One alumna who graduated during the period from 1980 to 1984 viewed the establishment of sororities as a matter of little consequence, and believed that they did not add materially to social life for women students.²⁴⁶ Another respondent who graduated in the late 1980s found "the treatment of women by certain male

groups at Trinity, (for example, single sex fraternities) to be appalling. However, . . . the women are at fault as well," she maintained, "since it is their choice whether to allow themselves to be degraded and treated that way." In her view, the answer was not to abolish fraternities, but to educate women "on how to stop the treatment of themselves and others by not allowing the men to get away with their behavior . . ." ²⁴⁷ Yet another declared that, in the early 1980s, "there were many sacred cows, not to be questioned, but fraternities were the most sacred of all. Questioning the fraternities meant you were 'militant' or weird. Certainly you'd be isolated, and, of course, you were socially ugly." ²⁴⁸ A few women recalled that fraternities had presented no problems for them. As will be discussed in the following chapter, fraternities came under intense scrutiny during the early 1980s, and their future remains unclear in 1998.

As the decade of the 1970s advanced, the number of women admitted to incoming classes gradually increased. In the fall of 1970, the Class of 1974 consisted of 173 women and 245 men, the 418 freshmen constituting the largest class enrolled up to that time, and also bringing the total undergraduate enrollment to 1,493. ²⁴⁹ In the fall of 1975, the Class of 1979 totalled 394, or 164 women and 230 men, ^{250†} and in the fall of 1980, out of 453 freshmen in the Class of 1984, there were 223 women and 230 men. ²⁵¹ Although in March 1973, the Trustees voted to retain the 60:40 ratio of men to women, ²⁵² it was becoming increasingly clear that the men's varsity teams were remaining highly competitive, and that sufficient numbers of male undergraduates interested in collegiate sports were represented in incoming freshman classes. Accordingly, in January 1974, the Trustees authorized abandoning the guideline of 1,000 male students, effective with the Class of 1978, "so that the most highly qualified students, regardless of sex, can be admitted to Trinity College." ²⁵³ In the fall of 1984, the Class of 1988 was the first to have more women than men, its 515 members consisting of 278 women and 237 men. Twelve years later, in 1996, 266 men and 238 women comprised the 504 members of the Class of 2000, the total undergraduate enrollment by then having reached 2,049. ²⁵⁴

By the late 1970s, there were still rough edges remaining from the early years of coeducation. Initially, the presence of women in class was not welcomed by some of the faculty, and although they were but a small number, their attitude stood out as an unpleasant memory for several women who graduated in the early 1970s. One alumna of that period recalled in the 1990 survey that "while a number of male students displayed extremely negative attitudes to the female presence, the faculty response was even more disappointing. The professor who announced that no woman in his course would ever receive a grade higher than 'C' stands out in my mind." ²⁵⁵ "In visiting the campus over the last 20 years," the alumna continued, "I have observed that the situation has improved with the increased numbers of women on campus. Trinity's evolution into a co-ed college appears to be a success—but one should not believe that it happened overnight." ²⁵⁶ Another alumna of the early 1970s recalled, "I was the only female major in my class. The chairman of the department made it quite clear that he

did not want women in his department. At meetings, he would address the group as 'Lady and gentlemen.'²⁵⁷ An alumna who graduated in the second half of the decade remembered "a professor who, rather than help me in understanding the course material after class hours and upon special request (by me)[.] told me it didn't matter if I was doing poorly . . . I belonged back on the farm from whence I came!"²⁵⁸

Perhaps the ultimate instance of faculty arrogance regarding women students occurred in the late 1980s, as an alumna recollected: "During my first semester at Trinity I was enrolled in a science class. I remember during [the] lab section of the course the professor would make reference to how a particular lab procedure would be useful to women in the class when we were in the kitchen, and how we should therefore pay attention."²⁵⁹ Later in the semester, the professor "advised me not to worry about the class because someday . . . I will be married and this will not be unimportant. He advised me to take 'nice' courses in the future. He suggested a language course. That was my first and last science course at Trinity."²⁶⁰ In contrast, a number of alumnae recalled that faculty were extremely supportive and genuinely concerned about the welfare of women undergraduates. In this connection, an alumna of the early 1980s stated: ". . . two faculty members (one male, one female) . . . encouraged me to pursue the topics that interested me and forced me to think critically about the 'answers' I found. My work with one of these individuals, Professor [male], led to my selection as a President's Fellow."^{261†}

The reactions of alumnae to coeducation in general ran the gamut from painful to extraordinarily pleasant. A graduate of the early 1980s noted that "I often felt the pervasive attitude of the administration and student body was of an all male school. The feminist perspective was not encouraged and often ridiculed."²⁶² Commenting on the College's facilities, an alumna of the early 1970s maintained that "Trinity was definitely not ready for women when I was an undergraduate . . . Career counseling was limited; athletic facilities for women were sparse. Women were an invisible minority."²⁶³ An alumna of the early 1980s recalled that "My overall feeling is that I was treated fairly and my gender was not an issue. However, I remember the male students making comments when the 'pig book' [the *Student Handbook*] would come out each year."^{264†}

Recollections of a positive nature included those of the alumna from the late 1970s who observed, "After spending a semester at Smith I was thrilled to be back in a 'normal' environment."²⁶⁵ An alumna from the same period noted, "I never felt like a 'co-ed' at Trinity—I always felt on an equal footing with the men on campus and thought the relationship between men and women was very natural and healthy."²⁶⁶ A final recollection reveals that coeducation, while a difficult experience for some, nonetheless represented an extraordinary opportunity. An alumna of the early 1980s recalled feeling a sense of discrimination, not because she was a woman but because she was "from a working class family." There were several incidents that nearly caused her to leave the College during her freshman year, but Trinity helped her to 'toughen up' and become resolute. "These seemingly masculine attributes enabled me to achieve more than I

had ever hoped," she noted. "I graduated at the top of my class and represented my major as a President's Fellow."²⁶⁷ Her experience as the eldest child encouraged her five sisters and two brothers to pursue their college educations, two of them going on to receive graduate degrees. "Trinity was the first college my family encountered," she stated, and "Trinity not only opened the door for me, a woman, but also opened up the possibility of achievement for all my siblings, in spite of our economic situation."²⁶⁸ As the survey reveals, coeducation has touched the lives of alumnae in varying ways, in the process working as well to alter the life of the institution.^{269†}

During the 1970s, new organizations developed to accommodate the interests of women on campus, among them the Women's Advisory Council, the Trinity Women's Organization, and the Trinity Coalition of Black Women Organization. The Women's Advisory Council was organized in 1969 to help identify and explore issues of importance to women, and consisted of five students, two members of the faculty, and two administrators. The Trinity Women's Organization (TWO) emerged in 1972 as a forum for concerns of women on campus, and met regularly to examine the role of women at the College and in society at large. The Trinity Coalition of Black Women Organization was established in 1979 by female members of the Trinity Coalition of Blacks to focus on the needs and concerns of black women at Trinity, and to heighten social and cultural awareness of its members and the community through sponsorship of a variety of events. The Women's Center, an outgrowth of the Trinity Women's Organization, was formed in 1977 "out of the conviction that women have special needs, interests, and problems that are not always met in male-dominated culture; the Center is a separate space where Trinity women can gather as women."²⁷⁰ Located in Mather Hall, during the 1980s, the Center evolved beyond a student-oriented organization to become an advocate for feminist issues, and to serve women on campus and in the Hartford community through "educational, social, and cultural programming, referral services, information resources, events, exhibits, and lectures."^{271†} One example of this effort was the establishment of the *Feminist Scholarship Review* in 1991, an ongoing journal published periodically that features contributions by students, faculty, and staff on various topics.

In recognition of the 20th and 25th anniversaries of the introduction of coeducation, the College offered a variety of programs and events focusing on alumnae and their achievements. The 20th anniversary was celebrated throughout the academic year, and culminated on the weekend of April 27 to 29, 1990, with a number of lectures, panel discussions, and a juried exhibit of art by alumnae, while the 25th anniversary celebration, occurring during the 1994-1995 academic year, also featured numerous events and lectures.^{272†} During the 20th anniversary, the College held a convocation in September 1990, at which Trinity's president, Dr. Tom Gerety, delivered an address entitled "Gender and Selfhood." "It was the ideal of twenty years ago, and of today," he declared, "that men and women would integrate fully at this College. Men and women would come together as equals, in conversation, in politics and gover-

nance, in sport, but above all in intellect and aspiration I am sure that no one at Trinity thought it would be easy to achieve. I am also certain that no one foresaw just how hard it would be."²⁷³ "The women who enrolled in 1969," Gerety continued, "came to Trinity with an adventurous spirit. They had the courage to be the first, to face resistance, resentment, and discrimination. They sought to change Trinity—to develop new, equal and shared traditions of schooling men and women. But they also wanted to prove something about equality and themselves: mixed in, even unequally, with men, they knew they could do *just fine*, thank you. And they did" ²⁷⁴ The president went on to state that the College's ideal of education involved choice, "choice as it builds towards identity and character, towards who you are" In Gerety's view, choice and the reaffirmation of self were central acts of life. "You have to be for that self even if others sometimes try to shame you out of it," he maintained, and "you have to choose that self in sustained and repeated acts over your whole life, acts of courage and acts of faith."²⁷⁵ In a general way, President Gerety's thoughts on choice apply to the introduction of coeducation. On the basis of their faith in the College's future, President Lockwood and the Board of Trustees chose a new direction for Trinity, reaffirming its mission as a liberal arts institution, and changing it unalterably.

Prior to President Lockwood's administration, there had been no sustained efforts to engage in continuous and systematic long-range planning that would help point the College to future directions it should be exploring or potential changes it should be anticipating. One exception during President Jacobs's tenure was the 10-year projection that the Trustee-Faculty-Administration Committee on Goals prepared in 1961 (discussed in the previous chapter). For the most part, thinking about the future took the form of personal reflections. One example was an article in the Winter 1966 issue of the *Trinity Alumni Magazine* by Trinity's Vice President, Albert E. Holland '34, in which he shared his views on the future of the small, independent college. Contrasting the latter with the emphasis on graduate education and government-supported research that characterized the major universities, Holland maintained that "the best and most thoughtful students" would continue "to choose a good, small, independent college whose most important concern is their personal and intellectual development and where the emphasis is on good teaching and close teacher-student relationships."²⁷⁶ In his view, to remain small and independent, a college could not acquiesce to mediocrity. "To reach towards greatness a college must continuously remind itself of its purposes and objectives, evaluate constantly its success in attaining these goals, and always be alert to new and imaginative ways of achieving them."²⁷⁷ Such a college would have a creative admissions process, seek inspirational faculty whose focus was on teaching, and let faculty creativity be the foundation for a stimulating liberal arts curriculum. Holland concluded that, if a college were to survive as an institution of quality, it "must think through its purposes and objectives; stand up for its values; be willing to consider innovations and to make use of new technological aids; be willing to use its resources imaginatively; be eager to cooperate in every possible way with other institutions of higher learning;

[and] be eager to offer leadership in its community."^{278†}

President Lockwood maintained that, when he took office at Trinity, many colleges and universities had "not been process-conscious. That is, they have not set up long-range projects where you begin to look at things, and you review it again in two years, and you pick it up and see what's happened and watch the trend lines I think it is pertinent both to fiscal and non-fiscal issues alike, to develop a way to process what is happening, incorporate it, [and] analyze it."²⁷⁹ In November 1968, at Lockwood's request, the Trinity College Council established a Long-Range Planning Committee with three subcommittees. The latter focused on three major issues: whom the College should educate; to what purpose the College should educate; and the College's "relations to its environment — local, national and international."²⁸⁰ The Committee completed its work in February 1969, and issued its report on March 29. Chaired by Richard A. Smith, an author and financial writer, former associate editor of *Fortune*, and father of Richard A. Smith, Jr. '65, the Committee and its three subcommittees consisted of representatives of the undergraduate student body, graduate students, the faculty, the administration, the Trustees, the alumni, and parents.^{281†}

At the May 31, 1969 meeting of the Trustees, President Lockwood noted that the Committee's report, which the Board had previously received for review, was preliminary and dealt only with certain aspects of an emerging long-range plan for the College. The Committee had reached three broad conclusions: "(1) Trinity should not become a university; (2) Trinity should not join a public system of higher education; [and] (3) Trinity should not become a community-oriented college but should retain its national character."²⁸² The report went on to recommend that, in general, Trinity should hold its course as a liberal arts college, and continue to attract "highly qualified, intellectually aware students," including black students and foreign students. In addition, referring to Trinity's general "detachment" from the community, there was a need for "massive involvement of the College in the surrounding community [,] both to expose students to life in an open society and to better meet the needs of the community," an undertaking to be pursued in cooperation with local organizations and citizens' groups.²⁸³ Furthermore, engagement with the community should be interpreted broadly to encompass not only use of the College's urban setting as a teaching laboratory, but also the inclusion in the curriculum of the study of American black culture and Non-Western cultures. Also important was the need to continue to seek cooperative inter-institutional links on the local, national, and international levels. Finally, the report determined that the issue of College governance, "the effective interrelation of the various components of the college—student body, faculty, administration, trustees, and alumni, to each other," was of such importance that it should become the focus of in-depth study.²⁸⁴

Two years later, in April 1971, the Trustees commissioned two student-faculty-alumni task forces to examine certain areas of concern that had emerged from the planning process: the College's academic program, and student life and physical facilities.

In addition, Professor Ward S. Curran '57 (Economics), recently appointed Director of Institutional Planning, and Dean of the Faculty Edwin P. Nye, prepared accompanying reports, respectively, on financial projections for the College, which was then facing the effects of spiraling inflation, and the academic program. To increase the College's attractiveness to prospective students and faculty, the academic task force offered several proposals, among them: the creation of an intensive study program whereby students could pursue, either individually or in groups, a specific area of study with a faculty member through seminars, tutorials, or research projects; several suggestions to improve recruitment and retention of faculty; enhancement of academic and civic relations with Hartford through the introduction of an urban component in the curriculum, encouraging faculty to live in the immediate neighborhood, and making College facilities more accessible to the surrounding community; the development of an alternate undergraduate degree program, based on examinations and projects; and the recruitment of qualified older students, in an effort to broaden the age range of the undergraduate body.²⁸⁵ The student life task force made several proposals, among them: the enrollment of more local nonresident students as a way to increase income from tuition; the establishment of a sliding-scale tuition policy to accommodate students from diverse economic backgrounds; an expansion of the freshman orientation program; and improvements in support services for women students.²⁸⁶

Professor Curran's report consisted of a 10-year budget projection, and accompanying strategies for fiscal prudence. He argued that to maintain a culturally and economically diverse student body, the College had to find ways not only to reduce per-student operating costs without reducing the quality of services, but also to raise non-tuition sources of income by increasing the endowment and the rate of annual giving of alumni and friends. Nye's report focused on the impact that curricular revision, the increase in student enrollment, and coeducation were having on course enrollments and faculty utilization. One of his findings was that the student-faculty ratio in the classroom had not increased as much as had been expected because of the growth in the number of small seminars and classes resulting from the 1969 curricular revision.²⁸⁷ The Lockwood administration would soon implement several of the task force recommendations regarding the curriculum and the academic program in general.

In 1978, a joint student-faculty-administration Institutional Priorities Council (IPC), which President Lockwood had created a year earlier, released a preliminary report outlining a number of objectives for the College to accomplish over a five-year period. The report cited a lack of "social and intellectual cohesiveness" in student life that the authors thought improvements in Mather Hall programming, a strengthened advising system, and a revitalized student government could help address. In other areas of the College, the report recommended increasing the cultural and economic diversity of the student body, redoubling efforts to attract students of the highest intellectual and academic potential, and seeking additional adult students. Regarding relations with Hartford, the report called for strengthening the internship program with

local institutions, organizations, and businesses, thus more closely linking the city and the College. Finally, the continued recruitment of a distinguished faculty, renewed efforts to increase endowed funds and annual giving, and careful assessment of the curriculum would assure that Trinity remained attractive and competitive. The IPC urged the administration not to increase the resident student body, enlarge the physical plant, or increase the athletic program or administrative services.²⁸⁸ The IPC's final report, issued in 1979, reiterated many of these points, and reaffirmed that the College's principal mission was to "offer a top-quality liberal arts education to a primarily residential student body of approximately the present size."²⁸⁹ Additionally, the IPC recommended: a thorough review of the curriculum; pursuing efforts with Trinity's institutional neighbors—Hartford Hospital and the Institute of Living—to "improve conditions in the immediate neighborhood"; developing objectives and strategies for the academic programs related to or serving Hartford; and improving systematic and cooperative planning throughout the College.²⁹⁰ Many of these recommendations would receive consideration during the following decade.

The concern about the financial stability of the College and the state of the nation's economy in the 1970s, in particular the effects of inflation, brought home the importance of the federal government's impact on higher education. That impact had dramatically manifested itself in the creation of the G.I. Bill in the wake of World War II, and later in funding for scientific and technical research, issues whose manifestation at Trinity has been discussed briefly in previous chapters. In his study of higher education, David D. Henry points out that "before the sixties [,] funds from the federal government to colleges and universities were for specific federal purposes and services," but that starting in the mid-1960s "a federal policy to assist higher education fulfill its primary purposes" was put into effect through legislation.²⁹¹ The National Defense Education Act of 1958 had been aimed primarily at providing tuition aid, thus helping assure access to higher education, and Trinity students had derived considerable benefit from the Act's provisions.²⁹² Congress enacted additional legislation in the next decade, especially the Higher Education Act of 1965. This and other legislation, however, focused on funding specific programs, special scholarships, and various types of facilities. No legislation was directed at "assisting institutions generally in meeting the financial requirements of their basic operations,"²⁹³ or addressed the looming depression in higher education finances that would develop in the following decade. Rising costs in the 1970s threatened the welfare of private independent colleges and universities, and called into question the affordability of the educational opportunities they offered, which were saving taxpayers billions in contrast to the programs of public institutions.²⁹⁴ Such developments in federal support of higher education in the 1960s and the 1970s helped place Professor Curran's financial projections, previously discussed, in perspective.

One aspect of Trinity's relationship with the federal government during this period was the termination of the Air Force Reserve Officers' Training Corps program.

Instituted at the College in 1948, the program reached the height of its popularity in 1953, when 553 students, slightly more than half of the student body, were enrolled. Following the end of the Korean War, interest in the program at Trinity gradually waned, and in the late 1960s, the presence of the unit on campus became the target of student protests, as was the case at other institutions. At President Lockwood's request, during the 1969-1970 academic year, the Trinity College Council studied the question of the AFROTC unit's future at Trinity, as did the faculty.²⁹⁵ By the spring of 1970, enrollment had declined to the point that the Air Force placed the program on a probationary status. The Trustees authorized the president to confer with Air Force personnel on mutually satisfactory ways of bringing the program to an end, and an agreement reached in the fall of 1970 stipulated that termination would occur in July 1971.²⁹⁶

Among the less urgent but nonetheless important concerns President Lockwood had regarding Trinity was its administrative infrastructure. During the 1970s, he made several important administrative appointments, and many of the appointees would remain at the College well into the following decade, and even beyond. As Lockwood later recalled, the College had some administrative and staffing problems that "we had to find better ways of dealing with. We were propelled in some sense by the changes in American society The ball game was changing at the same time we were trying to cope with our own local limitations we needed to address both our strengths and weaknesses and establish the processes by which we could make the changes and face the staffing problems we had."²⁹⁷ In particular, the role and functions of the Dean of the College needed clarification. During his brief tenure as Dean, Dr. Harold L. Dorwart had been of crucial assistance to President Jacobs and to the College, especially in regard to the sit-in, but in many other ways as well. One of the president-elect's first requests to the Trustees was that they authorize a change in the title of the office from Dean of the College to Dean of the Faculty so as to prevent external confusion. As Lockwood noted, at many other institutions, the Dean of the College was responsible for student affairs. The new title clearly indicated principal responsibility as Trinity's chief academic officer, and presaged a more initiatory policy role.^{298†} Dorwart's successor, Dr. Robert W. Fuller, accepted appointment as Dean in July 1968. A physicist, Fuller had received his undergraduate degree from Oberlin, and his master's degree and doctorate from Princeton; he came to Trinity from the Seattle Research Center of the Battelle Memorial Institute.²⁹⁹ Lockwood found Fuller's leadership style a contrast to his own, which he characterized as anticipatory.³⁰⁰ Fuller was "exciting His was much more the provocatorial role. That is, cajoling people into trying things He really stirred things up [and] had closer ties with the students than any Dean of the Faculty I've ever known and certainly didn't hesitate to bring things as a sort of representative of the faculty to the administration."³⁰¹ As previously discussed, Fuller was one of the principal architects of coeducation, but his sights were set on a higher calling, and he left Trinity in the

spring of 1970 to become president of his alma mater, Oberlin.³⁰²

Fuller's successor was Professor Edwin P. Nye (Engineering). Not satisfied with the external candidates for the deanship, President Lockwood turned to Nye. In Lockwood's view, Nye possessed the requisite organizational skills and administrative aptitude for the post. "The style changed from one that was flamboyant to one that was very even keeled," Lockwood recalled, "and the administrative task . . . was fairly immense. [Nye] sorted things out and got things in order and developed procedures that we lacked."³⁰³ The new Dean faced considerable challenges. "When I took over," Nye later observed, "the College had just finished two years of deficit operations, student government was in shambles, student protests were endemic, and the Trustees had dictated that the budget be balanced Coeducation was in only its second year, the 'new curriculum' was still being implemented, and pressure was mounting for rapid recruitment of black and women faculty members. In short, there was much that needed to be done"³⁰⁴ Following Nye's resignation from the deanship in 1979 to return to teaching, Lockwood appointed as Dean, Dr. Andrew G. De Rocco (*VI-32*), a molecular physicist from the University of Maryland's Institute for Physical Science and Technology.³⁰⁵

Nye was part of a reorganized administrative structure that Lockwood had put in place in January 1969. Four key administrators reported directly to the president: the Dean of the Faculty, the Director of External Affairs (a new position), the Treasurer of the College, and the Director of Development. Under Dean of the Faculty Fuller were: N. Robbins Winslow '57 (*VI-33*), Associate Dean for Educational Services, who supervised the admissions, financial aid, counseling, registration, and career advising functions; Dr. Roy Heath, Associate Dean for Community Life, who was responsible for housing, dining, health, student conduct and activities, the athletic program, and security; and Dr. C. Freeman Sleeper, Associate Dean for Academic Affairs, who worked with Dean Fuller on the instructional, graduate, and summer programs, in addition to academic planning. Thomas A. Smith '44, the Director of External Affairs, coordinated the alumni program, the relations of the College with the city, the state, and federal agencies, and public information services (formerly College Relations). The Treasurer, J. Kenneth Robertson, was responsible for supervising the business functions of the College, overseeing physical facilities and maintenance, and carrying out long-range fiscal planning. Finally, Judson M. Rees, Director of Development, had primary responsibility for the solicitation of funds.³⁰⁶ Upon Rees's retirement in 1977, President Lockwood appointed Constance E. Ware (*VI-34*) as Director of Development, the first woman to become a senior member of a Trinity administration. Mrs. Ware had come to Trinity in 1964, becoming Assistant to the Director of Development in 1970, and Associate Director in 1974.^{307†}

Other appointments of long-term significance included that of Thomas A. Smith '44, who became Vice President of the College in the spring of 1970. This position was reestablished because of the need to assure that a senior administrative officer,

conversant with the broad aspects of Trinity's day-to-day management, could, in the absence of the president, assume temporary responsibility for the College's operation. The Dean of the Faculty was fully absorbed by the demands of the academic program and the faculty, and could no longer be called upon as had occasionally happened in the recent past. The Vice President at this period served as the undesignated senior officer of the College, and Smith's responsibilities included alumni affairs, community life, admissions, and financial aid.³⁰⁸ Another important appointment occurred in 1975, when Robert A. Pedemonti '60, M '71 (VI-35) became Treasurer of the College following the death of Clifton M. Bockstoce, who was also Vice President for Financial Affairs. Pedemonti had joined the administration in 1968 as Associate Comptroller and Budget Director, and became Comptroller and Budget Director in 1974. From the beginning of his career at the College, he stressed the importance of fiscal prudence, and with full backing from President Lockwood and the Trustees, introduced forecasting procedures and cost control measures that helped end two years of deficits, and enabled Trinity to return to a balanced budget in 1970. Pedemonti presided over consecutive balanced budgets during the 1970s, 1980s, and 1990s, and was designated Vice President for Finance and Treasurer in 1984. Throughout this period, he continued to strengthen financial support of the academic program, exercised oversight of the physical plant, and helped increase the endowment through astute investment strategies. Benefiting from Pedemonti's attention as well as from three major fund-raising campaigns, the endowment grew 12-fold over a 30 year period, from \$26.6 million to \$322 million as of March 1998.³⁰⁹

The position of Vice President for Financial Affairs, which Clifton M. Bockstoce held, had been created in 1974, as President Lockwood later indicated, to address the complexities of dealing with "long-range planning, [and] oversight of the endowment, [and] to relate physical plant planning to academic planning," responsibilities that required a full-time commitment beyond that of managing the day-to-day aspects of the College's complicated finances and preparing the budget.³¹⁰ Following Bockstoce's death, the position was changed to focus more heavily on planning, as reflected in the new title, Vice President for Finance and Planning. Accepting appointment to this position, effective July 1, 1977, was James F. English, Jr. (VI-36), chairman of the Connecticut Bank and Trust Company (CBT). English would continue to chair CBT's board for a brief period following his move to Trinity. Considered by President Lockwood as one of his most important appointments, English was responsible for overseeing development operations and the endowment as well as for directing long-range financial planning. As Lockwood put it, "his sense of style and experience made it possible for him to deal with the managerial questions in the president's office and know their fiscal implications," thus enabling him to serve as the senior officer of the College in the president's absence.³¹¹

Vice President English had received his undergraduate degree from Yale University, pursued graduate study at Cambridge University, and later received an

LL.B. degree from the University of Connecticut. Joining the Connecticut Bank and Trust Company in 1951, he became chief executive officer in 1969, and chairman in 1970. A trustee of Connecticut College and the Loomis-Chaffee School, and a member of the Connecticut Commission for Higher Education, and Yale's Council on Priorities and Planning, he was also a director of several business corporations and charitable institutions. At the time of English's appointment, Lockwood noted that the new vice president's demonstrated interest in higher education made him "sensitive to the problems facing independent colleges and universities."^{312†} Eager for new challenges, and comfortable in the world of higher education, English brought a considerable breadth of experience to his position. The sudden death of Mrs. Lockwood in February 1980, occasioned the president to take a six-month sabbatical leave, during which English served as acting president. He later became Lockwood's successor.

Among other administrative appointments President Lockwood made was that in 1975 of Gerald J. Hansen, Jr. '51 as Director of Alumni Relations (*VI-37*). Hansen succeeded John L. Heyl '66, who had been responsible for alumni affairs since the retirement in 1970 of John A. Mason '34.³¹³ In addition, J. Ronald Spencer '64 (*VI-38*) accepted appointment as Dean of Community Life in 1971. He had been a reporter for the *Hartford Times* and had pursued graduate study at Columbia University before joining Trinity's faculty in 1968 as Instructor in History. Later becoming Lecturer in History, he also served in a number of administrative posts, including Dean of Studies, and eventually became Associate Academic Dean.³¹⁴ In 1976, Dr. David Winer (*VI-39*), a member of Trinity's psychology faculty for the preceding decade, accepted appointment as Spencer's successor in the redesignated position of Dean of Students.^{315†}

Another issue of major concern to President Lockwood when he took office was the structure and composition of the Board of Trustees. In keeping with governing boards at other institutions of higher education, Trinity's board played a central role in the life of the College, serving as the ultimate source of authority, and was the body to which the State Legislature granted legal and corporate powers through the Charter. A "Joint Statement on Government of Colleges and Universities" prepared in 1966 by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards, outlined the principal responsibilities of governing boards, and provides a context for understanding the critical importance of Trinity's board.³¹⁶ The statement declared that while maintaining a general overview, the governing board "entrusts the conduct of the administration to the administrative offices, the president and deans, and the conduct of teaching and research to the faculty [It] plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy When ignorance or ill-will threatens the institution or any part of it, the governing board must be

available for support. In grave crises it will be expected to serve as a champion . . ." In such cases, "the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution."^{317†}

Although Trinity's Board exercised the responsibilities the Statement enumerated, from his own personal experience as an alumni trustee President Lockwood found it inflexible and rooted in the ways of the past. During President Jacobs's tenure, amendments to the Charter had made possible certain changes in the Board's structure. First, as a way of increasing alumni involvement in major policymaking, the provisions for the election of alumni trustees were changed. Effective in 1962, the number of trustees that the alumni could elect was increased from three to six, and the term of service doubled from three years to six years. As had long been the case, the other trustees served for life, and upon resignation, life trustees were designated trustees emeriti. Also, on occasion, the Board could elect an alumni trustee a life trustee.³¹⁸ Second, in 1963, the Board strengthened its internal leadership by creating the office of Vice Chairman, whose incumbent was designated annually by election. Previously, the Board's only officer was the Secretary, the president serving as Chairman. The Vice Chairman had "senior rank after the President at all academic ceremonies and occasions . . . [,]" was "adviser to the President in matters that concern the Trustees [,] and shall serve to advise the other Trustees about internal matters that affect the Corporation."³¹⁹ In the absence of the president, the Vice Chairman presided at meetings of the Executive Committee as well as at standing committee meetings, was *ex officio* member of all standing committees, and chairman of the Board's Committee on Committees.^{320†}

Three years later, in 1966, reflecting a desire to strengthen its leadership role, the Board voted to establish the position of Chairman, to be held by a trustee, effective July 1, 1968, or "on the earlier retirement" of President Jacobs.³²¹ During the acting presidencies of Dr. Arthur H. Hughes, the Board had elected its senior member to serve as Chairman until a new president had assumed office. President-elect Lockwood having made clear his unwillingness to serve as Chairman, the Trustees reaffirmed the creation of the new position in June 1968, stipulating that the Chairman be elected annually, and carry out the responsibilities formerly associated with the now defunct Vice Chairmanship. Initially, the Board elected Lyman B. Brainerd '30 as Chairman, and in the years ensuing, other trustees, such as George W. B. Starkey '39, M.D., have had the opportunity to exercise leadership.³²²

In February 1979, Dr. Harold L. Dorwart, Seabury Professor of Mathematics and Natural Philosophy (Emeritus) and former Dean of the College, prepared a memorandum that contrasted various aspects of the College at that time with the period a decade before. Dorwart noted that there had been an almost complete turnover of the Board's members, not due solely to the passage of time, but to the introduction of "term" trustees who served for an eight-year period, a recommendation Dorwart had made before his retirement as Dean.^{323†} President Lockwood was highly receptive to

Dorwart's idea, and later recalled that the Board's static composition was in need of drastic change: "we had to achieve more turnover and we had to function differently. We had to bring the Board up to speed to the changing life around us . . . , and we had to find a process whereby we could bring on and take off people more regularly than we had."³²⁴ "We had no way to change the constituency," Lockwood stated, "either out of consideration to the trustees themselves or out of need for the institution. The Board was 62-and-a-half years old on average when I arrived. It had served a generation very well. Times had changed in '68 [,] and we had to have younger people. So [,] thanks largely to Lyman Brainerd, to whom I submitted all these ideas, I basically restructured it"³²⁵

With Dorwart's recommendation in mind, President Lockwood introduced the concept of term trustees who served an eight-year term. He also established a retirement policy for charter trustees, who could remain on the Board from the time of their election until they reached the age of 72, "because we had no retirement age, and we'd begin to get . . . turnover In many ways that was just in time We were able to move out and get women, which we needed"³²⁶ In addition, the manner in which the Board conducted its business at meetings also had to change to allow for full consideration of major issues such as "student affairs, educational policy, and community involvement."³²⁷ It took some time to make the transition to the new structure and the changes soon resulted in the first women being elected as trustees. In March 1974, Mrs. Virginia Gray became a charter trustee. She was the widow of the Rt. Rev. Walter H. Gray, who had served as a trustee from 1951 until his retirement from the Board in May 1973. Joining Mrs. Gray was Mrs. James G. Lowenstein, who was elected a term trustee. In the spring of 1979, Emily Holcombe Sullivan '74 became the first alumna trustee.³²⁸ The structural and procedural changes President Lockwood carried out reinvigorated the Board with fresh ideas, a new outlook, and a different dynamic of trustee interaction.

One of the three principal issues President Lockwood had identified as needing his immediate attention upon taking office was revision of the curriculum. The process had begun under President Jacobs, and was well underway by 1968. The faculty's special Curriculum Revision Committee had already engaged Lockwood's thinking, and he shared his reflections on curricular matters and on liberal arts education in general in a series of three lectures that he gave in November 1968, entitled "Our Mutual Concern: The Role of the Independent Liberal Arts College." The third lecture, "The New Curiosity Shop," offered him the opportunity to declare his conviction that an undergraduate curriculum should address five major purposes: first, "students should understand the manner in which we try to retain a sense of the past Reconstruction of the past through history, anthropology, literature, or science provides us conceptual models for understanding the present"; second, students should be literate in the broadest sense, and should be able "to communicate to others the principles as well as the content of ideas or expressions drawn from many fields," including the sciences;

third, "all students should work in fields quite unfamiliar . . . , so as to avoid intellectual provincialism and the arrogance of expertise"; fourth, "all students should have an opportunity to perceive the relationship of controlled intellectual inquiry to social problems"; and, finally, "all students should have the opportunity to become aware of themselves and the meaning of their experience."³²⁹ Lockwood further maintained that his concept of the curriculum envisaged "the undergraduate career in three stages: the first, introductory or exploratory year; the middle years during which students may interrupt their education, may change their majors, and reach some decision about their lives after undergraduate study; and the final year which may, in effect, serve as a transition to further study, or a bridge to a job."³³⁰

Lockwood later recalled that, based on his experience with curricular revision at Union College, where he was Provost in the early 1960s, he found himself "having greater and greater difficulty with the requirement approach. The distribution requirement in particular had always troubled me [,] and therefore I was interested in and generally supportive of the decision the committee [at Trinity] was approaching, namely to do away with distribution requirements."³³¹ The faculty had voted to establish the special Curriculum Revision Committee at its March 8, 1967 meeting, and at the April 11 meeting designated the six faculty members who would comprise it: professors Robert A. Battis (Economics) as chairman (*VI-40*), Richard T. Lee (Philosophy), Robert Lindsay (Physics), the Rev. Borden W. Painter, Jr. '58 (History) (*VI-41*), C. Freeman Sleeper (Religion), and Robert C. Stewart (Mathematics) (*VI-42*).³³² In addition, three students served on the Committee: Steven A. Bauer '70, Stephen R. Lundeen '69, and Eric T. Rathbun '70.³³³ Although aware that student reaction to the existing curriculum had been documented in an undergraduate course evaluation completed in December 1966, the Committee undertook surveys of the faculty as well as of the Classes of 1965 and 1970.³³⁴

Submitted in November 1968, the Committee's report fell short of completely overhauling the curriculum, and endorsed in principle the retention of distribution requirements, a feature of the existing curriculum that had come to trouble many faculty. In place of the old requirements, the Committee proposed that all students should take a minimum of three courses in each of two areas of the curriculum outside the major.³³⁵ The report went on to make a number of innovative recommendations, among them: instituting an elective one-term, one-credit freshman seminar, focused on a field of inquiry to be determined by the students and the instructor, and designed to help freshmen develop reasoning and writing skills; establishing a Department of Sociology; developing an "open semester" program to encourage the pursuit of independent study or internships, either on- or off-campus; urging the development of "College courses," which would be offered outside departments on subjects of special interest to individual faculty members; creating a Trinity seminar program in which students could offer seminars and receive course credit for their effort; establishing a student-teacher program that would enable students to teach

courses bearing pass/fail credit; broadening opportunities for independent study; supporting the development of computer-oriented courses; and strengthening the academic advising system.³³⁶

Despite the many innovations the report proposed, widespread dissatisfaction with the retention of distribution requirements led the faculty to request the Committee to go back to the drawing board.³³⁷ The Committee's final report, issued on February 7, 1969, represented a "middle way between required courses and a totally free elective system," and reiterated many of the proposals previously made, including the freshman seminars.³³⁸ The major thrust of the report was the elimination of the distribution requirements and the substitution in their place of guidelines for nonmajor courses in four areas: language and other symbolic systems, man's interaction with the natural world, man's social institutions, and forms of culture. The latter would include the study of American black culture and Non-Western cultures, and require the development of new courses. Also recommended was the creation of interdisciplinary programs in such areas as American Studies, Non-Western Studies, and Urban and Environmental Studies; the establishment of interdisciplinary majors; the restructuring of freshman orientation; and, to encourage extended reading and research on the part of students, the scheduling of "open periods" in the College calendar.³³⁹

Several years later, President Lockwood recalled that he had requested the Committee to prepare guidelines for nonmajor courses, none having emerged in the second round of deliberations: "There were no guidelines at all as to what constituted an educated person . . . , and quite literally I wrote down those guidelines one afternoon, came into the Committee and said: 'Set up some guideline courses or groups of courses. Here are areas which people ought to know about.'"³⁴⁰ Ironically, the guideline courses were voluntary and not a requirement, and for the most part were ignored by students and the faculty, and it would not be until the late 1980s that the faculty reinstated general education requirements.

As an outgrowth of the interest Professor J. Bard McNulty '38 (English) took in pursuing the guideline concept, the College instituted the "Horizons" program under his direction during the 1976-1977 academic year. Horizons consisted of weekly, credit-bearing lectures, given in the evening by faculty from 23 different academic departments. As McNulty described it, the program offered freshmen and the rest of the student body "a gargantuan feast in which they can sample dishes never available before." Open to the public, the lectures covered a wide range of topics in the humanities, the social sciences, and the sciences, and attempted to address an increasing over-emphasis that students were placing on courses in a major or those closely related to it.³⁴¹ Another lecture series, directed to the public and known as the "Town-Gown Forum," had begun earlier in the fall of 1967 under the sponsorship of the wives of alumni, faculty, administrators, and friends of the College. The first Forum, held on six weekday afternoons during October and November, featured lectures on the "20th Century — Century of Revolution." Professors George B. Cooper

(History), Rex C. Neaverson (Government), H. McKim Steele, Jr. (History), Jerrold Ziff (Fine Arts), and John A. Dando (English) examined “revolutions” in history, art, architecture, literature, and drama. The Town-Gown Forums were extremely popular with the Greater Hartford community, and continued for more than two decades.³⁴²

President Lockwood also helped clarify the independent study and internship proposals, and assisted in securing support for faculty adoption of the various recommendations for revision of the curriculum.³⁴³ After reviewing the final report on curricular revision, the faculty approved the new curriculum in mid-February 1969, and on April 12, the Trustees authorized implementation of all provisions the following fall.³⁴⁴ Many years later, Professor Robert C. Stewart (Mathematics) confirmed the importance of President Lockwood’s involvement in the revision process, as well as that of Dean Fuller. Stewart also acknowledged that the idea of open periods, later known as reading weeks, was one of his contributions, and that, for many years thereafter, his faculty colleagues referred to them as “Bob’s weeks.”³⁴⁵ Professor Painter vividly recalled that the exciting part of the proposals was the introduction of “new features such as Freshman Seminars, student-taught courses, [and] open periods in the calendar,” and “the sense of excitement, liberation and experimentation that characterized the changes,” which he believed “served us well until the early 1980s when it was time to change again in keeping with national trends.”³⁴⁶

The concept of student-taught courses led to the establishment during the 1976-1977 academic year of a “Free University” in which undergraduates as well as several faculty and administrators served as instructors for noncredit courses of their own design covering a wide variety of topics. The idea of Steven M. Kayman ’77, who had become familiar with Williams College’s more modest version, the Trinity Free University consisted of over two-dozen courses, ranging from “Observational Astronomy” taught by Robert A. Shor ’78, and Kayman’s “Renting: A Guide to Tenants’ Rights,” to “The Elements of Surfcasting,” offered by Vice President Thomas A. Smith ’44. The number of class sessions varied widely, from two up to as many as ten or more.³⁴⁷

In the early 1980s, members of the faculty also became involved in the Elderhostel Program, for which Trinity served as a site. Developed by Michael Zoob ’58, among others, Elderhostel enabled people of retirement age to attend week-long educational programs on college and university campuses during the summer. In the mid-1980s, an adapted version of the College’s Rome Program for undergraduates, discussed later in this chapter, served as a model for the creation of several Elderhostel sites in Italy. Another outgrowth of Trinity’s experience with Elderhostel was the “Vistas” program, a five-week series of evening mini-courses on various topics offered by faculty, and held on campus in the fall and spring semesters during the early to mid-1980s.³⁴⁸

Trinity’s adoption of an open curriculum placed it in the vanguard of liberal arts colleges and gave it a competitive edge in recruiting talented students.^{349†} The introduction of coeducation helped the College as well in this regard. Trinity’s open cur-

riculum also had an impact on curricular reform at Brown University. Not long after the College announced the new curriculum, President Lockwood had a chance encounter in Washington, D. C. with Ira C. Magaziner, a Brown undergraduate. Magaziner was then mobilizing support for a new curriculum at his university, and was much interested to learn about the innovations at Trinity. Not long thereafter, Brown instituted an open curriculum, which remains in effect as of 1998.^{350†}

Many of the changes the College introduced in 1969 are still in place in the late 1990s, among them: freshman seminars, later called First-Year Seminars; open semesters; student-taught courses; individually tailored, interdisciplinary majors; reading weeks; internships; and "College courses" on areas of inquiry falling outside departmental bounds.³⁵¹ In 1967, Professor Clyde D. McKee, Jr. (Political Science) (VI-43) established the earliest internship, which came to be known as the Legislative Internship Program. Other internships that developed during the 1970s looked to the McKee initiative as a model. Under the provisions of the legislative internship, students work for a semester in the office of a Connecticut state legislator at the State Capitol in Hartford, performing a variety of responsibilities and learning firsthand the workings of the Connecticut General Assembly. From the outset the legislative internship has proven popular with legislators, and has become widely adopted by colleges and universities in Connecticut.^{352†}

Other changes in the College's academic program followed quickly on the heels of the new curriculum. One contributor of ideas was Professor Richard P. Benton (English) (VI-44), who, for many years, had strongly urged the introduction of courses on Non-Western cultures. He believed that the prevailing Judeo-Christian, Greco-Roman, and Western European traditions had dominated Trinity's curriculum too long, and as a member of the Curriculum Committee, argued for the development of an "Inter-Cultural Studies" program. One of the country's foremost authorities on Edgar Allan Poe, Benton also was thoroughly acquainted with the literatures of Europe as well as those of Non-Western cultures, including China and Japan. His ideas in the mid-1960s fell on deaf ears, but were favorably received by the Curricular Revision Committee, as were the views of another strong advocate for Non-Western Studies, Professor H. McKim Steele, Jr. (History). Following approval of the new curriculum, the faculty authorized creation in May 1969 of a major in Non-Western Studies (later known as Intercultural Studies, Area Studies, and ultimately, International Studies), which initially embraced such areas of inquiry as Black Studies and Asian Studies.^{353†} Professor Steele served as the first director of Non-Western Studies, and appointments to the faculty in the ensuing years, including that in 1978 of Professor Leslie G. Desmangles (Religion and International Studies) (VI-45), strengthened course offerings.^{354†}

A related effort to enhance the study of world literatures had met with success the preceding March when the faculty authorized a major in comparative literature, organized by Professor Michael R. Campo '48 (Modern Languages). Enabling the study



Figure VI-46
John J. McCook Professor of Modern Languages Gustave W. Andrian, Class of 1940

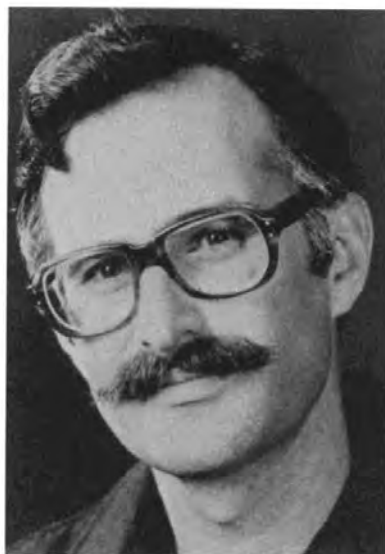


Figure VI-47
Associate Professor of Economics and Public Policy Andrew J. Gold



Figure VI-48
Professor of History and American Studies Eugene E. Leach



Figure VI-49
Charles A. Dana Research Professor of Psychology Priscilla Kehoe



Figure VI-50
Charles A. Dana Professor of History
and Director of Women's Studies
Joan D. Hedrick

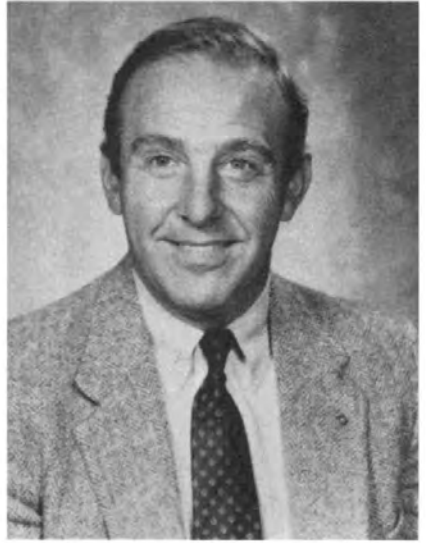


Figure VI-51
Vernon D. Roosa Professor of Applied
Science Joseph D. Bronzino



Figure VI-52
James J. Goodwin Professor
of English Milla C. Riggio

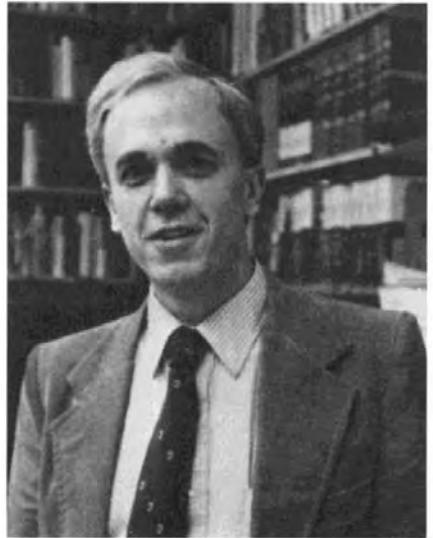


Figure VI-53
Ellsworth Morton Tracy Lecturer
and Professor of Religion Frank G.
Kirkpatrick, Class of 1964



Figure VI-54
Professor of History Samuel D. Kassow,
Class of 1966



Figure VI-55
Professor of History James L. West



Figure VI-56
Associate Professor of Religion
John A. Gettier

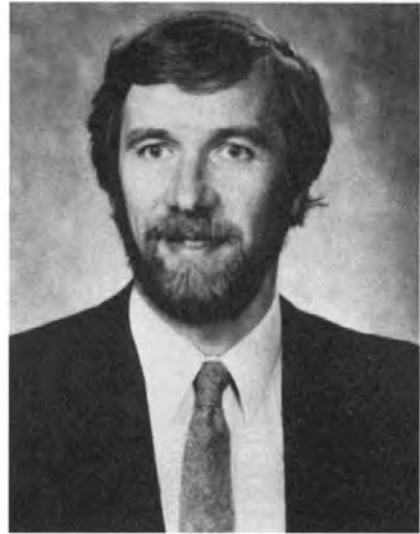


Figure VI-57
Charles A. Dana Professor
of Philosophy Drew A. Hyland



Figure VI-58
Professor of Philosophy
Helen S. Lang



Figure VI-59
Hobart Professor of Classical Languages
John C. Williams, Class of 1949



Figure VI-60
Professor of Theater and Dance
Judy Dworin, Class of 1970

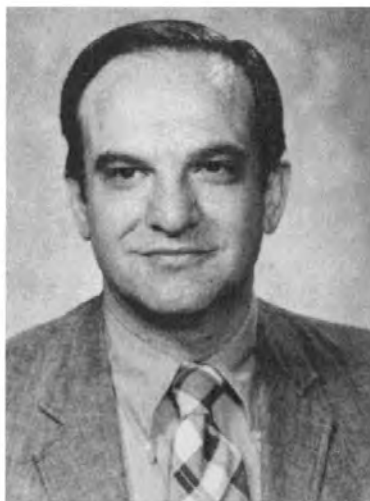


Figure VI-61
Professor of Music Gerald Moshell



Figure VI-62

Gwendolyn Miles Smith Professor of Art History Alden R. Gordon, Class of 1969 (center), receiving the Trinity Club of Hartford's "Person of the Year" award in the fall of 1989 from Marion C. Hardy, Class of 1984, the Club's executive vice president. Looking on is Roger K. Derderian, Class of 1967, president of the Club.



Figure VI-63

Ivan A. Backer, Director of Graduate Studies and Community Education, and later Director of the Southside Institutions Neighborhood Alliance (SINA)



Figure VI-64

*Director of Special Academic Programs
Louise H. Fisher, Class of 1973*



Figure VI-66

Students in the courtyard of the Trinity College Rome Campus



Figure VI-65

*D. Holmes Morton, M.D.,
Class of 1979, Hon. Sc.D., 1990*



Figure VI-67

Professor of Political Science Albert L. Gastmann

of world literatures, partly in the original language and partly in translation, the new major drew on courses offered by Campo and his colleagues in modern languages, including Professor Gustave W. Andrian '40 (VI-46), in addition to courses taught by faculty in the English and Classics departments.^{355†} As time passed, interest in other languages and literatures grew, and by the 1990s, the study of the Chinese, Japanese, and Arabic languages and literatures had become firmly anchored in the curriculum. Furthermore, although the curriculum does not at present require a student to become proficient in a language other than English, a wide variety of languages beyond French, German, Italian, Russian, Spanish, and Hebrew can be pursued through a self-instructional languages program.^{356†}

The curriculum has also benefited over the years from the introduction of a variety of majors, among them several that are interdisciplinary, including: Urban and Environmental Studies (later known as Public Policy Studies), under the direction of Professor Andrew J. Gold (Economics) (VI-47); American Studies, developed initially by Professor Edward W. Sloan III (History), J. Ronald Spencer '64, Lecturer in History, and Professor Paul Smith (English), and formalized in the mid-1970s through the leadership of Professor Eugene E. Leach (History and American Studies) (VI-48); the computer coordinate, distinct from the major in computer science offered for several years by the Engineering and Computer Science Department, which later split into separate departments; the educational studies coordinate created after the abolition of the Education Department; neuroscience, under Professor Priscilla Kehoe (Psychology) (VI-49); Women's Studies, under Professor Joan D. Hedrick (History) (VI-50); and biomedical engineering in the Engineering Department, under Professor Joseph D. Bronzino (VI-51). In addition, the faculty approved the establishment of a sociology major in 1969, an anthropology major in the early 1990s, and a Jewish Studies major in the Religion Department, to be introduced in the fall of 1998.^{357†}

Serving to heighten interest among the faculty in interdisciplinary approaches to the study of a wide range of topics and issues were the Mellon Symposia, held in three successive years, and beginning in the fall semester of 1976 with support from the Mellon Foundation. Coordinated by Professor Milla C. Riggio (English) (VI-52), and entitled "The Search for Values in the Modern World: Interdisciplinary Lessons from the 19th Century," the first Symposium brought to the campus a number of scholars from different fields to "explore in detail problems that arise in each discipline but whose solutions have important consequences for other disciplines."³⁵⁸ Other members of the Trinity faculty who were participants in the Mellon Symposium's lectures, colloquia, and discussions in 1976 were professors Frank G. Kirkpatrick '64 (Religion) (VI-53), Samuel D. Kassow '66 (History) (VI-54), and Alan M. Fink (Psychology). The sessions attracted considerable interest on the part of students.^{359†}

One outgrowth of the symposia, in particular the first, was the Guided Studies Program in the Humanities, begun in 1979, and now known as the Guided Studies Program: European Civilization. Each year it has afforded a select number of fresh-

men the opportunity to pursue an interdisciplinary sequence of study prior to declaring a major. Among the faculty who have been involved closely with this program are: professors Milla C. Riggio (English); James L. West (History) (*VI-55*); Frank G. Kirkpatrick '64 (Religion); Samuel D. Kassow '66 (History); John A. Gettier (Religion) (*VI-56*); Drew A. Hyland (Philosophy) (*VI-57*); Helen S. Lang (Philosophy) (*VI-58*); Alan C. Tull (Religion, and Chaplain); and John C. Williams '49 (Classics) (*VI-59*). Two other sequences, both modeled on the Guided Studies Program, are the Interdisciplinary Science Program, begun in 1987, and The Cities Program, begun in the fall of 1996.³⁶⁰

The result of student interest in two areas of the performing arts, the major in theater and dance was another development that the flexibility of the new curriculum eventually made possible. Although theater arts became a major in the late 1960s, staffing at that time was at a minimum. Professor George E. Nichols III, who directed the major, held tenure in the English Department, not in a theater arts department. The second faculty position in theater arts was not tenurable, the policy then in effect stipulating that programs, in contrast to departments, could not have full-time, tenured faculty. The situation in dance was somewhat similar, there being no tenurable position despite several years of service on the part of Judy Dworin '70 (*VI-60*), who brought permanence to the study of dance at Trinity.³⁶¹

Dean Robert W. Fuller introduced dance to Trinity in 1969, believing that it would accord well with the College's new status as a coeducational institution. He engaged Clive Thompson, soloist with the Alvin Ailey Company, and his wife, Liz, to offer three courses during the year, and the response was enthusiastic on the part of both undergraduate men and women. Dworin came to Trinity as an exchange student from Smith College in the fall of 1969 to study with the Thompsons, and remained to receive her undergraduate degree in American Studies. Under the supervision that year of Professor Alexander A. MacKimmie, Jr. (Education), Dworin designed "a semester-long creative movement program in the first, third, and fifth grades of Annie Fisher, one of Hartford's inner-city elementary schools."³⁶² This independent study became the model for a course later incorporated into the curriculum under the title "Education Through Movement." Dworin's senior thesis on John Brown's 1859 Harper's Ferry raid, co-sponsored by Lecturer in History J. Ronald Spencer '64 and Professor Paul Smith (English), was, as she put it, "part research paper, part performance. A piece about issues of racism, the performance was filmed by Connecticut Public Television and aired nationally. This structure for a thesis—integrating a research/written component with a performance project—has become the standard design for the thesis option in the Theater and Dance Department."³⁶³

During the following year, it became increasingly difficult for Thompson to teach at Trinity because of his busy performing schedule, and another dance artist helped out temporarily. Following graduation, Dworin taught dance to students in a special high school program on campus, and worked as a research assistant in the office of the

College's Vice President, Thomas A. Smith '44. Aware of the staffing difficulties in dance, she asked Dean of the Faculty Edwin P. Nye if she could take over responsibility for the program and try to develop it. Nye agreed, and Dworin soon received an appointment as Instructor in Dance. Housed in classrooms in Seabury, the program, Dworin recalled, "moved from having one full-time faculty member to the addition of various part-time guest artists from New York City . . ." Then came additional part-time positions "for artists living in the immediate region . . ." Curricularly, by 1980, the program had developed from its initial three courses-per-year offering to a program with 16 courses offered on a rotating basis with substantial student interest and participation.^{364†}

In 1981, the College began to address the status of the programs in music, theater, and dance. The trustee-faculty Joint Committee on Educational Policy soon recommended establishing a department of theater and dance in the belief that the joint relationship would work to strengthen the study of each area. The Committee also recommended that there be a separate department of music, reflecting the music curriculum's focus on the history and theory of music rather than on performance. Accordingly, in May 1981, the Trustees authorized creation of the departments, effective September 1.^{365†} As Judy Dworin has stated, the uniting of theater and dance in one department afforded "an opportunity for each discipline to retain its integrity as an individual field of study as well as engage in a strong cross-disciplinary emphasis with the other area. And, for the first time, students could major in Theater and Dance with a concentration in one of the two fields. How ironic, given the initial justification for introducing dance at Trinity, that the first person to graduate with a major in Theater and Dance [.] concentrating in dance [.] was Tim Martin [Timothy A. Martin '83], who has gone on to be a free lance choreographer and performer in New York City."^{366†} The appointment to the faculty in 1977 of Professor Gerald Moshell (Music) (*VI-61*) resulted in introducing an additional component into the performing arts at Trinity. As well as directing the concert choir, he developed a highly successful program of student stage productions drawn primarily from the works of the American musical theater, including several musicals by Stephen Sondheim.

The 1980s witnessed further significant efforts at curricular reform. During 1980-1981, Dean of the Faculty Andrew G. De Rocco's second year in office, a special faculty committee chaired by Professor Borden W. Painter, Jr. '58 (History) reexamined the curriculum and made two recommendations adopted by the faculty. The first was a requirement that every major incorporate some form of senior exercise such as an extended project, a substantial research paper, a thesis, or, in the performing and studio arts, a recital or exhibition of works, respectively.³⁶⁷ The second recommendation mandated the Curriculum Committee to review all academic departments and programs on a regular rotation, utilizing the assistance of external reviewers.³⁶⁸ The first cycle of departmental reviews began during the 1982-1983 academic year and was completed in 1997. The Committee has recently undertaken reviews of programs and initiated the second cycle for departments. Associate Academic Dean J. Ronald

Spencer '64, who has been involved in all of the reviews and directed more than half of them, notes that "they have been beneficial, leading to changes, great or small, in just about every department to be reviewed. [For example,] the review of Classics prompted [the creation of] the Classical Civilization major, and the review of Fine Arts set the stage for ending the art historians' monopoly of the chairmanship, . . . [which] now alternates between art history and studio art on a regular basis."³⁶⁹ Other changes in the curriculum during this period included a broadening of the Religion Department's course offerings to include the study of Judaism, Islam, Roman Catholicism, and the religions of Asia, while the range of languages in which instruction was offered expanded to embrace Chinese, Japanese, Hebrew, and Arabic. The faculty who taught these languages held joint appointments in Modern Languages and Area/International Studies.^{370†}

The second wave of curricular reform grew out of long-range planning efforts initiated by President James F. English, Jr. in the early 1980s. In the spring of 1986, the faculty adopted the Curriculum Committee's recommendation that beginning with the Class of 1992, which would be entering in the fall of 1988, students had to satisfy writing and mathematics proficiency requirements as well as an "integration of knowledge," i.e., interdisciplinary minor, requirement.^{371†} Professor Borden W. Painter, Jr. '58 (History), who served as Acting Dean of the Faculty during the 1984-1985 academic year, and as Dean from 1985 to 1987, recalls that "the mood at Trinity and nationally had changed with respect to the curriculum and especially with respect to general requirements."³⁷² The situation, he contends, called for developing a strong consensus "about the basic nature and scope of a liberal education," and for reducing to a minimum the risk that students would come to Trinity with the intent of finding shelter in the open curriculum from requirements other colleges and universities were imposing.³⁷³ Painter notes that the introduction of interdisciplinary minors grew out of an idea proposed by Professor Alden R. Gordon '69 (Fine Arts) (*VI-62*). The minors were to consist of "six courses drawn from at least three academic fields . . . organized around some common theme or problem."³⁷⁴ Diverse in their fields of inquiry, the minors that were developed at the time included: Cognitive Science (computer science, philosophy, and psychology); Law and Society (economics, political science, psychology, and sociology); Light and Color (photobiology, optical physics, and chemistry); Medieval and Renaissance Studies (literature, history, religion, philosophy, and art history); and Computer Technology and Modern Society (engineering and computer science, mathematics, and philosophy).³⁷⁵

Overseeing creation of the minors was a newly established General Education Council, a faculty-administration body charged with responsibility for those aspects of the curriculum not related to majors.³⁷⁶ Commenting at the time the minors requirement was introduced, Associate Academic Dean Spencer noted that "too many students approach their non-major studies with a kind of tunnel vision, rarely giving thought to how a particular course can be related to other courses and espe-

cially to those in other fields. By systematically exploring connections among different courses and disciplines, the minors should help counteract this piecemeal approach to learning.³⁷⁷ Dean of the Faculty Painter held the conviction that the minors would offer students a “structured means of learning how the insights and methods of diverse disciplines can be used to elucidate complex subjects and issues . . . ,” thereby better preparing them “for life and work in a complex society that increasingly demands interdisciplinary solutions.”³⁷⁸ Although encouraging faculty to establish connections between their own areas of specialization and those of their colleagues, the minors added considerably to the complexities students faced in fulfilling their curricular obligations, and the requirement was discontinued in 1997.³⁷⁹

In 1987, the second major curricular change occurred with the introduction of a five-part distribution requirement under which students had to complete “at least one course in each of the five major areas in the curriculum — humanities, arts, social sciences, natural sciences, and numerical or symbolic reasoning.”³⁸⁰ The distribution requirement replaced the four guidelines that the 1969 curriculum had set forth to help students and their faculty advisers select courses other than those in a major. Over the years, the guidelines had largely been ignored both by students and faculty, and the Horizons Program devised by Professor J. Bard McNulty '38 (English), discussed previously, had attempted to address this situation. Under the open curriculum, furthermore, many students had preferred taking courses in the humanities and social sciences, and when possible, avoided the study of the natural and physical sciences.³⁸¹ The distribution requirement challenged undergraduates to broaden their outlook, and there were many courses in each of the five areas from which to select, including a significant range of offerings in the sciences, which faculty had recently developed with the requirement in mind. Commenting on the curricular revisions, President English noted that the action of the faculty demonstrated a growing conviction “that the current generation of students would benefit if their freedom were tempered by the introduction of some degree of structure into the non-major course of study.”³⁸² He also indicated that the administration and the Trustees had agreed to a slight increase in the size of the faculty before the end of the decade, a reflection of the growing number of courses in the curriculum designed to meet the distribution requirement.³⁸³

Although the undergraduate program was undergoing strengthening and diversification during the 1970s, the graduate and summer programs were experiencing difficulties. Beginning in the late 1960s, their popularity began to wane. The strength of the graduate program had been the large number of secondary school teachers in the Hartford area who had looked to Trinity for a quality program, together with interest in graduate study in mathematics and physics on the part of employees from local industries, especially United Aircraft Corporation. Many teachers in Greater Hartford by that time had already received their graduate training at Trinity or elsewhere, and local school systems were hiring fewer new teachers. In addition, the rise of Rensselaer Polytechnic Institute's Hartford Graduate Center, and the increasing popularity of its

specialized programs, were diverting students from Trinity. Colleges and universities, furthermore, were gradually abandoning core requirements in their undergraduate curricula, and summer programs were dwindling. Ivan A. Backer (*VI-63*), Director of Graduate Studies and Community Education during the mid-1970s, recalls that an advertising campaign to promote the College's programs proved disappointing. As a means of attracting graduate students, Backer and Professor Andrew J. Gold (Economics) worked with the University of Connecticut School of Law to develop a master's program in public policy. Enrollments in more traditional areas of graduate study at Trinity such as French, Spanish, political science, and physics, as well as Latin literature and classical civilization declined to the point that the Trustees voted in the spring of 1978 to phase them out.³⁸⁴

The decline in the graduate program's fortunes had its effect on the Education Department, under whose supervision many master's degree candidates pursued their studies.^{385†} As graduate enrollments decreased in the early 1970s, the department's contribution to the academic program began to come into question. Furthermore, as the decade advanced, the College continued to tighten its finances in the face of national economic uncertainty and double-digit inflation, sought ways to utilize faculty to the utmost, and engaged in reductions and reallocations of faculty positions. President Lockwood later noted that several departments and their offerings came under review, particularly the Education Department, because it was "largely linked to the graduate programs . . . , [and] as the need for master's degrees among teachers in the region . . . sloped off, despite the quality of the program, it was quite clear that Education was running into some troubled waters."³⁸⁶ Another consideration was that the size of the faculty had increased to 141, six above the Trustee guideline of 135 full-time equivalents (FTE) set in 1969, and the faculty's Educational Policy Committee and the Joint Educational Policy Committee began to consider ways of achieving the desired reductions.³⁸⁷

The Education Department's fate was determined in the late 1970s when the administration reached the decision to reduce the faculty's size to the Trustees' guideline by the 1981-1982 academic year. The decision was a response to the College's financial situation, and realized President Lockwood's objective of creating flexibility to accommodate a future increase in the size of the faculty, which he believed would inevitably occur as the result of coeducation and the opportunities the revised curriculum offered.³⁸⁸ His concern, moreover, was that the faculty take responsibility for accomplishing the reductions rather than have the College achieve the same ends through administrative fiat. Working through its Educational Policy Committee and the Joint Committee, the faculty eventually made a number of recommendations that the Trustees approved in the spring of 1979.³⁸⁹ Effective September 1982, the Trustees authorized a decrease in the size of the Education Department from four positions to one, a change in status from that of a department to a program, and the elimination of "its graduate program and teacher certification program."³⁹⁰

As the curricular patterns of the past changed, opportunities for innovation presented themselves. The sense of exciting potential the new curriculum offered gave rise to two programs that have proven highly successful, and have immeasurably enhanced the distinctive character of a Trinity education: the Individualized Degree Program (IDP), and the Rome Program. Originally known as the Alternate Degree-Program (ADP), the IDP concept grew out of one of the recommendations made in 1971 by a Trustee-commissioned student-faculty-alumni task force on the academic program whose general findings were previously discussed. The task force recommended that ways be devised to attract older students to the College in the belief that they would help diversify the undergraduate body, heighten the educational experience of the typical college-age student through interaction with more mature and experienced students, and increase the College's revenues from tuition without putting pressure on residential facilities. Many colleges and universities were then exploring ways of providing students with flexible options for pursuing an undergraduate degree. The Carnegie Commission on Higher Education had released a study in 1971 entitled *Less Time, More Options: Education Beyond the High School*, which, according to the report of the faculty's ADP Planning Committee, "articulated much of this evident desire [for options] and urged institutions of higher education to undertake experiments to develop various non-traditional modes of study. A wide variety of new forms are now being tried. They dot the spectrum all the way from modest variants of the lecture/course 'standard' to . . . 'universities' without walls or campuses."^{391†}

The academic task force proposed instituting a program in which "certification for the B.A. is not based on course requirements and which can be completed by students in varying numbers of years A student can complete the program in three years, but may take more than the traditional four . . ." ³⁹² In November 1971, the Curriculum Committee presented to the faculty an outline of the ADP program and recommended its implementation. Receiving the faculty's approval, the ADP proposal was forwarded to the Trustees, who authorized the faculty to work out the details. A special Alternate Degree-Program Planning Committee, consisting of 20 members of the faculty, including professors Borden W. Painter, Jr. '58 (History) and Frank G. Kirkpatrick '64 (Religion), presented its report on May 16. ³⁹³ The report received the approval of the faculty at its meeting that same day, and on May 27 the Trustees voted to implement the program. ³⁹⁴

Initially, the IDP program had three distinct components: the nonmajor phase, entailing the successful completion on a self-paced basis of a number of faculty-designed "study units," each unit the equivalent of approximately one-third to one-half of a standard one-semester course, pursued in the manner of a tutorial, and linked with other units to assure distribution relationships across a range of disciplines; the major phase, consisting of regular course work, and laboratory work if necessary; and the culminating "integrative project," an interdisciplinary undertaking equivalent to a thesis. ³⁹⁵ The IDP program was sufficiently flexible to accommodate "the working

adult as well as the highly-motivated undergraduate student," and the first 14 nonresident students matriculated in April 1973.³⁹⁶ The following spring, there were 20 students enrolled, ranging in age from 21 to 58. Professor Kirkpatrick, the IDP's first director, noted at the time that 13 of the students had undertaken some college work before enrolling at Trinity, that there were more women than men, and that the students' occupations ranged from housewife to secretary, construction worker to newspaper reporter.³⁹⁷

As the IDP's third anniversary neared, President Lockwood noted that the program "represents Trinity's unique approach to the need for continuing education. Its flexibility and its rigor distinguish the IDP from other programs."³⁹⁸ By the winter of 1976, 35 students were enrolled, with about half that number residing in the Greater Hartford area, the remainder commuting from other areas of Connecticut. That same year, recognizing that many students interested in the program might be deterred by the cost of attending Trinity, the administration reduced the IDP tuition to two-thirds that of regular tuition costs.³⁹⁹ The following year, at the request of the Joint Committee on Educational Policy, the Trustees made it possible for IDP students to take courses in the regular curriculum. This enabled fulfillment of the requirements for a baccalaureate degree by combining individual study and regular course work, and made the degree more readily attainable for IDP students.⁴⁰⁰

Aware of the importance the program had in helping strengthen ties with the Greater Hartford community, the College began in 1982 to intensify recruitment of IDP students, then numbering about 100, with a goal of doubling enrollment by 1984. Louise H. Fisher '73 (*VI-64*), the IDP director, noted that the program had relied for growth largely on referrals from the students themselves, and that the College was prepared to undertake an aggressive and continuing promotional campaign.⁴⁰¹ A further reduction in tuition charges for the program strengthened efforts to attract students. Instituted in 1984, the new rates were 75 percent of the regular tuition for classroom courses, and 50 percent for study units.⁴⁰² IDP enrollments gradually increased, and by June 1997, 391 men and women had graduated from the College under the program's auspices.⁴⁰³ Many of the IDP alumni have pursued further education, among them D. Holmes Morton '79, M.D. (*VI-65*), to whom the College awarded an honorary Doctor of Science degree in 1990. Coming to Trinity after a brief career as a merchant seaman and service in the U. S. Navy, he went on to receive his medical degree from Harvard University. A devoted pediatrician and ground-breaking geneticist, Morton has developed new forms of diagnosis and treatment of hereditary afflictions in Amish children.^{404†}

The second distinctive academic program the College developed during the 1970s focused on Rome. The inspiration of Professor Michael R. Campo '48 (Modern Languages), whose involvement with the Barbieri Center has previously been discussed, the Rome program grew out of the new curriculum and the opportunity for innovation it offered. In the fall of 1969, Dean of the Faculty Robert W. Fuller

reported to the Trustees that, with the enthusiastic approval of the faculty, the College would be instituting the program the following summer.^{405†} Study abroad was becoming increasingly popular among undergraduates nationwide, and opportunities were then being developed at various overseas sites by a number of institutions. Under the program, members of Trinity's faculty in conjunction with other scholars would teach courses in such areas as: Italian history and culture; Italian literature, language and civilization; fine arts; studio arts; music; and classical archaeology. Students would be drawn from Trinity as well as from the collegiate exchange with which the College had just become affiliated. Housed at the Convent of the Camaldolese Sisters (VI-66), the program offered the many advantages and attractions of study in the Eternal City, "a natural center for such a learning experience because of its wide range of objects of interest in art, music, literature, history, and religion, in addition to its many contemporary cultural attractions."^{406†}

The first summer was an extraordinary success despite a variety of challenges ranging from health problems of students and inadequate accommodations for several faculty and their families, to antiquated plumbing and a balky slide projector. Undaunted, indefatigable, and resourceful, Professor Campo persevered, and established the program on a firm foundation over the course of the following two years. Distinguished faculty from other colleges and universities enjoyed teaching at the Rome Campus, and several younger faculty such as archaeologists William L. MacDonald and John A. Pinto of Smith College later achieved prominence during their academic careers. Enrollment in the summer of 1971 was 98, with 25 from the College. The following September, the Rome Campus began its schedule of fall and spring semesters, followed by the summer term. A number of resident directors have managed the program effectively over the years, including professors Gertrude Hooker, Patricia de Martino, and Livio Pestilli. In 1975, the College revised the legal aspects of the program, establishing it as a separate corporation designated the Barbieri Center, Inc., thus permitting more effective functioning within the structure of Italian law.⁴⁰⁷

Now known as the Trinity College Rome Campus program, it has been a great success for the College and has achieved distinction as a model of its kind. Hundreds of Trinity undergraduates and a sizeable number of the faculty, as well as many students from other colleges and universities, have enjoyed their involvement with the program. It has afforded faculty the opportunity to develop specialized courses such as those on international relations offered by Professor Albert L. Gastmann (Political Science) (VI-67) during the spring of 1979 under the Intensive Studies Program.^{408†} Another innovation associated with the Rome Campus grew out of the College's involvement in the early 1980s with the Elderhostel Program. One summer, while Mather Hall's dining facilities were undergoing renovation, the College turned to the Rome Campus as an Elderhostel site. Based on the success of this experiment, Professor Campo enlarged Trinity's Elderhostel program to include a number of

Italian cities, and was later joined in the effort by Professor Borden W. Painter, Jr. '58 (History). In the late 1990s, an estimated 3,500 people annually were participating in nine programs in 11 cities, including Assisi, Siena, Florence, Palermo, Rome, Sorrento, Padua, Venice, and Verona, as well as Lake Garda.^{409†} As the 20th century draws to a close, the Rome Campus program is also serving to spur reflection on ways in which Trinity can develop new curricular options and programs at a variety of "global learning sites," with a "world cities" emphasis, resulting in a network that builds on Trinity's distinctiveness as a liberal arts college in an urban setting.

A major new direction in the curriculum and in the life of the College involves computers and information technology. In the early 1950s, as part of the evening study program, upperclassmen could enroll in a mathematics course, "Numerical Mathematical Analysis and Machine Methods," taught by Stuart L. Crossman and Walter A. Ramshaw, visiting faculty who were on the research staff at United Aircraft Corporation in East Hartford, Connecticut. An innovation of Dr. Harold L. Dorwart, Seabury Professor of Mathematics and Natural Philosophy, the course allowed students access to the facilities of United Aircraft's Research Department Computing Laboratory, including a massive IBM mainframe machine and associated computer punch card equipment. One undergraduate who enrolled in the course was Roy Nutt '53 (*VI-68*), who, as Professor Robert C. Stewart (Mathematics) recalled, soon turned his attention "to the kind of mathematics and its applications" he discovered as a result. Later, Nutt became a computer software pioneer, and was a principal developer of the FORTRAN language. A devoted alumnus, he and his wife, Ruth, became generous benefactors of the College.^{410†}

By the late 1960s, Professor August E. Sapega (Engineering) was developing courses on computers in conjunction with the new curriculum. The early 1970s witnessed the establishment of a link to Dartmouth's computer system, and in the fall of 1976, Trinity's new Digital Equipment Corporation PDP 11/34 computer, featuring 12 terminals for simultaneous use, facilitated tie-in with a national data network and improved remote access to Yale's computing facilities. These developments enabled faculty and students in such diverse disciplines as economics, education, engineering, political science, and sociology to utilize various kinds of data sets in their research. The incorporation of computers into the curriculum, particularly in engineering, had reached such an extent by the end of the decade that the National Science Foundation hailed Trinity as a model for other colleges and universities. In the mid-1980s, students interested in computers as a subject of study could pursue a computer major through the redesignated Engineering and Computer Science Department, and in 1995, growth in computer science as a discipline resulted in the establishment of a separate academic department whose first chair was Professor Ralph E. Walde.

During the 1970s, N. Robbins Winslow, Jr. '57, Dean for Educational Services, and other administrators introduced computer applications in regard to administrative data. Based on previous experience as Provost of Union College, however,

President Lockwood was cautious about investing too heavily in computer systems, especially in light of the College's need to budget expenditures carefully.⁴¹¹ Early in the following decade, President English presided over an upgrading and expansion of Trinity's administrative data systems, and what emerged was a single, integrated system encompassing business and financial records, alumni data, Registrar's data, and other kinds of information. In the ensuing years, information technology has had a major impact on higher education, transforming the way in which scholarly information and administrative data are accessed, delivered, and utilized in teaching and learning, and in administering colleges and universities. The use of powerful computers smaller than mainframes has grown widespread, and the personal computer—whether IBM-compatible or Macintosh, workstation or portable lap-top—has become indispensable in faculty and administrative offices, the dormitory room, the library, the workplace, and increasingly, the home.

Trinity has taken the lead among small liberal arts institutions in installing a sophisticated campus network for accessing and disseminating electronic data in various forms, including electronic mail. From the dormitory, the office, the library, or the home, the network also facilitates research use of full-text, graphic, and bibliographic electronic databases, as well as of the Internet, and has enabled the development of a wide array of computer applications in the teaching-learning environment, ranging from on-line course syllabi and supporting documentation, to interactive critiques of term papers and the incorporation of digitized images into electronic databases. Trinity has established and maintains a home page, which serves as a public relations vehicle as well as a means for linking on- and off-campus users with a variety of College-related information and external resources available through the Internet. A computer center staff under Dr. John A. Langeland (*VI-69*), Director of Information Technology, provides technical support. In 1997, Dr. Bernard L. Hecker, Director of Academic Computing, became responsible for overseeing the "Learning Technology Project," an initiative of the College supported by a grant from the Charles E. Culpeper Foundation, designed to explore imaginative ways of harnessing the potential information technology holds for enhancing instruction and learning at Trinity.^{412†}

Regarding library automation at the College, in 1984, President English approved Trinity's participation in forming a consortium with Wesleyan University and Connecticut College to establish a joint on-line automated library system. Under the leadership of College Librarian Ralph S. Emerick (*VI-70*), Trinity's library staff collaborated with their colleagues at the other institutions in laying the groundwork for the "CTW System," which became a reality in 1986 with support from the W. M. Keck Foundation and the Charles E. Culpeper Foundation. The system enables library users at each of the colleges to conduct on-line searches of bibliographic data for research material held in the three libraries, as if they comprised a single library collection at a major university. Also, borrowers at any one of the three institutions can obtain books and photocopies of journal articles from the libraries of the other two

through a special delivery arrangement.^{413†} In the 1990s, Emerick's successor, Dr. Stephen L. Peterson (*VI-71*), has further developed the library's electronic resources and capabilities while continuing to build its research collections in print, positioning it advantageously for the future.^{414†}

Many years earlier, Vice President Albert E. Holland '34 was instrumental in strengthening the library's poetry resources, and his keen interest in poetry led him to develop initial funding support for a program of poetry readings and lectures that eventually evolved into the College's Poetry Center. In 1952, when he was Assistant to the President, Holland gave the library his collection of first editions of works by contemporary British poets, in honor of Paul and Marie Reif, close friends, and provided funds to continue developing the Reif Poetry Collection.^{415†} In the early 1960s, the Hartford Jewish Community Center approached Holland to inquire whether Trinity would co-sponsor a series of lectures and readings by poets the Center was offering while it relocated to new quarters. He was enthusiastic, and the series was well-received both on- and off-campus. Among the poets visiting Trinity during this period were Richard Eberhart, Howard Nemerov, and Karl Shapiro. Each visit lasted up to three days, and featured public lectures and readings, visits to classes, and informal meetings with students.^{416†} The series was coordinated initially by Holly Stevens, the daughter of Wallace Stevens, Hartford's internationally recognized Bollingen Prize-winning poet, and later by Amelia G. Silvestri (*VI-72*), for many years a member of Trinity's Public Relations staff and a well-known actress in local drama companies who often appeared in Jesters' productions.^{417†}

In the 1970s, with the support of English Department faculty members Stephen Minot and Hugh Ogden, an acclaimed poet, Amelia G. Silvestri expanded the poet-in-residence program, extending the period of residence to a week, and introducing an element of community outreach by arranging for the poets to conduct poetry-writing workshops on campus for high school students from Hartford as well as for English teachers from those schools. Workshops and individual conferences were also held for Trinity student poets. In 1978, the program adopted a more formal structure and became known as the Trinity College Poetry Center, with Silvestri serving as its first Executive Coordinator (later Director). In the ensuing years, the Center has continued to bring to the campus nationally recognized poets such as John Berryman, Philip Levine, W. D. Snodgrass, Dabney Stuart, Lucille Clifton, and Wendell Berry, to sponsor readings by student poets, and in general to encourage undergraduate interest in poetry.^{418†}

While the poet-in-residence program was being modified and strengthened, the College was experiencing alterations in other areas of its life. In particular, the faculty was undergoing a number of changes ranging from broadened diversity in gender and race to increased involvement in College governance. Regarding the latter, Dr. Clark Kerr has noted that one of the major manifestations of campus unrest during the late 1960s and early 1970s was the determination on the part of activist students and

junior faculty members "to 'reconstitute' the university internally and particularly in the direction of 'participatory democracy.'"⁴¹⁹ In order to influence discussion and change, the faculty became more assertive in closely examining many aspects of College policy, particularly such matters as promotion and tenure, faculty recruitment, the chairmanship of departments, the allocation of faculty positions to departments, and the size and composition of the faculty. Faculty committees underwent revitalization and began to exert greater influence, especially the Appointments and Promotions Committee, the Educational Policy Committee, and the Curriculum Committee.⁴²⁰

In December 1968, the faculty redefined the position of its principal elected officer, strengthening the Secretary of the Faculty's role as a conduit for internal and external communications. In addition, the Secretary assumed greater responsibility for establishing faculty meeting agendas, and held the chairmanship of the newly created Faculty Conference. The Conference was established to "ensure that major proposals are placed before the appropriate faculty committee, or in the absence of such committee, [to] study, evaluate, and make recommendations on such proposals . . . [as well as] strengthen the meeting and the committee structure by facilitating faculty discussion informal or otherwise."⁴²¹† The Conference made certain that issues of concern to the faculty received full consideration.

In connection with departmental chairmanships, the prevailing practice under which a senior full professor served as chairman until his retirement gave way during the Lockwood administration to the periodic rotation of the chairmanship among all tenured members of a department. Over time, different members of a department exercised responsibility for administering its affairs and brought varied points of view to this function. Dr. Jan K. Cohn (*VI-73*), Dean of the Faculty during the late 1980s and early 1990s, and the first woman to hold this office, moved to strengthen the authority and range of responsibility of department chairs, revived a Caucus of Chairs that met monthly to discuss matters of interest, involved the chairs more directly in evaluating department members for annual salary increases based on merit, and introduced procedures for departmental evaluations of the chairs.⁴²²

When President Lockwood took office he discovered that the decades-old policy of granting *de jure* tenure to full professors remained in effect, associate professors having *de facto* tenure based on custom. Following standards promulgated by the American Association of University Professors, the College, in Lockwood's words, "blanketed in everybody who was entitled under AAUP standards to tenure," and began to "work through with the faculty the standards according to which we would [thereafter] make decisions of tenure."⁴²³ The standards also applied to promotion, and consisted of demonstrated effectiveness in the classroom as a teacher, evidence of attainment "as a mature scholar . . . , recognized by others as a scholar in that field," and "conspicuous service to the College."⁴²⁴ The College began to encourage greater involvement in research and publication as well as in professional activities in

a faculty member's discipline, and gradually made available funds for travel and the support of research, initially through grants from the Mellon Foundation, and later through a faculty research fund that appeared as a line item in Trinity's annual budget. In President Lockwood's view, these efforts helped develop a greater professional self-consciousness on the faculty's part.⁴²⁵

The procedures for recruitment, reappointment, promotion, and the granting of tenure were tightened and formalized. By the late 1980s, these procedures had taken the form they retain in the late 1990s, and involve the central role of the faculty's Appointments and Promotions Committee. The Committee consists of three full professors elected by the faculty, with the requirement that one of the professors must be from mathematics, engineering, or one of the sciences. The president and the Dean of the Faculty are also members of the Appointments and Promotions Committee. In addition, the faculty members, joined by three trustees, constitute a Joint Committee on Appointments and Promotions, which reviews and forwards favorable recommendations made by the faculty Committee to the full Board for action.^{426†} Assembling a candidate's dossier in connection with either tenure and promotion or pre-tenure reappointment is the responsibility of the particular academic department. In contrast to the relatively brief information previously gathered, dossiers have expanded considerably under the policy of thoroughly reviewing a candidate's qualifications, which includes obtaining the views of colleagues and those of external specialists in the discipline as well as full documentation of scholarly activity.⁴²⁷

Another issue regarding the faculty is the relationship between teaching and the pursuit of research, a long-standing concern at institutions devoted primarily to the education of undergraduates. At universities with well-developed graduate programs, the emphasis among the faculty is on research and work with graduate students, the teaching of undergraduates often becoming a secondary priority. In contrast, at the small liberal arts college, the major concern traditionally has been teaching. Beginning in the mid-1970s, Trinity and other colleges began placing increased emphasis on research and publication as criteria for academic advancement, recognizing that such activities often stimulate creativity in the classroom. Faculty members at Trinity prior to World War II generally were teacher-scholars, broadly prepared in their disciplines and capable of specialization, yet well-read in related fields. Their successors in the ensuing decades of the 1940s, 1950s, and 1960s largely followed this pattern. By the 1970s, the state of graduate education had changed, reflecting in part the emergence of new dynamics within disciplines. Younger faculty tended to reflect narrower preparation than previously, were more tightly focused on a particular specialization within a discipline, and were less well-grounded in collateral fields, a phenomenon of the rapid expansion of the knowledge base. In the early 1980s, when Dr. Andrew G. De Rocco was serving as Dean of the Faculty, the College increased its expectations for faculty involvement in research and publication, and during the decade took several steps to encourage scholarship. These included: a reduction in the teaching load from

six courses per year to 10 courses over a two-year period, beginning in the fall of 1987; the establishment of paid research leaves for junior faculty; increased annual funding for faculty research in general, coupled with the creation of a Faculty Research Committee to oversee allocation; and the facilitation of access by faculty to research grants from external sources through a grants office.⁴²⁸ In addition, in the late 1970s, foundation support led to the establishment of the nondisciplinary Charles A. Dana Research Professorship, which is awarded for a period of three years to a tenured member of the faculty. Under its terms, a reduced teaching schedule allows greater flexibility to pursue research.

The balance between teaching and scholarship characteristic of younger faculty has resulted in opportunities for collaborative research and publication with students, especially in the sciences, but increasingly in the social sciences and humanities. As Professor Craig W. Schneider (Biology) (VI-74) has observed, "during the Cold War years, the volume of information in the sciences in general exploded . . . , [and] scholars were forced to be more 'narrow'—no one could possibly be fluent in all of the disciplines within biology," or other major scientific fields. "Newer faculty who have come on board [in biology]," Schneider notes, "are deeply devoted to their specialties, and bring innovative research programs tailored for involvement of undergraduate students"^{429†} Of considerable interest to a number of Trinity faculty over the past two decades has been involvement in interdisciplinary teaching, introduced in the 1970s in American Studies and in the Guided Studies Program in the Humanities, previously mentioned. Some Guided Studies courses featured joint instruction, usually by faculty from different departments. Another interdisciplinary program established in the late 1980s was in neuroscience, directed by Professor Priscilla Kehoe (Psychology). This program encompasses disciplines ranging from engineering to philosophy.⁴³⁰ In addition, in early 1997, the College established a Center for Collaborative Teaching and Research. Its director, Professor Drew A. Hyland (Philosophy), is exploring ways in which faculty in the arts, humanities, social sciences, and sciences can collaborate in developing innovative and distinctive approaches to interdisciplinary instruction.^{431†}

In recognition of the primacy of teaching at Trinity, two awards have been established honoring members of the faculty, who, in the eyes of students as well as colleagues, are distinguished by their contributions in the classroom. The Brownell Prize for Excellence in Teaching, made possible in 1986 through the generosity of an alumnus who wished to remain anonymous, and awarded every other year, recognizes excellence in teaching among faculty who have nine or more years of service at Trinity. In the late 1980s, a gift from G. Keith Funston '32, former president of Trinity, to honor Professor of Modern Languages (Emeritus) Arthur H. Hughes, who had also served as Vice President and Dean of the College as well as acting president, enabled Dean of the Faculty Cohn to create the annual Arthur H. Hughes Award for Achievement in Teaching. First conferred in 1990 in recognition of the contributions of junior faculty,

the award was later open to all faculty with fewer than nine years of service.⁴³² An important way of calling attention to the distinctive contribution faculty make in expanding the intellectual horizons of students, the Brownell Prize and the Hughes Award honor accomplishment that lies at the heart of Trinity's educational mission.^{433†}

During the 1970s and 1980s, the College strove to develop a faculty inclusive in both gender and diversity, and sustained efforts continue in the 1990s. In March 1973, confirming the critical importance of this objective, the Trustees passed a resolution endorsing a recommendation from the Board of Fellows on the selection of faculty. The resolution declared that, while "intellectual excellence is and should be the paramount criterion used by the College . . . , women [,] and racial, religious, and ethnic minorities should be represented" on the faculty.^{434†} Trinity had already made some progress in this regard. Resulting from the initiative in 1956 of Seabury Professor of Mathematics and Natural Philosophy Harold L. Dorwart, chairman of the Mathematics Department, Professor Marjorie V. Butcher (*VI-75*) became the first woman to accept appointment to the faculty. A specialist in actuarial mathematics, Professor Butcher had been a member of the actuarial department of the Connecticut General Life Insurance Company in Hartford before joining the mathematics faculty at the University of Michigan. She and her husband, Robert W. Butcher, moved to Hartford upon the latter's acceptance of an actuarial position with the Travelers Life Insurance Company. A part-time Lecturer at Trinity for many years, Mrs. Butcher was promoted to the rank of Associate Professor in July 1974, and appointed Professor in 1979.^{435†}

In 1964, Dr. Florence S. Jones, Lecturer in Astronomy, became the second woman member of the faculty. Two years later, Juliette M. R. De Gardony (Modern Languages), accepted appointment as Instructor in French, and became the first woman to teach on a full-time basis. In 1967, Marilyn C. Wilde was appointed Instructor in French, as was Anasthasie Ferrari.⁴³⁶ Other women joined the faculty soon thereafter, and among those appointed during the first decade of coeducation who have become tenured was Professor Dori Katz (Modern Languages) (*VI-76*), whose distinguished career at the College began in 1969 and has been marked by a number of "firsts": the first woman on the faculty to hold a tenure-track position; the first to be granted tenure; the first to be elected to the faculty's Appointments and Promotions Committee; and the first to chair the Appointments and Promotions Committee.⁴³⁷ Other women who accepted appointment to the faculty during this period include professors Judy Dworin (Theater and Dance), 1971, as noted previously; Noreen L. Channels (Sociology), 1972; Dianne Hunter (English), 1972 (*VI-77*); Andrea Bianchini (Modern Languages), 1973 (*VI-78*); Milla C. Riggio (English), 1973; Sonia M. Lee (Modern Languages), 1973 (*VI-79*); Diane C. Zannoni (Economics), 1975 (*VI-80*); Helen S. Lang (Philosophy), 1978; and Diana Evans (Political Science), 1979 (*VI-81*). These faculty members have proven to be highly supportive of women undergraduates. In the ensuing decades, the number of women on the faculty increased considerably, and in the 1997-1998 academic year, women

held 43 of the faculty's 136 full-time tenure and tenure-track positions.^{438†}

During coeducation's first decade, the College began sustained efforts to recruit women faculty members, who found themselves breaking new ground and encountering uncertain, sometimes hesitant responses on the part of their male colleagues. For example, Professor Dori Katz (Modern Languages) recalls feeling that, as "one of so few women faculty, I was always treated like company. People were very nice to me. They would rush over and help me with my coat and open doors [,] and I was invited to many cocktail parties and so on—but I always had the feeling that 'isn't it nice to have you around and have you as a guest.'"⁴³⁹ She also encountered the "token woman" phenomenon in regard to service on committees, and "felt constant pressure to advocate the traditional 'woman's viewpoint.'"⁴⁴⁰ Professor Milla C. Riggio (English) remembers "having to serve on every major committee as 'the woman.'"⁴⁴¹ Professor Judy Dworin recalls that, as a woman faculty member in the early 1970s, Trinity did not offer her a particularly hospitable environment. "I was the youngest person on the faculty; I was a woman; and I was teaching Dance, which was received at best with enormous skepticism. Perhaps because of my age and discipline, I did not feel a support system from the few other women on the faculty at that time. I found our attempts to build any kind of solidarity as women to be somewhat artificial and forced. I chose to focus my attention on building the foundation for dance, a true stepchild, and on envisioning the ways in which it could be integrated as a viable and valued field of study . . . it provided a vehicle, a sense of personhood, for many women students at Trinity facing a culture that very slowly was evolving a truly coeducational atmosphere."⁴⁴²

The College was also beginning to recruit minority faculty members. The earliest appointment brought Dr. John H. Bennett of United Aircraft Corporation to Trinity in 1965 as a part-time Lecturer in Mathematics, and for several years he taught graduate courses in advanced calculus and advanced numerical analysis. During the 1969-1970 academic year, Charles S. (Chuck) Stone, a black author and journalist, served as John T. Dorrance Visiting Professor, and in the fall semester gave a course on black politics.^{443†} The following year, the Rev. Dr. Herbert O. Edwards came to Trinity as Assistant Professor of Religion and Assistant Dean of Community Life.⁴⁴⁴ The first black woman to serve on the faculty was Linda T. Nailor, Instructor in History and Intercultural Studies from 1971 to 1973. In 1972, professors John E. Simmons III (Biology) (VI-82) and James A. Miller (English, American Studies, and Intercultural Studies) (VI-83) became the first black members of the faculty to hold tenure-track positions. The number of black faculty members gradually increased, and by 1997-1998 there were five men and two women in tenure and tenure-track positions. Throughout the 1970s, 1980s and 1990s, the College has striven to intensify efforts in this regard, and has also appointed four Asian and six Hispanic faculty members.⁴⁴⁵

As Dean of the Faculty from 1987 to 1994, Dr. Jan K. Cohn undertook several initiatives to diversify the faculty, and facilitated filling three new positions for minority

faculty that the Trustees had authorized during the 1988-1989 academic year with the support of President James F. English, Jr. An *ad hoc* trustee-faculty Minority Faculty Recruitment Committee was created to explore various ideas for further diversifying the faculty as well as the curriculum, and it supported establishment of the Ann Plato Fellowship, which brings to the campus for a year a minority doctoral candidate who is completing a dissertation, and affords the opportunity to teach a course and benefit from association with the Trinity faculty. Named after the 19th-century black Hartford poet, essayist, and teacher, the Plato Fellowship has achieved national recognition and is highly prized. In the mid-1990s, under the leadership of President Evan S. Dobelle, the College allocated an additional seven positions for minority faculty.⁴⁴⁶

Among the major concerns that President Lockwood began to address upon taking office were, as previously discussed, his sense that the College should move toward coeducation, and the urgent need to revise the curriculum. Lockwood's third concern was Trinity's financial strength, both short-term and long-term. In the face of rising costs and targeted federal support for higher education, he maintained that private colleges and universities would have to rely more heavily on foundations, resulting in increased competition for their resources. In addition, there would be greater emphasis on seeking corporate funding, a trend that had already begun to develop. Support from the corporate sector was leading colleges to rely more heavily on developing matching gift and challenge programs, and corporations began to expect the establishment of linkages between their support and focused program development on the part of colleges and universities.⁴⁴⁷

President Lockwood's initial actions included scrutinizing costs, insisting on the development of tighter financial management and budgeting practices, and instituting short-term and long-term financial planning. In an effort to avoid runaway increases in financial aid commitments, he also moved to augment funding for this purpose gradually. In addition, the College introduced a number of cost control mechanisms, curtailed or reduced the growth of the faculty, the staff, and a variety of support services, carefully monitored expenditures on maintenance of the physical plant, and reduced the size of the administration. Trinity experienced a small deficit in 1969 and a somewhat larger one the following year, but thereafter the budget was in balance. The most serious problem, however, was the size of the endowment. As noted in the previous chapter, the Ford Challenge campaign of the late 1960s had not resulted in significantly increasing the endowment, and in Lockwood's view, "ended up giving us very little loose change."⁴⁴⁸ As the size of the student body gradually grew with the introduction of coeducation, the income per student from the endowment decreased proportionately. The president sought ways to improve investment strategy so that the yield from the endowment would increase, and moved to "build up reserves and resources that we never had at this institution."⁴⁴⁹ He also avoided raising tuition costs at a rate matching that of comparable institutions. This made Trinity more

attractive to prospective students and reduced reliance on tuition income as a way to balance the budget, a practice some institutions regularly followed, and that Lockwood believed would, if continued from year to year, ultimately weaken the College's competitiveness.⁴⁵⁰

As a solution to the endowment predicament, in January 1972, the Trustees unanimously voted to undertake a capital campaign.⁴⁵¹ As planning for the campaign progressed, its goals became more clearly defined. The fund-raising target was \$12 million. At the campaign's kickoff, held at Trinity on January 18, 1975, Robert M. Blum '50, national campaign chairman, reported that just over \$4 million in advanced gifts and pledges had been received, noting that "these gifts, totaling just over a third of our goal, are certainly a great expression of confidence in Trinity, especially in light of our nation's unfavorable economic situation."⁴⁵² Designated the "Campaign for Trinity Values," the drive had as its aim to raise: "\$5 million endowment for faculty and for academic program; \$2.5 million endowment for scholarships; \$1 million endowment for campus improvement; \$1 million endowment for the library; and \$2.5 million for construction of the new library wing."⁴⁵³ President Lockwood declared that "it is imperative that we now increase the endowment base supporting our academic programs and facilities Endowment funds . . . provide an annual income yield which supports the operating costs of current programs."⁴⁵⁴ Noting that endowment income, tuition, and annual gifts were the three major sources of revenue in Trinity's annual budget, the principal source being tuition, he went on to state that "endowment, however, is an essential resource which enables Trinity to maintain enduring programs of high quality without at the same time putting the costs of these programs beyond the reach of most students."⁴⁵⁵ Reflecting the stock market's recovery from a pronounced decline, in June 1975, Trinity's endowment stood at \$29.7 million, while that of Wesleyan was \$114 million, Amherst \$75 million, Oberlin \$69 million, Williams \$58 million, and Swarthmore \$52 million.⁴⁵⁶

The timing of the campaign was something of a risk, as President Lockwood observed at the kickoff ceremonies: "We recognize that economic conditions are not favorable for launching a campaign of this magnitude. But, in a real sense, we have no choice. As our campaign motto points out, this must be 'an extraordinary effort' on the part of many people 'to sustain the values of a Trinity education.' Trinity's needs are intractable needs, and we must act now to meet them. We believe our goal is realistic in light of its importance to Trinity, and, by implication, to the community at large."⁴⁵⁷ Completed in 1978, the campaign proved highly successful, exceeding its goal by \$1 million. The resulting funds, in combination with improved investment strategies, a balanced budget year after year, and prudent expenditures, contributed to increasing the endowment to \$47 million by the end of President Lockwood's administration in 1981.⁴⁵⁸

A major event in the history of the College, the 150th anniversary of its founding, occurred in 1973, and the celebratory spirit surrounding the occasion carried over

into the Campaign for Trinity Values. The culmination of the observance took place during a week of festivities preceding Commencement on May 20, when the College awarded baccalaureate degrees to the 386 members of the Class of 1973, the largest class to graduate from Trinity up to that time. Among the highlights of the week were: a festival celebrating the arts, which involved a large number of undergraduates; the appearance in *The Hartford Courant* of an extensive multi-page color insert on Trinity's history, growth, and its ties to the Hartford area; a ceremony on Charter Day, May 16, in the office of Connecticut Governor Thomas J. Meskill, Jr. '50, at which he signed a proclamation in recognition of the College's anniversary (VI-84); and also on Charter Day, the reading in the U. S. Senate by Senator Abraham A. Ribicoff of an anniversary citation, which appeared in the *Congressional Record*, and the noting of the anniversary in the U. S. House of Representatives by William R. Cotter '49, Representative from Connecticut's First District, which also appeared in the *Congressional Record*. Other events included: the celebrating of Honors Day on the Quad for the first time; a faculty-student, 150-mile, 24-hour marathon race on the Jessee Field track, in which the student team emerged victorious; an afternoon convocation on Saturday, May 19, entitled the "Future of American Higher Education," featuring a panel discussion by President Barbara Newell of Wellesley College and Fred M. Hechinger of the *New York Times* editorial board, formerly education editor; and on Saturday evening, a concert by the Hartford Symphony Orchestra, under the baton of maestro Arthur Winograd, held in the Ferris Athletic Center because of inclement weather. The College also commissioned Professor Hugh S. Ogden (English) (VI-85), an acclaimed poet, to compose a 150th anniversary poem, which he entitled *The Diary*.^{459†}

The success of the Campaign for Trinity Values gave the College the financial flexibility to proceed with a number of construction projects, including a new president's house, a new dormitory, and a major expansion and renovation of the library. Previously, in the early 1970s, gifts to Trinity had resulted in the construction of formal gates at two entrances to the campus, and the installation in the Chapel of a new organ, and a screened gateway leading to the Chapel of Perfect Friendship. Dedicated on October 10, 1970, the gates at the intersection of Vernon and Broad Streets, known as the Johnson Memorial Entrance, were the gift of Glover Johnson '22.⁴⁶⁰ The gates at the driveway leading into the campus from Broad Street past the Memorial Field House were the gift of a friend of the College, Dr. Karl F. Brown, a retired Hartford optician, and were dedicated as the Karl F. Brown Entrance on October 24, 1973.⁴⁶¹ The Chapel organ (VI-86), built by Austin Organs, Inc. of Hartford, and located beneath the Rose Window, was the gift of Mrs. Newton C. Brainard in memory of her husband, a trustee of the College for 41 years. Clarence E. Watters, Honorary College Organist and retired Professor of Music, gave the dedicatory recitals on January 21 and January 22, 1972.⁴⁶² Following his appointment in 1977 as College Organist, John Rose (VI-87) relied on the new instrument as a prin-

cial means of strengthening the Chapel's music and concert program. Dedicated on November 4, 1973, the wrought iron gateway at the entrance to the Chapel of Perfect Friendship (VI-88) was presented by former Trinity president G. Keith Funston '32 in memory of his mother, Genevieve Keith Funston.⁴⁶³

The president's house project was linked to the growing need for office space, particularly for academic departments and programs. The Trustees decided to convert the existing president's house into office facilities for the English Department and the newly created Writing Center, and authorized construction of a new president's house southwest of the faculty residence that would later become the Smith House. Work began in 1977, and the residence was ready for occupancy by President and Mrs. Lockwood in the fall of 1978 (VI-89). Work also was proceeding on a 97-bed dormitory in the South Campus area adjacent to Wheaton, Smith, and Jackson Halls. Designed by Kilham, Beder & Chu, successors to O'Connor & Kilham, the architectural firm responsible for the adjacent dormitory units, the new facility was completed in the fall of 1978. The first in the state, if not in the nation, to be fully equipped for handicapped access, the dormitory was designated Funston Hall by vote of the Trustees in 1982, honoring former Trinity president G. Keith Funston '32.^{464†}

The expansion and renovation of the library began in 1977, and the \$3.5 million project was completed in January 1979, under the leadership of College Librarian Ralph S. Emerick. The facilities of the 1952 building had become overtaxed by a student body that had more than doubled in size in the intervening 27 years, and the library's collections had outgrown the existing shelving capacity. The renovated and expanded facility (VI-90), featuring a five-story addition with 42,000 square feet of space, was designed by Cambridge Seven Associates. Capacity for the book collections increased to a million volumes, made possible by the inclusion of compact shelving for lesser-used materials. Study space for readers increased substantially, as did office and work space for staff. In addition, the Watkinson Library, formerly housed on the third floor of the 1952 building, occupied new quarters, which included a spacious reading room, attractive exhibition areas, curatorial offices, and an expanded stack area.⁴⁶⁵

The Watkinson Library's augmented shelving capacity was especially welcome, and provided the flexibility to accommodate the gift in 1984 of a major collection of materials on natural history, principally ornithology, formed by Ostrom Enders, Hon. '76, retired chairman and chief executive officer of the Hartford National Bank and Trust Company, and a former trustee of the College. Of national significance, the Enders Collection complements a small but exceptional collection given to the College at the turn of the century by Gurdon W. Russell, Class of 1834, M.D., of Hartford. Chief among the works in the Russell Collection is the engraver's copy of the four-volume folio set of John James Audubon's *The Birds of America* (1827-1838).^{466†} Another major gift to the library during this period was the collection of books and manuscript materials on Sir Walter Scott presented by Professor Norton Downs (History) in 1979, housed in the Sir Walter Scott Medieval Room on the

library's second floor. The Scott Room is adjacent to the Walton Room, which contains books on angling and other sporting pastimes as well as the collection on Sir Isaac Walton presented by Sherman C. Parker '22 in 1965.^{467†}

During his administration, President Lockwood moved to establish cooperative links with a number of colleges and universities as well as with various organizations in higher education. He was convinced that such efforts would benefit Trinity, and that national and regional perceptions of the College would be enhanced. In 1970, the Joint Committee on Educational Policy began to explore suggestions for cooperative ventures beyond those with Vassar, which, in the spring of 1969, had brought women undergraduates to the campus for the first time during an academic year, and with the 10-College (later 12-College) Exchange Program. On January 17, 1970, the Trustees authorized the administration to pursue "opportunities for interinstitutional cooperation at all levels . . ." ⁴⁶⁸ Based on preliminary arrangements for student access to courses at the University of Hartford's Hartt College of Music, and the graduate program at the Hartford-based Rensselaer Polytechnic Institute of Connecticut, more extensive cross-registration in courses among the area's institutions of higher education helped further cooperative relationships. A grant from the Hartford Foundation for Public Giving in 1972 led to the establishment of the Greater Hartford University Consortium, later known as the Greater Hartford Consortium for Higher Education.⁴⁶⁹ The College played a leading role in forming the Consortium, the other institutions initially consisting of the University of Hartford, St. Joseph College, and Hartford College for Women. Rensselaer Polytechnic Institute of Connecticut, St. Thomas Seminary, and the Hartford Seminary Foundation would later become members. There was initial skepticism on the part of Trinity faculty regarding the academic quality of the programs at the other institutions and whether access to them was of any real benefit. However, courses in fields of study not offered at Trinity were available at Consortium institutions, and semester hours of cross-registration began to increase. In time, interinstitutional courses were created, a shuttle bus service was begun, the libraries established cooperative arrangements for access, and there were coordinated efforts to improve the range of graduate courses.⁴⁷⁰

Cooperative linkages with other institutions extended as well to intercollegiate athletic competition. In 1971, Trinity joined with several colleges and universities in New England and New York to establish the New England Small College Athletic Conference (NESCAC). Consisting of Amherst, Bates, Bowdoin, Colby, Hamilton, Trinity, Tufts, Wesleyan, and Williams, the Conference was modeled on a 1955 agreement among Amherst, Bowdoin, Wesleyan, and Williams. Its basic aims included keeping participation in intercollegiate sports and the policies governing athletic competition in harmony with the fundamental educational purposes of each institution, and coordinating such matters as eligibility rules for undergraduate athletes, out-of-season practice, post-season competition, and limits on recruitment activity and financial aid awards. Each institution was to retain scheduling autonomy although

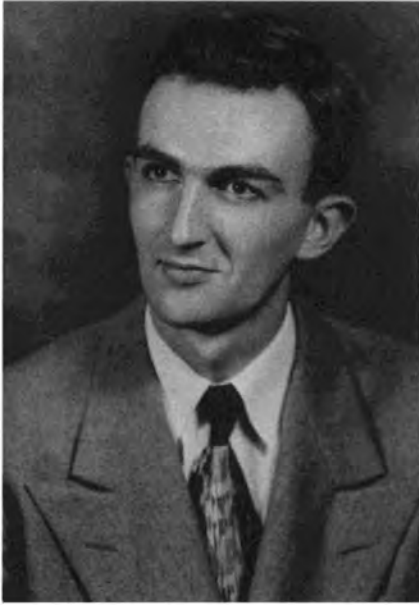


Figure VI-68
Roy Nutt, Class of 1953



Jonathan Lester

Figure VI-69
Dr. John A. Langeland, Director
of Information Technology

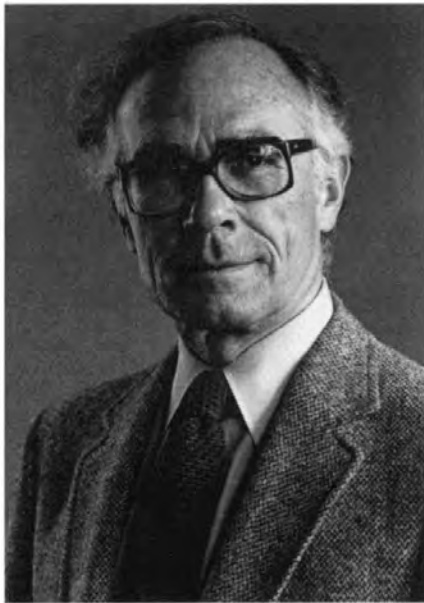


Figure VI-70
Ralph S. Emerick, College Librarian



Figure VI-71
Dr. Stephen L. Peterson, College Librarian



Gerald Hatch

Figure VI-72
Amelia G. Silvestri, Director of
the Trinity College Poetry Center,
with John Berryman



Figure VI-73
G. Keith Funston Professor of
American Literature and American
Studies and former Dean of the
Faculty Jan K. Cohn

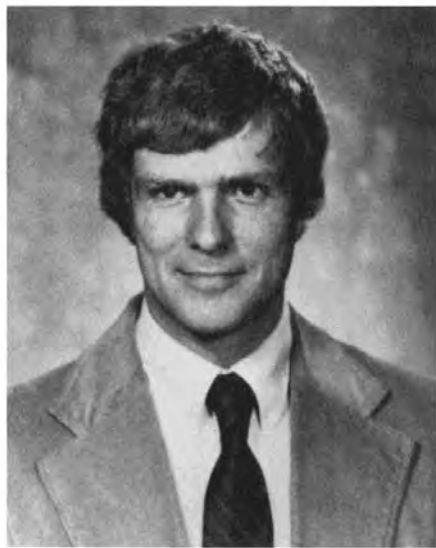


Figure VI-74
Charles A. Dana Professor of Biology
Craig W. Schneider



Figure VI-75
Professor of Mathematics Marjorie V.
Butcher at the unveiling of her portrait
on April 14, 1992 in the Mathematics,
Computing, and Engineering Center



Figure VI-76
Professor of Modern Languages
Dori Katz



Figure VI-77
Professor of English Dianne Hunter



Figure VI-78
Professor of Modern Languages
Andrea Bianchini



Figure VI-79
Professor of Modern Languages
Sonia M. Lee



Figure VI-80
Professor of Economics Diane C. Zannoni



Figure VI-81
Professor of Political Science Diana Evans



Figure VI-82
Professor of Biology John E. Simmons III



Figure VI-83
Dr. James A. Miller, Charles
A. Dana Professor of English and
American Studies, and
Professor of International Studies



Figure VI-84

Connecticut Governor Thomas J. Meskill, Jr., Class of 1950, signing the official statement proclaiming Trinity College Week, May 16-22, 1973. Looking on (left to right) are: George W. B. Starkey, Class of 1939, M.D., Chairman of the Board of Trustees; Andrew I. Wolf, Class of 1973, member of the 150th Anniversary Committee; and President Theodore D. Lockwood, Class of 1948.



Figure VI-85

Professor of English Hugh S. Ogden



Figure VI-86

The Chapel organ, viewed from the Rose Window



Figure VI-87
John Rose, College Organist
and Director of Chapel Music

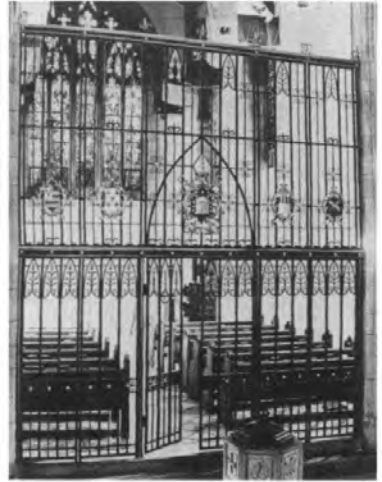


Figure VI-88
The Funston Gateway to the
Chapel of Perfect Friendship

Jonathan Lester



Figure VI-89
The President's House, circa 1978



Jonathan Lester

Figure VI-90
The 1978 addition to the Library

conference members, many of whom were traditional opponents in various sports, would be scheduled in competition where possible.⁴⁷¹ Strengthened over the years by the addition to their number of Connecticut College and Middlebury, NESCAC members agreed in 1998 to reduce conflicts with academic schedules and priorities by becoming a playing conference within Division III of the National Collegiate Athletic Association (NCAA) in all sports eligible except football. In addition, NESCAC would create necessary mechanisms to determine conference champions in all sports where practical, send only the conference champion to post-season competition (usually NCAA Division III), and cease to participate in Eastern College Athletic Conference (ECAC) competition unless in certain instances such competition was deemed more appropriate than NCAA national competition.⁴⁷²

NESCAC's creation was among the factors during the 1970s that facilitated the development of women's intercollegiate sports at Trinity as previously discussed. In men's sports at this period, new records continued to be set, with many Bantam opponents coming from the NESCAC ranks. In 1972, for example, the tennis team achieved its first undefeated season in 30 years, establishing Roy A. Dath's coaching career record at 110 wins and finishing fifth in the New England Intercollegiate Tennis Championship. Two years later, the squash team, also coached by Dath, compiled a 15-2 record, the best since varsity competition in the sport began in 1932. The team went on in 1976 to enjoy an undefeated season, the first in the sport's competitive history at Trinity, and finished fifth in the National Intercollegiate Squash Championship. On the gridiron, the 1970 football team compiled a 7-1 record, the best finish since the unbeaten season of 1955, and was ranked number one among New England colleges, Donald G. Miller enjoying the designation of New England Coach of the Year. In 1971, Trinity shut out Wesleyan, the first shutout victory in football since 1964 and the first against the Cardinals since 1936.^{473†}

President Lockwood firmly believed that links with other types of regional and national organizations in higher education were also important for the College. In his estimation Trinity had been "inactive in national circles. We needed to play a role [...] and to get the name out into circles that could help us. I also felt that we probably had as an institution about as much intelligence as one could rally when it came to issues before higher education."⁴⁷⁴ Among newer organizations was the Consortium on Financing Higher Education, founded in 1974, which originally consisted of a small number of independent colleges and universities in the Northeast devoted to lobbying and research on such issues as admissions, financial aid, and the financing of undergraduate and graduate education. The Consortium soon began to expand its membership, and as President Lockwood recalled, "Trinity was in that first group who were invited when they [the Consortium] decided to reach out and get the rest of the Ivy League involved, with Stanford, Northwestern, Chicago, and Duke We were invited, not knocking on the door, and we have played a good role, an important role in that cluster. I think that was recognition from the outside, to me very important"⁴⁷⁵

President Lockwood also accepted the principal leadership role in the Association of American Colleges, “the major spokesman for private and public colleges and universities of the liberal arts and sciences.”^{476†} Having served as a director of the 800-member organization since 1973, he was elected chairman in February 1976, and led negotiations on the AAC’s behalf for the establishment that year of the National Association of Independent Colleges and Universities, which was to serve as a lobbying group in Washington for independent institutions of higher education. Lockwood later recalled that he was “pleased when I was asked to become the chairman [of the AAC] . . . it brought Trinity out there. People got to know Trinity and I think that was important for the College.”⁴⁷⁷ He also served on the American Council of Education, and was a founding member in 1978 of the Business Higher Education Forum, a small group of the chief executives of Fortune 500 companies and the presidents of major institutions of higher education. Regarding the Forum, President Lockwood noted that “it illustrates what we needed to do as an institution, which I think you can’t underestimate. Trinity is involved [,] and I agreed to serve on that business forum with the presidents of Ford and General Motors and Pfizer”⁴⁷⁸ Finding ways to promote recognition of the College on a national level was extraordinarily important in Lockwood’s eyes: “We had obviously become a national institution after the Second World War, and yet it’s true of any institution, except for the very largest and most prestigious universities, every college is somewhat regional in both its student population necessarily and its immediate influence. But it seemed to me that we had to break away from feeling too regional, . . . and think nationally [,] and recognize that it is a national institution” All of these activities taken together “had the consequence of making Trinity a better-known institution.”⁴⁷⁹

As its horizons continued to expand nationally, the College, however, did not lose sight of its urban location, and the challenges and advantages that it presented. A residential college seeking to recruit as geographically diverse an undergraduate body as possible, Trinity in the early 1970s was far removed from the city-oriented institution it had been more than a half-century earlier in the pre-World War I era. The recently created University of Hartford had a strong local as well as a growing regional orientation, and was perceived as directly contributing to the community. Many, on the other hand, increasingly thought of Trinity as an institution having, at best, little to do with the city. Furthermore, the previous generation of alumni who had become prominent Hartford civic leaders and served as trustees of the College had largely passed from the scene. As efforts to strengthen the structure and composition of the Board of Trustees moved ahead, President Lockwood’s appointment in 1977 of one of the city’s most respected banking executives, James F. English, Jr., as Vice President for Finance and Planning, in part signalled a refocused sense of concern on how Trinity was approaching its relations with the city.⁴⁸⁰ The College’s principal strategy in this regard had begun to take form in 1969 when the administration established the Office of Community Affairs with support from the Hartford Foundation for Public Giving.

Ivan A. Backer, who undertook to develop a community affairs program, worked closely with Thomas A. Smith '44, who then had general responsibility for Trinity's external relations. Their collaboration resulted in several initiatives that represented a fresh effort to reach out to the community.⁴⁸¹

Based on the principle of mutual benefit "to the city and its people, as well as the College and its students,"⁴⁸² the initiatives included: systematically recruiting students for volunteer and field service positions in schools and other community agencies; creating a variety of community-oriented, credit-bearing internships and open semester opportunities; instituting a summer recreation program, including sports camps for city youths utilizing the College's athletic facilities; and establishing an academic program in urban and environmental studies under the direction of Professor Andrew J. Gold (Economics). Work advanced on carrying out the initiatives, and although grant support ceased in 1971, the College continued to fund the community affairs effort. Trinity undertook other programs, including a series of community forums on education, under the sponsorship of an Institute for Community Education established by Trinity and the Rensselaer Polytechnic Institute of Connecticut. Directed primarily by Professor Gold and Ivan A. Backer, the program involved several Trinity faculty members, focused on educational trends and innovations, and helped facilitate debate on a number of issues, including school integration.⁴⁸³† Backer also was successful in obtaining federal funding in 1973 for the joint establishment by Trinity, Manchester Community College, and Mattatuck Community College (Waterbury) of the Twin Valleys Upward Bound program. Staff in Hartford worked with students from the city's three high schools, and until loss of federal support for Upward Bound in the mid-1990s, a large number of the local students studied on campus each summer.⁴⁸⁴

By the mid-1970s, the College adopted a new approach to community outreach prompted by the success Hartford Areas Rally Together (HART) was having in neighborhood-based community organizing. Under Ivan A. Backer's leadership, Trinity, Hartford Hospital, and the Institute of Living, which had previously commissioned Doxiadis Associates to explore ways of community renewal in the late 1960s, formed a coalition in 1976 to work with residents of the immediate neighborhood on developing a common community agenda. This initiative led to the formation of the Southside Institutions Neighborhood Alliance (SINA).⁴⁸⁵ Robert E. Pawlowski became SINA's first director, and its initial program emerged from his conversations with the three institutions and members of the neighborhood. Among SINA's early accomplishments were: the creation of *The Southside News*, a free biweekly community newspaper, serving as a vehicle for expression of neighborhood points of view and for the exchange of information; the formation of a Park Street merchants' organization; the establishment and continued support of the Park Street Festival; and the formation of the Broad Park Development Corporation for the purchase, rehabilitation, and management of low-income housing, an endeavor that, as of the late 1990s,

has resulted in making available approximately 400 housing units. The latter program was essential in beginning to address the problems of inadequate housing for residents from low-income minority groups who were moving into the neighborhood, and a deteriorating housing stock occupied in the previous generation by tenants or owners who had moved to the city's suburbs. Following Robert E. Pawlowski's resignation in 1980 to become full-time publisher of *The Southside News*, Ivan A. Backer assumed executive leadership of SINA, which, under his leadership, carried out several community-based initiatives in the ensuing decade.^{486†}

During the 1970s, Trinity continued to rely on alumni, not only for financial support but also for involvement in many aspects of the College's life. The alumni affairs program was vitally important in developing and maintaining ties with Trinity graduates, whose numbers were beginning to increase substantially as the result of coeducation and the gradual expansion in size of the incoming classes. Under the imaginative leadership of Gerald J. Hansen, Jr. '51 as Director of Alumni Relations, the program has enjoyed remarkable success in strengthening the relations of alumni with their alma mater. A successful businessman, and active as an alumni volunteer, he had gained considerable experience in administration, sales, and marketing before becoming president of a textile corporation. Hansen believed the primary objective of his new position was to be "a salesman for the College" with fundamental responsibility for establishing "closer relations between Trinity College and its alumni."⁴⁸⁷ He sought numerous ways to increase interest on the part of the alumni in Trinity, and developed an alumni program mutually beneficial to the institution and its graduates. Hansen later assumed responsibility for other facets of College relations, including public relations and community relations, the summer program, and special events such as Commencement. In 1995, he was named Secretary of the College, a position previously held by Professor George B. Cooper (History).

One of the most important aspects of Trinity's alumni program is reunion, which prior to the late 1960s had taken place in conjunction with Commencement. In June 1967, the College broke ranks with tradition and scheduled reunion the week following Commencement. The previous year, final examinations had extended through noon of the Saturday preceding Commencement, with the result that accommodations on campus for alumni were unavailable, many students still occupying their rooms. In addition, finding space for the customary class headquarters in Jarvis Dormitory proved extremely difficult. The scheduling conflict was expected to continue for the foreseeable future, and as John A. Mason '34, then Alumni Secretary, noted, separating reunion and Commencement "was considered a physical necessity."⁴⁸⁸ By 1969, widespread preference among alumni led to recombining reunion with Commencement, the scheduling problems having been overcome.⁴⁸⁹

In the following decade, a change in the timing of reunion once again occurred, and for several years it took place in conjunction with Homecoming Weekend in the fall. The need to broaden the range of events occurring at reunion prompted further

consideration of its scheduling, and after a thorough study, the National Alumni Association's Executive Committee submitted a report to President Lockwood in January 1980 recommending that reunion be held in the spring, following Commencement. The principal reasons that led to implementing this recommendation in 1981 were the opportunity to strengthen reunion giving and the desirability of incorporating an academic component, thereby affording alumni intellectual stimulation through mini-courses, seminars, and lectures offered by members of the faculty.⁴⁹⁰ As Hansen has noted, in the years ensuing, reunion became the occasion for family vacations, "revived class spirit and identity, and . . . brought alumni closer to the College."⁴⁹¹ A spectacular success, reunion has proven extremely popular with alumni who now number about 20,000, and annual attendance has markedly increased. In 1997, more than 1,600 alumni and family members attended reunion, a 120 percent increase over attendance in 1981, the first "return to spring" reunion.⁴⁹² In addition, the increase in reunion giving has been substantial, and now accounts for 30 percent of the annual alumni fund contributions.⁴⁹³

Another aspect of the alumni program that has proven highly beneficial to the College and contributed to informing alumni more effectively about Trinity accomplishments and needs is the annual Volunteer Leadership Conference, begun in the fall of 1985 by the National Alumni Association's Executive Committee under the leadership of William H. Schweitzer '66. The Conference consists of a one-and-one-half day program in which alumni leaders, class agents, decade chairs, reunion gift and program chairs, admissions volunteers, and area club presidents gather on campus for training and information sessions. In 1987, the National Council for the Advancement and Support of Education designated Schweitzer as the National Volunteer of the Year in recognition of his leadership of the Alumni Association and his creation of the Volunteer Leadership Conference.⁴⁹⁴ The Alumni Office also developed an admissions support program in which over 800 alumni nationwide are involved, and in 1976 the College began a highly successful admissions exploration program for the sons and daughters of alumni and faculty. Other initiatives undertaken since 1975 include the alumni/parent career advisory program, the undergraduate class identity program under which each graduating class has its own officers, and the Alumni College, which focuses on a topic of contemporary interest and often involves travel overseas with Trinity faculty to some city or country. In 1972, the College began a program enabling alumni to audit courses on a noncredit basis. In addition, the Trinity area clubs situated in various cities across the country have increased to over 20, with the major strength in the Northeast corridor and California. Each club hosts a visit by the president, a senior administrator, or a faculty member at least once a year, the more active clubs scheduling multiple events annually. In the years following the introduction of coeducation in 1969, women graduates of Trinity have assumed leadership positions in area clubs and on the National Alumni Association's Executive Committee, and several alumnae have become trustees of the College.⁴⁹⁵

With strong alumni support during the 1960s and 1970s, Trinity continued to pursue excellence as a distinguished liberal arts institution, and established a firm foundation for the innovative accomplishments that would characterize its development in the final two decades of the 20th century.

Endnotes

1. Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (New York: Alfred A. Knopf, c1987), 223, 229. For selections of statements and the text of documents issued by leading figures, organizations, and movements of the 1960s, see Joan Morrison and Robert K. Morrison, *From Camelot to Kent State, The Sixties Experience in the Words of Those Who Lived It* (New York: Times Books, 1987), and "Takin' it to the streets," edited by Alexander Bloom and Wini Breines (New York: Oxford University Press, 1995).
2. J. Ronald Spencer '64, "The Sixties, A Recollection of a Decade of Rebellion and Ferment," *Trinity Reporter* 20 (Winter 1990): 13.
3. *Trinity Alumni Magazine* IX (Spring 1968): inside cover.
4. *Ibid.*
5. Trustee Minutes, June 7, 1963.
6. Robert C. Harron, "Albert Charles Jacobs, Trinity's 14th President," *Trinity Alumni Magazine* IX (Summer 1968): 6-7.
7. "ACJ Issues An Unusual Challenge to the Class of '68," *Trinity Alumni Magazine* IX (Summer 1968): 10.
8. *Ibid.*, 12.
9. Harron, "Albert Charles Jacobs," 6, 8-9. In his honor, Jacobs's family presented to the College a Chapel pew-end, which commemorated the many facets of his distinguished career.
10. *Trinity Alumni Magazine* VIII (Winter 1967): 3. At Commencement in 1981, the Trustees conferred on President Lockwood an honorary Doctor of Letters degree in recognition of his contributions to the College.
11. "Editorial," *Trinity Alumni Magazine* VIII (Winter 1967): 2.
12. "Trinity's Next President — A Versatile and Able Scholar," *Trinity Alumni Magazine* VIII (Winter 1967): 4; "Trinity's 15th President, Theodore Davidge Lockwood," *Trinity Alumni Magazine* IX (Fall 1968): 20. Vice President Albert E. Holland '34 was a strong advocate of Lockwood's nomination as an alumni trustee. Transcript of Recorded Interview with Dr. Theodore D. Lockwood '48 conducted by Peter J. Knapp '65, Pt. 1, May 5, 1981, 18, Trinity College Archives, Trinity College, Hartford. Lockwood was the sixth alumnus to be elected president of the College. The other alumni were: the Rt. Rev. John Williams, Class of 1835, (1848-1853); the Rev. Abner Jackson, Class of 1837, (1867-1874); the Rev. Thomas Ruggles Pynchon, Class of 1841, (1874-1883); the Rev. Dr. Flavel Sweeten Luther, Class of 1870, (1904-1919); and George Keith Funston, Class of 1932, (1945-1951).
13. *Trinity Alumni Magazine* IX (Fall 1968): 10.
14. *Ibid.*
15. *Ibid.*, 11.
16. *Ibid.*
17. *Ibid.*, 12.
18. *Ibid.*
19. *Ibid.*, 12-13.
20. *Ibid.*, 13.

21. Ibid.
22. Ibid.
23. Ibid., 14.
24. J. Ronald Spencer '64, "An Undergraduate's Viewpoint," *Trinity College Alumni Magazine* V (March 1964): 11-12.
25. *Trinity Tripod*, 1 October 1963; Memorandum from J. Ronald Spencer '64, Associate Academic Dean, to Peter J. Knapp, May 27, 1997, 6, Trinity College Archives, Trinity College, Hartford.
26. *Trinity Handbook, 1970-1971*, 92; correspondence from Vice President for Community and Institutional Affairs Kevin B. Sullivan '71 to Peter J. Knapp, February 10, 1998, Trinity College Archives, Trinity College, Hartford.
27. William Styron, "Death-in-life of Benjamin Reid," *Esquire* 57 (February 1962): 114+; *Trinity Tripod*, 19 February 1962; *Hartford Times*, 4 November 1969.
28. Spencer Memorandum, 7.
29. *Hartford Times*, 4 November 1969, and 27 April 1970; *Trinity Tripod*, 7 November 1969, and 28 April 1970. After Reid's sentence was commuted to life imprisonment, Styron contributed a follow-up article in the November 1962 *Esquire*, entitled "Aftermath of Benjamin Reid." Reid was still in prison as of 1998.
30. *Trinity Tripod*, 30 April 1963.
31. Ralph W. Allen '64, "SNCC Conference: An Absolution," *Trinity Reporter* 18 (Summer 1988): 19-23; *Trinity Tripod*, 20 September 1963.
32. John H. Chatfield '64, "SNCC: Coming of Age in the '60s," *Trinity Reporter* 18 (Summer 1988): 22.
33. Ibid., 18.
34. John H. Chatfield, manuscript version of foreword to *A Circle of Trust: Remembering SNCC* (New Brunswick: Rutgers University Press, 1998), 11. The volume was edited by Professor Cheryl L. Greenberg (History), Chatfield's colleague on the Trinity College faculty.
35. Ibid., 13.
36. *Trinity Reporter* 18 (Spring 1988): 3-4; Chatfield, "SNCC: Coming of Age in the '60s," 16. *A Circle of Trust: Remembering SNCC*, edited by Cheryl L. Greenberg (New Brunswick: Rutgers University Press, 1998), focuses on the SNCC conference at Trinity, and contains the conference transcripts with supporting comments. In September 1962, Professor William A. Johnson (Religion), Peter B. Morrill '62, and the Rev. William Lorimer of the First Congregational Church in South Windsor, Connecticut, made a brief visit to southwest Georgia where they took part in the Albany protest movement, observed the voter registration activities in Terrell and Lee counties, attended church services, and met with Chatfield. *Trinity Tripod*, 9 October 1962. J. Ronald Spencer '64 accompanied the group, and prepared several stories on it for the *Hartford Times*. The trip coincided with James H. Meredith's enrollment at the all-white University of Mississippi, where he intended to complete his undergraduate education, and tensions were running high throughout the South. As Spencer recalls, "Whenever we stopped for gas from Virginia onward, we were asked about our destination. Discretion being the better part of valor, our unvarying answer was,

- 'Florida—we're on vacation!'" Note from Associate Academic Dean Spencer to Peter J. Knapp, March 26, 1998; *New York Times*, 21 September 1962.
37. Philip G. Altbach, *Student Politics in America; A Historical Analysis* (New York: McGraw Hill Book Company, 1974), 153. Altbach's book is an exhaustive study of the student political movement in the United States through the 1960s.
 38. *Ibid.*, 153.
 39. *Ibid.*, 224.
 40. *Ibid.*, 220, 225.
 41. *Trinity Tripod*, 15 February 1966.
 42. *Ibid.*
 43. *Ibid.*
 44. *Ibid.*
 45. *Trinity Tripod*, 14 March 1967.
 46. *Trinity Tripod*, 2 May 1967.
 47. *Trinity Tripod*, 23 January 1968.
 48. *Trinity Tripod*, 15 October 1968. For Keeney's thoughts on Trinity College and the state of society in general as of 1970, see Steven H. Keeney '71, "On the Way, or, dialectics of design for today's and tomorrow's humans," *Trinity Alumni Magazine X* (Spring 1970): 7-9.
 49. Theodore D. Lockwood '48, "The Eye of the Hurricane: Student Unrest," *Trinity Alumni Magazine X* (Spring 1969): 10.
 50. *Ibid.* From 1977 to 1982, Dr. Martin served on Trinity's faculty as the Charles A. Dana College Professor of Humanities.
 51. *Ibid.*, 11.
 52. *Ibid.*, 12.
 53. *Ibid.*
 54. *Ibid.*, 13.
 55. *Ibid.*
 56. For further reflections by President Lockwood on liberal arts colleges, see his *Our Mutual Concern: The Role of the Independent College* (Hartford: Trinity College Press, 1968), which consists of three lectures he gave at Trinity in November 1968.
 57. *Trinity Tripod*, 10 March 1964.
 58. See the *Timeline* in Chapter I for further details on the Rev. Edward Jones. Bishop Brownell ordained as priests several black students studying at Hartford's African Mission Church School.
 59. Robert Tomes, *My College Days* (New York: Harper and Brothers, 1880), 113-114. The student may have been studying as well at the African Mission Church School.
 60. The 1906 *Alumni Directory* lists several alumni then in China: Hankow - Rev. Allen R. Van Meter '99; Shanghai - James H. George, Jr '05 and Walter A. Mitchell '01; Suchow - Rev. John W. Nichols '99; Wuchang - Rev. Samuel H. Littell '95. The *Alumni Directory* for 1920 lists the following alumni; Hankow - Rev. Samuel H. Littell '95; Shanghai - Chambers Chow '13, Hsi Te-Ping '13, and the Rev. John W. Nichols '99.

- Huang Cho-Chun from Kwang-tung province received his B.S. degree from Trinity in 1918, pursued graduate study at Columbia University, and later served as an economist in the Office of the District Inspector of the Salt-Revenue, Swatow City, Kwang-tung province. "Appendix: Directory of American Returned Students" in: *Who's Who in China* (Shanghai: The China Weekly Review, 1926), 11.
61. Timothy T. Kao, "An American Sojourn: Young Chinese Students in the United States, 1872-1881," *Connecticut Historical Society Bulletin* 46, No. 3 (July 1981): 65-77. See also Yung Wing, *My Life in China and America* (New York: H. Holt and Company, 1909). In August 1910, the College hosted the annual gathering of the Chinese Students' Alliance of the Eastern States, and a meeting of the Chinese Students' Christian Association. A number of the students attending the Alliance meeting formed a club devoted to informal fellowship, and adopted "Rough Riders" as its name, in honor of former U.S. President Theodore Roosevelt. Later known as the "Flip Flap Fraternity," the club still exists on an international basis with its membership drawn from Chinese educated in the United States at such institutions as M.I.T., Harvard University, Columbia University, and Trinity. *Trinity Tripod*, 23 September 1910; Flip Flap Fraternity File, Trinity College Archives, Trinity College, Hartford; *Trinity Reporter* 26 (February 1996): 40.
 62. Robert S. Morris '16, *Track at Trinity* (Hartford: Trinity College, ca. 1968), 119 and appendix; Richard V. Vane '73, "The Dilemma of the Black Athlete at Trinity, Part One: The History," *Trinity Tripod*, 10 March 1970. The *Tripod* article discusses black athletes at the College in the pre-1970 period. See also the second part of the article in the 17 March 1970 issue of the *Tripod*.
 63. In one instance, an African student, Ousman Ahmadou Sallah '65 from Gambia, became the first citizen of his country to receive a college education in the United States. In 1965, Gambia became an independent country within the British Commonwealth, and achieved the status of a republic in 1970. Sallah was an outstanding soccer player at Trinity, and after graduation, entered the Gambian diplomatic service, rising to the rank of Ambassador. Four years later, Ebrima Kebba-Saloum Jobarteh, Sallah's countryman, received his degree from Trinity. He became the first student at the College to receive a Watson Fellowship instituted in 1969 by the Thomas J. Watson Foundation and enabling a year's postgraduate study and travel in connection with some field of interest. *Trinity Reporter* 23 (Spring 1993): 12-17. Other African students in the Class of 1965 included Chikungwa Michael Mseka from Malawi, and Habil W. W. Wejuli from Kenya.
 64. *Trinity Tripod*, 10 March 1964.
 65. *Ibid.*
 66. *Ibid.*
 67. *Ibid.*
 68. *Ibid.*
 70. *Ibid.*
 71. *Ibid.*
 72. *Ibid.*

73. David Sarasohn '71, "Inside: A Report on Admissions at Trinity College," *Trinity Tripod*, 17 April 1968.
74. Ibid.
75. Ibid.; W. Howie Muir '51, "To What . . . So What," *Trinity Alumni Magazine* VIII (Summer 1967): 7-9. In 1967, the College was also seeking to establish an Upward Bound Program on campus for Hartford-area secondary school students, an effort that eventually proved successful in the early 1970s. See also letter from Dr. Albert C. Jacobs to Greig R. Siedor '67, April 19, 1968, in Papers of Dr. Harold L. Dorwart, Dean of the College, Trinity College Archives, Trinity College, Hartford.
76. Sarasohn, "Inside: A Report on Admissions at Trinity College." See also the issues of the *Student Handbook* and the *Ivy* yearbook for this period.
77. Admissions statistics supplied February 12, 1998 by John S. Waggett '63, Associate Administrative Dean. The total number of black undergraduates in 1970 was not exceeded until 1989, when the figure reached 102 of a student body of 1,926.
78. Sarasohn, "Inside: A Report on Admissions at Trinity College."
79. *Trinity Tripod*, 25 April 1967, and 2 May 1967.
80. *Trinity Tripod*, 2 May 1967.
81. Ibid.
82. Ibid.
83. *Trinity Tripod*, 10 October 1967. In 1968, TAN changed its name to the Trinity Coalition of Blacks (TCB). Based on his experience as an undergraduate more than 15 years earlier, Ralph F. Davis '53 expressed a view similar to Winter's in a March 10, 1970 *Tripod* article on black athletes at Trinity. According to Davis, "I was one of the first Blacks to come to Trinity, and I don't think the school was ready for me."
84. *Report of the President of Trinity College, December, 1964*, 7. The figure cited does not include other forms of financial assistance such as bursary employment, loans from the College, and loans from the National Defense Student Loan Fund. Most of the scholarships went to the Illinois Scholars, the Baker Scholars, and the Capital Area Scholars.
85. *Report of the President of Trinity College, December, 1965*, 35.
86. See issues of the *Catalogue of Trinity College* for the years indicated.
87. Sarasohn, "Inside: A Report on Admissions at Trinity College."
88. *Trinity Tripod*, 9 April 1968.
89. Ibid.
90. Ibid. Student Senate Resolution, April 7, 1968, in Dorwart Papers. The scholarship resolution drew in part on a student proposal the previous fall to establish a Metro-Area Scholarship Program. The trustee-faculty Joint Committee on Educational Policy found merit in the proposal, but referred it to the admissions staff for further research and review. Notes on the October 13, 1967 meeting of the Joint Committee on Educational Policy, Dorwart Papers.
91. *Trinity Tripod*, 9 April 1968.
92. Ibid. President Jacobs was hospitalized twice for surgery during the 1967-1968 academic year.

93. *Trinity Tripod*, 9 April 1968.
94. *Ibid.*; *Trinity Tripod*, 17 April 1968.
95. The student body was so incensed at the tuition increase that there were protests and a call for a general student strike. Cooler heads prevailed, and in February 1968, the Senate called off the strike, proposing instead the establishment of the Joint Committee on Priorities. The background of the Joint Committee on Priorities may be traced in the Dorwart Papers.
96. Memorandum from Dr. Roy Heath, Dean of Students, to the Commission on Disciplinary Procedures, June 13, 1968, in the Thomas A. Smith '44 Papers, Trinity College Archives, Trinity College, Hartford.
97. *Trinity Tripod*, 3 October 1967.
98. *Trinity Tripod*, 9 April 1968.
99. Trustee Minutes, April 15, 1967.
100. Letter from Dr. Jacobs to Leonard P. Mozzi, April 8, 1968, Dorwart Papers. The Dialogue Committee grew out of the Trustees' decision on April 15, 1967 to authorize student participation on the Special Faculty Committee for Revision of the Curriculum. The Trustees also approved creation of a subcommittee of the Joint Committee on Educational Policy consisting of one trustee, one faculty member, one member of the administration, and three students selected by the Senate. The subcommittee was "to conduct a continuing dialogue within the College community" on a wide range of issues of mutual concern, and became known as the "Dialogue Committee." Trustee Minutes, April 15, 1967. The Dialogue Committee, chaired by Dean Dorwart, soon recommended that student participation be extended to other faculty committees. See Dorwart Papers.
101. Student Senate Resolution, April 21, 1968; Report of the Student-Faculty Disciplinary Committee, May 17, 1968; Memorandum from President Jacobs to the Trinity Community, April 30, 1968. All may be found in the Dorwart Papers.
102. *Trinity Tripod*, 17 April 1968.
103. Undated note handwritten by Dean Dorwart regarding "Lock-In," Dorwart Papers.
104. Student Senate Resolution, April 7, 1968, Dorwart Papers.
105. Student Senate Follow-Up Resolution, April 21, 1968.
106. Executive Committee Minutes, April 22, 1968.
107. Memorandum from President Jacobs, April 30, 1968. TAN had called for students to join a rally in support of the scholarship proposals, and the gathering took place at the foot of the Bishop's Statue in the late afternoon of April 22. The sit-in participants formed the core of the rally attendees.
108. *Trinity Tripod*, 23 April 1968.
109. Report of the Student-Faculty Disciplinary Committee, 18.
110. *Trinity Tripod*, 23 April 1968.
111. Report of the Student-Faculty Disciplinary Committee, 19. The undelivered remarks of President Jacobs as toastmaster at the April 22nd dinner in honor of the Class of 1968 are found in the collection of his speeches for September 1967 to June 1968, Trinity College Archives, Trinity College, Hartford.

112. Memorandum from President Jacobs, April 30, 1968.
113. Report of the Student-Faculty Disciplinary Committee, 19-20.
114. Memorandum from President Jacobs, April 30, 1968. On April 26, students at the University of Connecticut staged a demonstration, and issued nine demands, including the increased recruitment of black students, an increase in scholarship funds for disadvantaged students, and University funding of student involvement in various projects in the "Willimantic ghetto." Unidentified newspaper clipping in Dorwart Papers.
115. *Trinity Tripod*, 30 April 1968.
116. Ibid.
117. Ibid.
118. Ibid.
119. Ibid.
120. Memorandum of Dr. Harold L. Dorwart on the April 23, 1968 Negotiations, February 1979, Dorwart Papers. A few days later, the College announced the appointment of E. Max Paullin to the admissions staff. *Trinity Tripod*, 30 April 1968.
121. *Trinity Tripod*, 24 April 1968; *The Hartford Courant*, 24 April 1968. Professor Lee later recalled "that the meetings in the Chaplain's office were very awkward, even bizarre." One of the student negotiators "had some sort of large stick or walking cane, and he would pace around the room with it. He glowered. Dorwart was sitting, and I kept thinking of the difference in physical size of the two people." The "situation was especially hard on Dorwart, it seemed to me. Here was a very dignified gentleman being treated with absolutely no respect or deference." Memorandum from Dr. Richard T. Lee to Peter J. Knapp, January 8, 1998, Trinity College Archives, Trinity College, Hartford.
122. Report of the Student-Faculty Disciplinary Committee, 21.
123. *Trinity Tripod*, 7 May 1968.
124. The first two headlines appeared in the *Hartford Times*, 23 April 1968, the third in the *Hartford Times*, 24 April 1968, and the fourth in *The Hartford Courant*, 24 April 1968.
125. *New York Times*, 24 April 1968.
126. Maryl Levine and John Naisbett, *Right On* (New York: Bantam Books, 1970), 70. For the recollections of a participant in the disturbance at Columbia, see James S. Kunen, *The Strawberry Statement; Notes of a College Revolutionary* (New York: Random House, 1969).
127. Memorandum from President Jacobs, April 30, 1968.
128. Ibid.
129. Report of the Student-Faculty Disciplinary Committee, 21. The 168 demonstrators constituted just over 14 percent of the student body, which then numbered 1,183. From the Class of 1968 there were 38 demonstrators (15 percent of the class); from the Class of 1969, 36 (12 percent of the class); from the Class of 1970, 47 (14 percent of the class); and from the Class of 1971, 47 (14 percent of the class). For further statistical details, see a research paper by Keith M. Miles '68, *A Statistical Analysis Of The Trinity College Student Body With Specific Reference To The Demonstration of April 22, 1968*, June 1968, Trinity College Archives, Trinity College, Hartford.

130. *Hartford Times*, 24 April 1968.
131. *Trinity Tripod*, 24 April 1968.
132. *Hartford Times*, 24 April 1968.
133. Ibid.
134. *Hartford Times*, 23 April 1968.
135. Ibid.
136. Ibid.
137. Lockwood Interview, Pt. 1, May 5, 1981, 21-22.
138. Ibid. Lockwood also mentioned in the interview a humorous aside: "The question was how we were going to get anything to eat, and, there being no bathroom facility in there, how were we going to cope with that situation? Dean Dorwart's wife [Carolyn], thinking all along, sent in some food for us, which the students let through, with empty milk cartons. So that took care of that one." Lockwood Interview, Pt. 1, May 5, 1981, 23. The cartons were in fact the suggestion of Mrs. Donald B. Engley, wife of the College Librarian. The Engleys lived on the first floor of the faculty residence at 123 Vernon Street and were neighbors of the Dorwarts, who lived on the second floor. Conversation of Peter J. Knapp with Donald B. Engley, March 2, 1998. Associate Academic Dean Spencer notes that: "a few days after the sit-in, workmen from B&G cut out an entire casement window in Downes 201 [the boardroom] and put it on hinges, so that in the event of another sit-in, those trapped in the room could swing the entire window outward, climb through it, and make their escape by dropping the few feet to the roof of the north cloister connecting Downes to the Chapel." Spencer Memorandum, 1.
139. Lockwood Interview, Pt. 1, May 5, 1981, 23.
140. Ibid. Professor Richard T. Lee (Philosophy) recalled that another trustee, later identified by Dean Dorwart as Glover Johnson '22, was leaning out the window in an effort to see what was going on outside the building, when "a group of football players standing near the clock [tower] . . . asked if the Trustees wanted the halls 'cleaned out.' He thought about it for a bit. Better judgement finally won the day." Lee Memorandum. Professor Michael R. Campo '48 (Modern Languages) was also present at this moment, and remembers confronting Professor James W. Gardner, Jr. (English), who was vigorously encouraging the sit-in demonstrators. Campo demanded that Gardner desist from worsening the explosive situation. Conversation of Peter J. Knapp with Dr. Michael R. Campo '48, February 3, 1998. For a student participant's account of the sit-in see William M. Unger '69, "Confrontation - One Year Later," *North American Review* 254, no. 2 (Summer 1969): 46-48.
141. *Trinity Tripod*, 30 April 1968.
142. Ibid.
143. Ibid.
144. Statement Concerning the Disruptions of April 22, 23, 1968 (May 17, 1968), in Faculty Minutes, May 17, 1968.
145. Report of the Student-Faculty Disciplinary Committee, 23-24.
146. Ibid., 3-5.
147. Faculty Minutes, May 17, 1968. In October 1968, the Trinity Interaction Center began operation and used as its office the Medusa's meeting room in Mather Hall. *Trinity Tripod*, 22 October 1968, and 29 October 1968. The TIC, minus the aspect of its functions related to the disciplinary pensums, evolved into the Trinity Community Action Center.

148. Lockwood Interview, Pt.1, May 5, 1981, 26.
149. Trustee Minutes, May 18, 1968.
150. Dr. Harold L. Dorwart, Memorandum on "Five Turbulent Days, May 18-22," February, 1979, Dorwart Papers.
151. Ibid.
152. Ibid.
153. Ibid.
154. Faculty Minutes, May 20, 1968.
155. Ibid.
156. Statement by Lyman B. Brainerd, May 21, 1968, Dorwart Papers.
157. *Hartford Times*, 22 May 1968.
158. Dorwart Memorandum, "Five Turbulent Days," Dorwart Papers.
159. Faculty Minutes, May 22, 1968.
160. Dorwart Memorandum, "Five Turbulent Days," Dorwart Papers.
161. Executive Committee Minutes, May 22, 1968.
162. Trustee Minutes, June 1, 1968. The Trustees also authorized establishment of the Commission on Disciplinary Procedures as well as an advisory body later known as the Trinity College Council. At the meeting, Glover Johnson '22 made it clear that he refused to vote in favor of awarding degrees to the seniors who had participated in the demonstration. His views on this point would remain unchanged as each class with demonstrators graduated. Johnson also introduced a motion, seconded by A. Henry Moses, Jr. '28, that would have denied further scholarship assistance to any of the demonstrators who were freshmen, sophomores, or juniors. The consensus of the Board was that it had already meted out sufficient punishment, and the motion was withdrawn.
163. Dorwart Memorandum, "Five Turbulent Days," Dorwart Papers. Dorwart indicated in his Memorandum that he authorized the entry of the notation "in pencil so that it could later be removed without difficulty."
164. See the June 10 memorandum, copies of the letters, and a general memorandum to the Trinity community from President Jacobs dated June 26, 1968, reviewing the incident, the imposition of the penalty, and the establishment of the Commission, in Dorwart Papers; *The Hartford Courant*, 13 June 1968.
165. Supplemental Report of the Committee on Academic Standing and Discipline, September 10, 1968, Dorwart Papers; *The Hartford Courant*, 14 June 1968.
166. Lockwood Interview, Pt. 1, May 5, 1981, 24-25.
167. Spencer Memorandum, 1-2.
168. *Trinity Tripod*, 31 January 1969.
169. For the views of Steven H. Keeney '71 on the sit-in's aftermath, see an interview in the March 20, 1970 *Tripod*.
170. *The Hartford Courant*, 26 March 1970; *Trinity Tripod*, 14 April 1970; *Trinity Reporter* 1 (May 1970): 3.
171. Spencer Memorandum, 7; *Trinity Tripod*, 5 May 1970.

172. Faculty Minutes, May 6, 1970; *Trinity Reporter* 1 (May 1970): 1, 8.
173. Spencer Memorandum, 7-8; *Trinity Reporter* 1 (May 1970): 1, 8.
174. Clark Kerr, *The Great Transformation in Higher Education, 1960-1980* (Albany, New York: State University of New York Press, 1991), 370.
175. *Ibid.*, 370-372.
176. Trustee Minutes, June 1, 1968.
177. Thomas A. Smith '44, "The Trinity College Council . . . Experiment in Collegiality," *Trinity Alumni Magazine* X (Summer 1969): 18.
178. Report to the Commission on Regulatory Procedures from President Theodore D. Lockwood, July 22, 1968, in Thomas A. Smith Papers. There was a considerable overlap in membership of the Council and the Commission on Regulatory Procedures.
179. See notes on the Trinity College Council in Thomas A. Smith Papers.
180. Smith, "The Trinity College Council," 19.
181. *Ibid.*, 20-21.
182. The proceedings of the Trinity College Council may be traced in the Thomas A. Smith Papers.
183. Report of the Commission on Regulatory Procedures, August 28, 1968.
184. *Ibid.*
185. Smith, "The Trinity College Council," 19.
186. *Ibid.*
187. *Trinity Tripod*, 8 November 1968; Faculty Minutes, November 12, 1968.
188. See the 1968-1969 and 1969-1970 issues of the *Trinity College Handbook*, and the Minutes of the Trinity College Council in the Thomas A. Smith Papers.
189. *Trinity College Handbook, 1970-1971*, 37-47.
190. *Trinity College Handbook, 1972-1973*, 41-55. As of 1997-1998, the system remains largely similar, and consists of a Judicial Board Panel, from which is drawn, as needed, Arbitration Panels and Boards of Inquiry. A Board of Reconsideration handles appeals. *Trinity College Student Handbook, 1997-1998*, 123-129.
191. Robert H. Osher '71, "College Governance: One Student Speaks Out," *Trinity Reporter* 1 (May 1970): 4; Lockwood Interview, Pt. 4, May 18, 1981, 167.
192. *Trinity College Handbook, 1972-1973*, 104.
193. *Ibid.*
194. *Trinity College Handbook, 1974-1975*, 37-38; *Trinity College Handbook, 1975-1976*, 37.
195. Lockwood Interview, Pt. 1, May 5, 1981, 21.
196. *Ibid.*, 30.
197. *Trinity Tripod*, 1 March 1966.
198. *Ibid.*; Vincent W. Osowecki, Jr. '65, "Co-education at Trinity?," *Trinity Tripod*, 4 February 1964.
199. *New York Times*, 16 September 1968; *Trinity Tripod*, 27 September 1968. See also Vincent W. Osowecki, Jr. '65, "For 130 Years Colleges Question Why Go Co-Ed?," *Trinity Tripod*, 4 February 1964.

200. *Trinity Tripod*, 27 September 1968.
201. *Trinity Alumni Magazine* IX (Fall 1968): 14; Trustee Minutes, October 11, 1968.
202. Dr. Robert W. Fuller, Memorandum on the Admission of Women Undergraduates to Trinity College, September 30, 1968, Lockwood Papers, Trinity College Archives, Trinity College, Hartford.
203. *Ibid.*
204. *Ibid.*
205. *Ibid.*
206. Dr. Robert W. Fuller to Dr. Theodore D. Lockwood '48, September 24, 1968, Lockwood Papers.
207. *Ibid.*
208. Dr. Robert W. Fuller to Dr. Theodore D. Lockwood '48, October 17, 1968, Lockwood Papers.
209. Report of the Committee on Coeducation, [January 1969], unpagged, Lockwood Papers.
210. *Trinity Tripod*, 11 October 1968.
211. *Trinity Tripod*, 10 December 1968.
212. *Ibid.*
213. *Ibid.*
214. *Trinity Tripod*, 15 October 1968.
215. *Trinity Tripod*, 18 October 1968, 22 October 1968, and 28 November 1968. For reactions of two participants in the Vassar program, see: Theodore M. Lieverman '71, "The Vassar Experiment," *Trinity Alumni Magazine* X (Spring 1969): 2; and Sonja Christy, Vassar, '70, "Coeducation, Amen," *Trinity Alumni Magazine* X (Spring 1969): 8. Trinity was simultaneously exploring the possibility of participating in the Ten College Exchange Program, which consisted of Amherst, Bowdoin, Dartmouth, Wesleyan, Williams, Connecticut College, Mount Holyoke, Smith, Wheaton, and Vassar. Were Trinity to become the 11th member, its program with Vassar would continue on a separate basis. On March 6, 1969, President Lockwood announced that Trinity had joined the program. *Trinity Tripod*, 7 March 1969. The program was soon expanded to include 12 colleges.
216. Report of the Committee on Coeducation, [January 1969].
217. President Lockwood later noted that Trinity was the only New England men's college going coeducational that, after setting the minimum number of male enrollees at 1,000, made 250 existing places for men available to women while also adding another 350 female places. At other institutions, for example Yale, the number of male places remained constant (3,000), and new places (800) were added for women. Note from Associate Academic Dean Spencer to Peter J. Knapp, March 26, 1998, Trinity College Archives, Trinity College, Hartford.
218. Report of the Committee on Coeducation, [January 1969]. The Committee foresaw no major impact on the fraternities, and believed that women undergraduates might eventually wish to form sororities.
219. Results of the Faculty Opinion Survey on Coeducation appended to the Report of the Committee on Coeducation, [January 1969].

220. Ibid. For reactions of members of the administrative staff to the advent of coeducation, see "Coeds at Trinity, How They Will Change The Quality Of Campus Life," *Trinity Alumni Magazine* X (Spring 1969): 2-4.
221. Trustee Minutes, January 11, 1969.
222. *Trinity Tripod*, 25 February 1969.
223. Trustee Minutes, April 12, 1969.
224. Trustee Minutes, May 31, 1969.
225. *Matriculation Register: 1956-1981*, Trinity College Archives, Trinity College, Hartford; *Trinity Alumni Magazine* X (Fall 1969): 14.
226. Panel discussion on "25 Years of Coeducation at Trinity College," Trinity College Reunion, June 1995.
227. Memorandum on Housing, included in correspondence from President Lockwood to Dr. Robert W. Fuller, Dean of the Faculty, Lockwood Papers. The inadequacies of dormitory accommodations that women encountered during the first decade of coeducation emerged as a sore point in a survey of alumnae undertaken in the spring of 1990, in conjunction with the 20th anniversary of coeducation at Trinity. See "Survey of the Trinity College Alumnae, Spring, 1990," conducted by Professor Noreen L. Channels, Department of Sociology, Fall 1990, Trinity College Archives, Trinity College, Hartford. The arrival of women undergraduates had an impact on the dress code to which women members of the College staff were expected to adhere. The May 1969 edition of the *Trinity College Handbook for Office Personnel*, issued by the Personnel Department, noted on page 20, in reference to appearance, that while suitable dress was called for, "this does not mean that you must follow all the newest fads and fashions," a veiled reference to pantsuits, among other items of apparel then becoming fashionable. By 1970, the College's attitude had changed, and women on the staff began wearing pantsuits. See the photograph in the *Trinity Reporter* 1 (November 1970): 7. Changes also occurred in the dress of male undergraduates. For many years, they had been expected to wear jackets and ties to class, but such attire was abandoned in favor of the casual wear of the 1970s.
228. In December 1997, in acknowledgment of the 14-0 record the 1997 women's field hockey team achieved, Sheppard was designated by her peers the 1997 New England West Region Coach of the Year. The 1997 team held the number-one ranking in the region, and the number-two ranking nationally. The team also made a second consecutive trip to the National Collegiate Athletic Association (NCAA) tournament. Women's field hockey became a varsity sport in 1971, and in 23 seasons of coaching the team, Sheppard compiled a 227-62-13 record. *Trinity Reporter* 29 (Winter 1998): 46.
229. Allison J. Gruner '95 and Melinda D. Leonard '95, "The Implementation of Coeducation at Trinity College" (1994), 17-20, Trinity College Archives, Trinity College, Hartford. Based in part on interviews with members of the administration and faculty, the Gruner-Leonard study was prepared in connection with a Policy Implementation Workshop course in the Public Policy Studies Program taught by Lecturer in Public Policy Glen A. Gross. As was the case with other colleges and universities, Trinity complied with the 1972 federal Title IX regulations mandating gender equality in sports. For additional information on women's involvement in athletics at Trinity, see Memorandum from Robin L. Sheppard to Peter J. Knapp on Women's Sports at Trinity College, February 11, 1998, and the Sports Information Director Files, both in the Trinity College Archives, Trinity College, Hartford.

230. *Trinity Reporter* 1 (March 1971): 3, 8 (December 1977): 24, 8 (March/April 1978): 7, 9 (Fall 1978): 55, and 9 (Winter 1979): 36. See also "Trinity Women in Sports: A New Sisterhood," *Trinity Reporter* 20 (Fall 1990): 20-22.
231. *Trinity Reporter* 2 (June 1971): 3, and 1 (June 1970): 1. Gallo's husband, John F. Gallo, Jr., also received an undergraduate degree, making them the first husband and wife to earn baccalaureate degrees simultaneously from Trinity.
232. *Trinity Alumni Magazine* X (Summer 1969): 1.
233. *Trinity Reporter* 4 (April 1974): 2.
234. *Ibid.*, 3.
235. *Trinity Reporter* 5 (November 1974): 4.
236. Gruner and Leonard, "The Implementation of Coeducation," 51 (Appendix C). See also the *Catalogues* of the College for the years noted.
237. *Trinity Reporter* 2 (December 1971): 3. Student organizations welcomed women members, among them, Trinity's all-male vocal group, the Pipes. However, in 1981 and 1994, respectively, students formed new all-male vocal groups — After Dark and the Accidentals. In 1987, women organized the all-female Trinitones. See issues of the *Student Handbook* for the period.
238. *Trinity Tripod*, 10 December 1968.
239. Gruner and Leonard, "The Implementation of Coeducation," 37. By the early 1980s, approximately 18 percent of the male undergraduates were members of fraternities. The figure remained steady through the 1990s, and an estimated 19 percent were members in 1997. Memorandum from Dr. David Winer, Dean of Students, to Peter J. Knapp, October 13, 1997, unpagged, Trinity College Archives, Trinity College, Hartford.
240. See issues of the *Student Handbook* for the years in question.
241. *Trinity Reporter* 2 (May 1971): 4; Gruner and Leonard, "The Implementation of Coeducation," 35-41.
242. Delta Phi reemerged as St. Elmo in 1982, without women members.
243. Gruner and Leonard, "The Implementation of Coeducation," 35-41.
244. *Ibid.*
245. "Survey of the Trinity College Alumnae, Spring, 1990," conducted by Professor Noreen L. Channels, Department of Sociology, Fall 1990. Assisting Professor Channels were Professor Joan D. Hedrick (History, and Director of Women's Studies), and Naomi Amos, Director of Faculty Grants.
246. "Survey of the Trinity College Alumnae," Pt. 2, 1.
247. *Ibid.*, Pt. 2, 18.
248. *Ibid.*, Pt. 2, 28.
249. Admissions statistics supplied February 12, 1998 by John S. Waggett '63, Associate Administrative Dean.
250. *Ibid.* President Lockwood reported in October 1975, that as a result of coeducation, Trinity's applicant pool had increased from a static 1,500 men in the late 1960s, to almost 3,000 men and women the previous spring, thus justifying the claim that the applicant pool would expand significantly following the introduction of coeducation. *Report of the President of Trinity College, October, 1975*, 9.

251. Admissions statistics supplied February 12, 1998.
252. Trustee Minutes, March 24, 1973.
253. Trustee Minutes, January 19, 1974. See also *Trinity Reporter* 4 (February-March 1974): 1.
254. General Memorandum from Christopher M. Small, Vice President for Enrollment Management, on the Class of 2000, September 13, 1996, Trinity College Archives, Trinity College, Hartford; data supplied by Dr. Paul T. Rhinehart, Assistant Registrar, February 13, 1998; *Trinity Tripod*, 11 September 1984.
255. "Survey of the Trinity College Alumnae," Pt. 1, 4.
256. *Ibid.*
257. *Ibid.*, Pt. 3, 16.
258. *Ibid.*, Pt. 3, 31.
259. *Ibid.*, Pt. 3, 4.
260. *Ibid.*
261. *Ibid.*, Pt. 3, 31. President Lockwood established the President's Fellows in the fall of 1974 to recognize outstanding academic achievement on the part of undergraduates.
262. *Ibid.*, Pt. 1, 8.
263. *Ibid.*, Pt. 1, 36.
264. *Ibid.*, Pt. 4, 31. The *Student Handbook* at this period included a photograph of each freshman. Faculty and staff found this feature helpful and upperclassmen would often consult the publication for reference. In this connection, however, the photographs of women students became a potential problem and the *Student Handbook* ceased to carry freshman photographs in 1992.
265. "Survey of the Trinity College Alumnae," Pt. 1, 10.
266. *Ibid.*, Pt. 1, 18.
267. *Ibid.*, Pt. 1, 29.
268. *Ibid.*
269. An article on the 1990 alumnae survey appeared in the *Trinity Reporter* 20 (Fall 1990): 27-29. Of the 990 respondents, 68 percent were working full-time; 20 percent, part-time; 52 percent were married; 31 percent had children; 40 percent were involved in volunteer activities; and 9 percent were pursuing further education.
270. *Trinity College Handbook, 1979-1980*, 134.
271. *Trinity College Student Handbook, 1997-1998*, 36. In 1977, President Lockwood created the Special Council on Women. Consisting of representatives of the faculty, the staff, and the student body, the Council had as its principal focus the exploration of issues pertaining to women on campus. Gruner and Leonard, "The Implementation of Coeducation," 33.
272. *Trinity Reporter* 20 (Winter 1990): 11. The Fall 1990 *Trinity Reporter* contains several articles related to the 20th anniversary of coeducation. See also the Fall 1979 *Trinity Reporter* for feature articles on the first decade of coeducation.
273. Dr. Tom Gerety, "Gender and Selfhood," *Trinity Reporter* 20 (Fall 1990): 30.
274. *Ibid.*, 31.

275. Ibid.
276. Albert E. Holland '34, "Reflections on the Future — The Small, Independent College," *Trinity Alumni Magazine* VII (Winter 1966): 7.
277. Ibid., 8.
278. Ibid. Another example of looking ahead was the address Dr. Daniel Alpert '37, Hon. Sc.D. '57, delivered at the dedication of the McCook Mathematics-Physics Center in the fall of 1963. Alpert, Professor of Physics and Director of the Coordinated Science Laboratory at the University of Illinois, declared that the study of the sciences was a crucial part of a liberal arts education, and that colleges like Trinity would continue to play a major role in preparing undergraduates for careers in the sciences. Dr. Daniel Alpert '37, "Has the Liberal Arts College Any Role to Play in Modern Science?," *Trinity College Alumni Magazine* V (November 1963): 2-5.
279. Lockwood Interview, Pt. 3, May 13, 1981, 86.
280. Report of the Long-Range Planning Committee, March 29, 1969, unpagged, Trinity College Archives, Trinity College, Hartford.
281. Ibid. Richard A. Smith gave the Ferris Lecture at Trinity in 1966. For a brief discussion of the Long-Range Planning Committee see pages 20-21 of the article on the Trinity College Council by Thomas A. Smith '44, previously cited.
282. Trustee Minutes, May 31, 1969.
283. Report of the Long-Range Planning Committee.
284. Ibid.
285. "Synopsis of Planning Reports," *Trinity Reporter* 2 (October 1971): 4, 12.
286. Ibid.
287. Ibid.
288. *Trinity Reporter* 9 (Fall 1978): 2-3.
289. *Trinity Reporter* 10 (Summer 1979): 7.
290. Ibid., 7-12.
291. Reprinted with permission from David D. Henry, *Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930* (Copyright 1975, Jossey-Bass Inc., Publishers, San Francisco), 117.
292. Ibid., 121-122.
293. Ibid., 128-129, 131.
294. Patrick M. Callan, "Government and Higher Education" in *Higher Learning in America, 1980-2000*, edited by Arthur Levine (Baltimore: The Johns Hopkins University Press, 1993), 13. In his *The Great Transformation in Higher Education, 1960-1980*, 123, Dr. Clark Kerr has pointed out that the fundamental issue in the relationship between the federal government and higher education is not the government's role, but its influence. Examples are the Title IX regulations of 1972, and equal opportunity and affirmative action legislation.
295. Smith, "The Trinity College Council," 19, 48-49; Faculty Minutes, March 17, 1970, April 14, 1970, May 6, 1970, and May 12, 1970.
296. Executive Committee Minutes, May 18, 1970, and June 8, 1970; Trustee Minutes, May 30, 1970, and October 10, 1970; *Trinity Reporter* 1 (October 1970): 3.

297. Lockwood Interview, Pt. 2, May 8, 1981, 52-53.
298. Trustee Minutes, June 1, 1968. During President Jacobs's two periods of illness in 1967-1968, the Trustees placed Dean Dorwart "in charge of the operations of the College." Trustee Minutes, January 13, 1968.
299. *Trinity Reporter* 1 (May 1970): 4.
300. Lockwood Interview, Pt. 2, May 8, 1981, 54.
301. *Ibid.*, Pt. 4, May 14, 1981, 126.
302. *Trinity Reporter* 1 (May 1970): 4, and 1 (June 1970): 2.
303. *Trinity Reporter* 1 (October 1970): 1; Lockwood Interview, Pt. 4, May 14, 1981, 127.
304. Memorandum from Professor Edwin P. Nye to Peter J. Knapp, February 4, 1997, 1-2, Trinity College Archives, Trinity College, Hartford.
305. *Trinity Reporter* 9 (Winter 1979): 30.
306. Trustee Minutes, January 11, 1969.
307. *Trinity Reporter* 7 (April 1977): 1. Alfred C. Burfeind '64, previously Director of the College's News Bureau, joined the Development Office staff in 1975, and eventually became Director of Development Operations.
308. *Trinity Reporter* 1 (June 1970): 1; Lockwood Interview, Pt. 4, May 14, 1981, 129.
309. *Trinity Reporter* 4 (July 1974): 8, 5 (June 1975): 4, 5 (March-April 1975): 3, and 23 (Winter 1993): 12-14; Resolution of the Board of Trustees regarding Robert A. Pedemonti '60, May 15, 1998, Trinity College Archives, Trinity College, Hartford.
310. Lockwood Interview, Pt. 3, May 13, 1981, 85.
311. *Trinity Reporter* 7 (December 1976): 1; Lockwood Interview, Pt. 4, May 14, 1981, 129.
312. *Trinity Reporter* 7 (December 1976): 1. Vice President English's father was the Rev. James F. English '16, a minister of the Connecticut Conference of the United Church of Christ. The Rev. Mr. English received an honorary Doctor of Divinity degree from Trinity in 1944.
313. *Trinity Reporter* 5 (June 1975): 4, 1 (October 1970): 1, and 1 (June 1970): 1.
314. *Trinity Reporter* 2 (October 1971): 1.
315. *Trinity Reporter* 7 (September 1976): 4. In the fall of 1978, President Lockwood carried out a further reorganization of the administration aimed at improving efficiency. Trustee Minutes, October 7, 1978.
316. Joseph F. Kauffman, "Governing Boards," in *Higher Learning in America, 1980-2000*, 225.
317. *Ibid.*, 225-226. See pages 227-228 of this study for a detailed and illuminating list of the wide range of responsibilities governing boards of colleges and universities carry out.
318. *Report of the President of Trinity College, December, 1962*, 23.
319. *Report of the President of Trinity College, December, 1963*, 19.
320. *Ibid.* The first trustee to be elected Vice Chairman was Lyman B. Brainerd '30, who, as previously noted, displayed a "steely attitude" in regard to the standoff that developed in 1968 between the Trustees and the faculty over the issue of disciplining the sit-in participants.

321. Trustee Minutes, January 15, 1966.
322. Trustee Minutes, June 1, 1968; Lockwood Interview, Pt. 5, May 18, 1981, 180-181.
323. Memorandum entitled "Retrospect," February 1979, unpagged, prepared by Dr. Harold L. Dorwart, Dorwart Papers. Of the 26 trustees on the Board in 1968, only six remained active in 1979.
324. Lockwood Interview, Pt. 2, May 8, 1981, 52.
325. *Ibid.*, Pt. 5, May 18, 1981, 180.
326. *Ibid.*
327. *Ibid.*
328. *Trinity Reporter* 4 (February-March 1974): 1, and 9 (Spring 1979): 6.
329. Theodore D. Lockwood '48, *Our Mutual Concern: The Role of the Independent Liberal Arts College* (Hartford: Trinity College Press, 1968): 61-62; Lockwood Interview, Pt. 3, May 13, 1981, 68.
330. Lockwood, *Our Mutual Concern*, 63.
331. Lockwood Interview, Pt. 5, May 18, 1981, 175.
332. Faculty Minutes, March 8, 1967, and April 11, 1967.
333. Report of the Curriculum Revision Committee, November 1968, unpagged, Trinity College Archives, Trinity College, Hartford.
334. *Ibid.*; Timothy G. Brosnahan '67, "Feedback From the Students: Undergraduate Course Evaluation," *Trinity Alumni Magazine* VIII (Winter 1967): 8.
335. Spencer Memorandum, 4.
336. Report of the Curriculum Revision Committee, November 1968.
337. Memorandum from the Rev. Dr. Borden W. Painter, Jr. '58 to Peter J. Knapp, January 22, 1998, 1, Trinity College Archives, Trinity College, Hartford. Professor Painter recalls, "What I think we [the Committee] did not grasp initially was the faculty dissatisfaction with the requirements. Our first attempt was to come up with a new set of requirements that allowed students more choice. The faculty rejected that and encouraged us to go farther."
338. Final Report of the Curriculum Committee, February 7, 1969, 1, Trinity College Archives, Trinity College, Hartford.
339. *Ibid.*
340. Lockwood Interview, Pt. 5, May 18, 1981, 176. See also Spencer Memorandum, 4.
341. *Trinity Reporter* 6 (March/April 1976): 1.
342. *Trinity Alumni Magazine* IX (Winter 1968, i.e. 1969): 15.
343. Lockwood Interview, Pt. 5, May 18, 1981, 176-177.
344. Faculty Minutes, February 14, February 15, and February 18, 1969; Trustee Minutes, April 12, 1969.
345. Interview of Peter J. Knapp and Anne H. Knapp with Dr. Robert C. Stewart, December 18, 1997. Notes on interview in Trinity College Archives, Trinity College, Hartford.
346. Painter Memorandum, 1-2.

347. *Trinity Reporter* 7 (December 1976): 2.
348. Painter Memorandum, 4.
349. Spencer Memorandum, 4. Associate Academic Dean Spencer also points out that faculty members were pleased with the new curriculum because, in the absence of distribution requirements, students were more likely to want to enroll in their courses than had been the case previously.
350. Ibid. See Ira C. Magaziner, Elliot Maxwell, et al., *Draft of a Working Paper for Education at Brown University* (Providence, R. I., 1969). Magaziner later became a Rhodes Scholar, business consultant, author, and proponent of health care reform during the administration of William J. (Bill) Clinton, President of the United States.
351. Spencer Memorandum, 4.
352. Conversation of Peter J. Knapp with Professor Clyde D. McKee, Jr., March 31, 1998; *Trinity Reporter* 4 (October 1973): 3; Malcolm O. Campbell, Jr. '64, "Trinity Returns to the Capitol: Government Students Helping Legislature in Research Work," *Sunday, the Courant Magazine [The Hartford Courant]*, 2 April 1967. Campbell was then the director of the College's News Bureau. Nine Trinity students assisted the Republican minority leader of the House, Representative Nicholas A. Lenge, in carrying out research on the budget and other issues. Professor McKee conducted the internship in connection with his senior seminar in American government. His interest in the Connecticut General Assembly eventually led him to publish *Perspectives of a State Legislature* (Hartford: Trinity College, 1978; Second Edition, 1980).
353. Memorandum from Dr. Richard P. Benton to Peter J. Knapp, April 4, 1997, unpagged, Trinity College Archives, Trinity College, Hartford; Faculty Minutes, May 13, 1969; Spencer Memorandum, 5; Nye Memorandum, 4. Prior to receiving his doctorate in comparative literature from The Johns Hopkins University in 1955, Professor Benton had been a civil engineer with the Pennsylvania Railroad, his career culminating in a staff position on the Baltimore-Washington Division during the final years of leadership of the Pennsylvania by its president, Martin W. Clement '01. In 1969, he was one of the first scholars in the country to develop an undergraduate course on popular fictional forms in literature, consisting of science fiction, the detective story, the western, the Gothic romance, and the spy story. Regarding the study of the cultures of East and South Asia, 14 faculty members offered courses during the 1997-1998 academic year. Also popular were such fields as Latin American Studies and Middle Eastern Studies. By contrast, interest in Russian and Eurasian Studies lessened in the wake of the Soviet Union's collapse.
354. The appointment in 1969 of Lecturer in History Henry Ferguson and four years later of Professor Ranbir Vohra (Political Science) enabled students to pursue the study of India, although Vohra offered courses principally on China and Japan. Other specialists on Asian history, especially China, were Professors Robert B. Oxnam (History), appointed in 1969, and Michael E. Lestz '68, who joined the history faculty in 1982. The study of modern Russia was strengthened when Professor Samuel Hendel (Political Science) joined the faculty in 1970 as chairman of the department, having served the previous academic year as a visiting professor at Trinity. A nationally recognized specialist on the Soviet Union as well as on American government, Hendel was the author or editor of several books, among them: *The U.S.S.R. After 50 Years*;

Promise and Reality, co-edited with Randolph L. Braham (New York: Knopf, 1967); *The Soviet Crucible; the Soviet System in Theory and Practice* (Princeton, NJ: Van Nostrand) the third edition of which appeared in 1967; and *Basic Issues of American Democracy*, co-edited with Hillman M. Bishop (New York: Appleton-Century-Crofts). The latter two books were published in several editions, the eighth edition of *Basic Issues* appearing in 1976, previous editions having sold almost 340,000 copies. *Trinity Reporter* 4 (February/March 1974): 3, and 6 (January/February 1976):1.

355. Faculty Minutes, March 11, 1969. Among members of the faculty who later offered courses satisfying the comparative literature major were: professors James R. Bradley '57, Anthony D. Macro, Albert Merriman, and John C. Williams '49 in Classics; Richard P. Benton, Dirk Kuyk, Hugh S. Ogden, James L. Potter, Daniel B. Risdon, James H. Wheatley, and Ralph M. Williams in English; and Dori Katz, Arnold L. Kerson, Kenneth Lloyd-Jones, and Robert P. Waterman '32 in Modern Languages.
356. Spencer Memorandum, 5. In the spring of 1974, the Trustees approved the creation of a major in Italian, in conjunction with the Modern Languages Department. Trustee Minutes, May 25, 1974. In regard to other languages, following the death in 1970 of Professor Walter D. Leavitt, Professor Carl V. Hansen, who taught courses in German language and literature, initially assumed responsibility for instruction in Russian.
357. Spencer Memorandum, 5. Among the earliest faculty appointments in sociology were those of professors Norman Miller (1969), John D. Brewer (1972), Noreen Channels (1972), and Michael P. Sacks (1974). Instruction in the history of science was introduced in 1983 with the appointment to the faculty of Professor Robert Palter. The new program in Jewish Studies is under the direction of Professor Ronald C. Kiener (Religion).
358. *Trinity Reporter* 7 (December 1976): 2.
359. *Ibid.* Several years earlier, Professor Drew A. Hyland (Philosophy) had developed another innovation that grew out of the opportunity for experimentation that the new curriculum offered. For a period of three years beginning in 1970, he conducted a seminar known informally as "Skiing and Being." For the first two months of each spring semester, Hyland and his family hosted the seminar in rural Vermont near the ski slopes, and upon return to campus the students completed a lengthy research paper. Offered under the provisions of the Open Semester Program, the seminar explored "the experience of play and its significance for man" in the Platonic dialogues as well as in the works of Kierkegaard, Heidegger and others. Hyland noted at the time that "Skiing and Being" was an unusual opportunity, in an environment free from the distractions of life on campus, to examine "the Greek view of the relationship between our daily lives and reflection on those lives . . . [and] of the relationship between playfulness and seriousness." His book, *The Question of Play* (Lanham, MD: University Press of America, 1984) reflected in part his experience in the seminars. *Trinity Tripod*, 9 December 1969, 20 March 1970, and 28 April 1970.
360. Trustee Minutes, May 27, 1978; Spencer Memorandum, 5.
361. Nye Memorandum, 3.
362. Memorandum from Judy Dworin to Peter J. Knapp, November 17, 1997, 1-2, Trinity College Archives, Trinity College, Hartford.
363. *Ibid.*

364. *Ibid.*; Nye Memorandum, 3. In 1979, Katharine G. Power accepted appointment as Artist-in-Residence and Acting Director of the Dance Program, and later became Associate Professor of Theater and Dance.
365. Trustee Minutes, May 23, 1981. On January 23, 1982, the Joint Appointments and Promotions Committee recommended to the Trustees that Judy Dworin be promoted to Associate Professor and be granted tenure in the Department of Theater and Dance, effective September 1, 1982. The Board unanimously accepted the Committee's recommendation. Trustee Minutes, January 23, 1982.
366. Dworin Memorandum, 5. See the *Trinity Reporter* 26 (February 1996): 16-17 for a feature article on the Theater and Dance Department. In 1989, Dworin became the artistic director of the Judy Dworin Performance Ensemble. Four years earlier, she had helped develop with Leonardo Shapiro the Trinity/La Ma Ma Performing Arts Program in New York City. With Shapiro as director-in-residence, the Program afforded students the opportunity to experience and study the most current performance work. Dworin Memorandum, 6.
367. Faculty Minutes, May 22, 1981.
368. Faculty Minutes, May 12, 1981.
369. Spencer Memorandum, 4-5.
370. See issues of the *Catalogue of Trinity College* for the period mentioned; note from Associate Academic Dean Spencer, May 3, 1998.
371. Spencer Memorandum, 5. To provide skills development and tutoring support for students who needed to improve their proficiency in mathematics, the College established a Mathematics Center similar to the Writing Center that had been created during the previous decade. "The New Curriculum," *Trinity Reporter* 17 (Fall 1987): 23.
372. Painter Memorandum, 2.
373. *Ibid.*
374. *Ibid.*; *Report of the President of Trinity College, 1986-1987, September, 1987*, 5.
375. *Report of the President of Trinity College, 1986-1987, September, 1987*, 5; "The New Curriculum," *Trinity Reporter* 17 (Fall 1987): 22.
376. "The New Curriculum," *Trinity Reporter* 17 (Fall 1987): 22.
377. *Ibid.*
378. *Ibid.*
379. *Trinity Tripod*, 2 December 1986; *Catalogue of Trinity College, 1997-1998*, 8.
380. *Report of the President of Trinity College, 1986-1987, September, 1987*, 5.
381. In the summer of 1984, Associate Academic Dean Spencer prepared a study of students graduating in the Class of 1984 to determine the courses in which they had enrolled during their undergraduate careers. Spencer found that all of the enrolled students had taken courses in the humanities; while only four percent had done no work in the social sciences, 20 percent had taken nothing in the arts; 32 percent, nothing in mathematics; and 45 percent, nothing in the natural or physical sciences. "The study's results proved useful in building support for the distribution requirement," Dean Spencer recalled. Note from Associate Academic Dean Spencer, May 1, 1998.
382. "The New Curriculum," *Trinity Reporter* 17 (Fall 1987): 22-23.

383. *Report of the President of Trinity College, 1986-1987, September, 1987*, 5-6.
384. Nye Memorandum, 8-9; Memorandum from Ivan A. Backer to Peter J. Knapp, January 1998, unpagged, Trinity College Archives, Trinity College, Hartford; Trustee Minutes, April 1, 1978.
385. In the early 1970s, the faculty in education consisted of professors Richard K. Morris '40 (chairman), Martin G. Decker, Charles B. Schultz, and Richard A. Shipe.
386. Lockwood Memorandum, Pt. 4, May 14, 1981, 121.
387. Trustee Minutes, January 11, 1969; Executive Committee Minutes, December 18, 1972.
388. Trustee Minutes, January 11, 1969, October 7, 1972, October 13, 1973, January 19, 1974, March 30, 1974, January 20, 1979, and May 26, 1979.
389. Lockwood Memorandum, Pt. 4, May 14, 1981, 122; Trustee Minutes, May 26, 1979.
390. Trustee Minutes, May 26, 1979.
391. ADP Planning Committee Report, Faculty Minutes, May 16, 1972, Appendix One, 1. The options for flexible study that other institutions were considering are discussed in Carnegie Commission on Higher Education, *Less Time, More Options: Education Beyond the High School* (New York: McGraw-Hill, 1971).
392. ADP Planning Committee Report, Appendix One, 2.
393. Faculty Minutes, November 16, 1971; Trustee Minutes, January 15, 1972.
394. Faculty Minutes, May 16, 1972; Trustee Minutes, May 27, 1972.
395. ADP Planning Committee Report, 5-7.
396. *Trinity Reporter* 3 (April/May 1973): 1-2; 4 (February/March 1974): 2.
397. *Trinity Reporter* 4 (February/March 1974): 2.
398. *Trinity Reporter* 6 (January/February 1976): 1.
399. *Ibid.*, 1-2.
400. Trustee Minutes, March 26, 1977.
401. *Trinity Reporter* 12 (Summer 1982): 7, 31.
402. *Trinity Reporter* 14 (Spring 1984): 35.
403. Information supplied February 13, 1998 by Marilyn A. Murphy, Administrative Assistant, Special Academic Programs.
404. Morton discovered that glutaric aciduria, a little-known genetic disorder, was afflicting Amish children, resulting in disability and death. In 1990, he established a clinic in Lancaster County, Pennsylvania, for early detection and treatment of the disease and of other genetic disorders and syndromes afflicting children. Three years later, Morton received the Albert Schweitzer Prize for Humanitarianism, and in May 1998, was presented the Award of Academic Excellence by the Children's Research Institute at the Children's National Medical Center in Washington, D.C. *Trinity Reporter* 20 (Winter 1990): 28-31; *Time* (Special Issue, Fall 1997): 30-32; *Clinic for Special Children Newsletter* I (Spring 1998): unpagged. Another IDP student, Joyce E. Baker, who majored in English, received her degree in 1996 after 14 years of study. Wheelchair-bound with cerebral palsy, "she enrolled in independent study units closely supervised by faculty," an article in the *Trinity Reporter* noted. In addition, she took an art class on campus and participated in an internship at a Hartford-area convalescent

facility. An inspiration to the Trinity community, Baker wrote a medieval morality play, *Homo Genus*, after completing a study unit in medieval drama with Professor Milla C. Riggio (English). According to Riggio, Baker “left the traditional morality play structure intact while adapting it to modern times.” *Homo Genus* was produced in the spring of 1985 by students in Riggio’s course on medieval mystery plays. In 1994, Baker self-published *My Parachute Didn’t Open* (West Hartford, CT: Cricket Press), a work of juvenile fiction about understanding children with disabilities. *Trinity Reporter* 15 (Summer 1985): 4, and 26 (July 1996): 24.

405. Trustee Minutes, October 11, 1969; Faculty Minutes, September 5, 1969. In 1891, Trinity had joined with a number of colleges and universities in establishing the American School of Classical Studies in Athens. In 1965, a similar effort led to the creation of the Intercollegiate Center for Classical Studies in Rome. Undergraduate classics majors could attend the Center for a semester, and engage in firsthand study of the antiquities and cultures of the classical civilizations. *Trinity Alumni Magazine* VIII (Fall 1966): 7.
406. “Proposal re: Trinity College Summer Program in Rome,” (undated), 1, appended to Faculty Minutes, September 5, 1969. The College had recently completed arrangements for a student-faculty exchange program with Trinity College, Quezon City, the Philippines. *Catalogue of Trinity College, 1969-1970*, 18.
407. Information supplied by Professor Michael R. Campo ’48, March 1998; Trustee Minutes, March 22, 1975, and October 18, 1975.
408. The sequence of courses on “European Politics and World Order” that Professor Gastmann organized consisted of a seminar on Europe and World Order in addition to courses on Italian Politics and Foreign Policy, and European Transnational Politics and Integration. Students had the added benefit of exploring the workings of the Rome-based Food and Agriculture Organization (FAO), a specialized United Nations agency. During the spring of 1983, Professor Francis J. Egan (Economics) offered at the Rome Campus an Intensive Studies course sequence including microeconomic theory and environmental and energy economics. Rounding out the sequence were six-week courses on agricultural economics and world food problems, and economic planning in Third World countries taught by guest faculty from the United Nations World Food Council and the Food and Agriculture Organization, respectively. Rome Campus Folder, Public Relations Files; Memorandum to the Faculty from Michael R. Campo re: the Barbieri Center/Rome Campus, January 23, 1979, in: Fall, 1979 — Spring, 1980 Barbieri Center/Rome Campus binder, Office of International Programs and Educational Services files; Memorandum to Chairmen and Chairwomen of Economics Department[s] [and] Foreign Study Advisors from Michael R. Campo re: 1983 Spring Semester Program of the Barbieri Center/Rome Campus of Trinity College, October 6, 1982 in: Fall, 1982 Barbieri Center/Rome Campus binder, Office of International Programs and Educational Services files: all in Trinity College Archives, Trinity College, Hartford.
409. Painter Memorandum, 4; *Trinity Reporter* 28 (Fall 1997): 12-13. For additional information on the Rome Campus, see *Perspectives on Italy: Essays in Honor of Michael R. Campo*, edited by the Rev. Dr. Borden W. Painter, Jr. ’58 (Hartford: Cesare Barbieri Endowment for Italian Culture, Trinity College, 1992), and Alicia L. Mioli ’95, *Transitions: A History of the Trinity College Rome Campus*, Trinity College senior thesis, 1995. On Ash Wednesday, February 8, 1979, Pope John Paul II paid an unannounced,

- informal visit to the Rome Campus where he met Professor Campo, other members of the faculty and staff, and many of the students. *Perspectives on Italy*, 19-21; *Trinity Reporter* 9 (Spring 1979): 3. An incident of a completely different nature had brought embarrassment to the College five years earlier in March 1974, when three Rome Campus students, two of them Trinity undergraduates, "streaked" around the obelisk in St. Peter's Square. The Italian authorities reacted in a relatively lenient manner. *Philadelphia Inquirer*, 24 March 1974; *New York Times*, 29 March 1974; *Trinity Tripod*, 2 April 1974.
410. *Trinity College Evening Courses, 1951-1952*, 10; *Trinity College Evening Classes, 1952-1953*, 12; Robert C. Stewart to Roberta N. Jenckes, October 15, 1990, in Roy Nutt '53 Alumni File Folder, Trinity College Archives, Trinity College, Hartford. The Nutts' son, Micah, graduated from Trinity in 1986.
411. Nye Memorandum, 9; Trustee Minutes, October 13, 1973; *Trinity Reporter* 7 (December 1976): 2.
412. In 1997, Associate Professor of Psychology and Associate Director of the Counseling Center Randolph M. Lee '66 developed an experimental noncredit Life Long Learning Course for alumni entitled "Mind/Body Medicine and Health." The course was conducted solely via the Internet on the World Wide Web. Although only a few of the alumni who had expressed initial interest fully participated for the duration of the course, the effort nonetheless demonstrated the potential on-line instruction offers. Conversation of Peter J. Knapp with Randolph M. Lee '66, November 23, 1998; Randolph M. Lee '66, "Mind/Body Medicine and Health: A Life Long Learning, Internet-Based Course Experiment for Trinity Alumni: Final Report, August 28, 1998," Trinity College Archives, Trinity College, Hartford.
413. *Report of the Librarian of Trinity College, 1983-1984, September 1, 1984*, 1; *Report of the President of Trinity College, 1986-1987, September, 1987*, 11. President English considered development of the College's computing capabilities one of the most important aspects of his efforts to upgrade the institution's infrastructure. Conversation of Peter J. Knapp with James F. English, Jr., January 8, 1998.
414. As of June 30, 1998, the library's collections of materials in print, including the holdings of the Watkinson Library, stood at 941,000 volumes. Nonprint materials, consisting of microforms, sound recordings, videorecordings, slides, digital images, and electronic products, comprised 612,000 items, and there were slightly more than 2,300 periodical subscriptions. *Report of the Librarian of Trinity College, 1997-1998, August, 1998* in *Gatherings: News from the Trinity College Library and the Watkinson Library [August, 1998]*, 8.
415. *Report of the Librarian of Trinity College, 1952-1953, October, 1953*, 9; press release on the Holland gift, January 16, 1952, Public Relations Office Files, Trinity College Archives, Trinity College, Hartford. Further strengthening the library's resources in poetry was the receipt in 1954 of the library of the late Martha Linsley Spencer, long-time poetry editor of the *Hartford Times*. This collection was particularly strong in American poetry. *Trinity College Bulletin* LI (December 1954): 3.
416. *Trinity Alumni Magazine* VII (Spring 1966): 3; *Trinity Tripod*, 9 April 1963, and 23 April 1963.
417. Conversation of Peter J. Knapp with Amelia G. Silvestri, Director of the Trinity College Poetry Center (Retired), November 17, 1998. Holly Stevens undertook to

arrange her father's papers, and Donald B. Engley, College Librarian, provided space for her project in the library.

418. *Ibid.*; *Trinity Reporter* 11 (Summer 1981): 8, and 16 (Summer 1986): 23.
419. Kerr, *The Great Transformation in Higher Education, 1960-1980*, 153.
420. Notes on Interview with Dr. Robert C. Stewart, December 18, 1997.
421. Faculty Minutes, December 17, 1968. Those who have served as Secretary of the Faculty from 1968 to 1998 are: professors Lawrence W. Towle (Economics); Rex C. Neaverson (Political Science); H. McKim Steele, Jr. (History); Robert Lindsay (Physics); J. Bard McNulty (English); Norman Miller (Sociology); Borden W. Painter, Jr. (History); Frank G. Kirkpatrick (Religion); John A. Gettier (Religion); Noreen Channels (Sociology); David A. Robbins (Mathematics); and Gerald Moshell (Music). Professors Frank M. Child III (Biology), George B. Cooper (History), and Richard Scheuch (Economics) were Secretaries of the Faculty *pro tem*. On October 13, 1970, the faculty voted to establish the office of Faculty Ombudsman, who was to serve as "an impartial and confidential investigator in any specific case of alleged inequity, unfairness or maladministration," particularly but not exclusively in "cases of alleged infringements of academic freedom" that could be more suitably dealt with by one person as opposed to the Academic Freedom and Grievance Committee. *Faculty Manual* (1975), Section I. 5; Faculty Minutes, October 13, 1970. The faculty member serving in this office was required to hold the rank of associate professor or full professor with tenure, and was elected for a three-year term. The 1998 *Faculty Manual* states (p. 5-1) that the Faculty Ombudsman will either "mediate or otherwise resolve" complaints or grievances "from any member of the Faculty (and where appropriate from any student or administrator or other employee of the College) alleging unfairness, inequity, discourtesy, undue delay, or other malfunctioning in the processes of the College."
422. Memorandum from Dr. Jan K. Cohn to Peter J. Knapp, October 15, 1997, 2-3, Trinity College Archives, Trinity College, Hartford.
423. Lockwood Interview, Pt. 4, May 14, 1981, 132-133.
424. *Ibid.*, 132.
425. *Ibid.*, 112; Nye Memorandum, 6; Painter Memorandum, 3.
426. Conversation of Peter J. Knapp with Associate Academic Dean Spencer, March 12, 1998. Effective during the 1997-1998 academic year, the Trustees reorganized their committee structure, creating an Academic Affairs Committee, three of whose members serve on the Joint Committee, in contrast to previous practice under which the Board elected three of its members to serve. On occasion, decisions reached regarding promotion and tenure have been appealed to the Appointments and Promotions Appeals Board to determine whether procedural error may have occurred. If such is determined, the Appeals Board requests the Appointments and Promotions Committee to hear the case again, sometimes with the result of reversing the decision. Assistant Professors receive an initial two-year appointment, in the second year of which the Appointments and Promotions Committee reviews them for their first reappointment, consisting of an additional two years. The review for a second reappointment of three years comes during their fourth year of service. In the sixth year, Assistant Professors are considered for tenure and promotion to the rank of Associate Professor. The College also faced the dilemma during the 1970s of granting tenure to

younger faculty when large numbers of older faculty were already tenured. In order to avoid denying upward mobility, the College carefully reviewed the retirement policy, some faculty eventually opting for early, phased retirement. During the late 1970s and early 1980s, some faculty retired at the rank of Associate Professor.

427. Lockwood Interview, Pt. 4, May 14, 1981, 132-138.
428. Spencer Conversation, March 12, 1998; *Report of the President of Trinity College, 1986-1987, September, 1987*, 5.
429. Memorandum from Dr. Craig W. Schneider to Peter J. Knapp, June 23, 1997, 1, Trinity College Archives, Trinity College, Hartford. Among faculty who have involved undergraduates in research projects, often resulting in published articles and conference papers, are professors David E. Henderson (Chemistry), Priscilla Kehoe (Psychology), Robert Lindsay (Physics), Ralph O. Moyer, Jr. (Chemistry), and Richard V. Prigodich (Chemistry).
430. Cohn Memorandum, 3.
431. Memorandum from Dr. Drew A. Hyland to the Faculty of Trinity College, October 19, 1997, Trinity College Archives, Trinity College, Hartford. The Center's assistant director is Professor Janet Bauer (Educational Studies and International Studies). In addition to pursuing joint instructional initiatives, a number of faculty have collaborated with colleagues at Trinity on research and publication projects. Three examples are: professors Joseph D. Bronzino (Engineering), Vincent H. Smith (Economics), and Maurice L. Wade (Philosophy), *Medical Technology and Society: An Interdisciplinary Perspective* (Cambridge, Mass: MIT Press, 1990); Ralph A. Morelli (Computer Science), W. Miller Brown (Philosophy), Dina L. Anselmi (Psychology), Karl F. Haberlandt (Psychology), and Dan E. Lloyd (Philosophy), *Minds, Brains & Computers: Perspectives in Cognitive Science and Artificial Intelligence* (Norwood, NJ: Ablex Publishing, 1992); and Robert Lindsay (Physics) and Ralph O. Moyer, Jr. (Chemistry) on published research regarding certain characteristics of metal hydrides, including magnetic behavior. For examples of the Lindsay-Moyer collaboration, see "Publications of Professor Robert Lindsay and Other Works" in the Trinity College Archives, Trinity College, Hartford.
432. Cohn Memorandum, 3.
433. Recipients of the Brownell Prize have been: professors Robert C. Stewart (Mathematics), 1986; Diane C. Zannoni (Economics), 1988; Drew A. Hyland (Philosophy), 1990; Milla C. Riggio (English), 1992; Dina L. Anselmi (Psychology), 1994; Craig W. Schneider (Biology), 1996; and Dirk Kuyk (English), 1998. Professor Dan E. Lloyd (Philosophy) was the first to receive the Hughes Award in 1990, and other recipients have been: professors Arthur B. Feinsod (Theater and Dance), 1991; John H. Chatfield '64 (History) and Leslie E. H. Craine (Chemistry), 1992; Paula A. Russo (Mathematics), 1993; Dario Del Puppo (Modern Languages and Literature), 1994; M. Joshua Karter (Theater and Dance), 1995; Michael A. O'Donnell (Biology), 1996; Kathleen A. Curran (Fine Arts) and Ronald R. Thomas (English), 1997; and Robert F. Peltier '91, Lecturer in the Writing Center, 1998. Information supplied partly by the Office of the Dean of the Faculty, March 23, 1998.
434. Trustee Minutes, March 24, 1973. The first appointments of women to the College staff had occurred in the period preceding World War I, and by the 1960's, the num-

ber of women staff members had increased substantially. In 1971, several women on the staff formed the Trinity College Girls' Club, later known as the Women's Club of Trinity College. Devoted to fellowship, campus beautification projects, and other activities on behalf of the Trinity community as well as the Hartford community, the Club held fund-raising events, and in that connection issued *A Book of Favorite Recipes* in 1982. A lasting contribution to the life of the College was the Club's establishment and subsequent endowment of an annual award recognizing academic excellence and personal commitment on the part of IDP students, and its first presentation occurred in the spring of 1979 at Honor's Day ceremonies. The activities of the Club can be traced in *The Women's Club of Trinity College Scrapbook* compiled in 1998 by Lucy E. Myshrall and Elizabeth H. McCue, retired members of the Alumni Office staff. The *Scrapbook* is in the Trinity College Archives, Trinity College, Hartford.

435. *The Hartford Courant*, 19 November 1956; *Trinity Reporter* 4 (July 1974): 1. In addition to offering advanced courses, Professor Butcher was one of several mathematics faculty who taught a yearlong course in calculus and solid geometry, a requirement for freshmen under the revised curriculum of the early 1960s. In 1971, she was the coauthor with Cecil J. Nesbitt of *Mathematics of Compound Interest* (Ann Arbor, MI: Ulrich's Books). Other members of the Mathematics Department in the early 1970s included professors Robert B. Grafton, Walter J. Klimczak, Mario J. Poliferno, David A. Robbins, Robert C. Stewart, Ralph E. Walde, and E. Finlay Whittlesey. Professor Butcher is the first woman faculty member to have her contributions to the College honored by a portrait, which the Student Government Association commissioned in 1992. The portrait is on permanent display in the lobby of the Mathematics, Computing, and Engineering Center. *Along the Walk* 8 (June 1992): 2.
436. *Trinity Alumni Magazine* VIII (Fall 1966): 17, and VIII (Summer 1976): 25.
437. Conversation of Peter J. Knapp with Associate Academic Dean Spencer, March 17, 1998.
438. Data supplied by Dr. Kent W. Smith, Director of Institutional Research, March 11, 1998. Among several women appointed to the faculty during the 1980s is Professor Joan D. Hedrick (History), who is director of the Women's Studies Program and author of *Harriet Beecher Stowe: a Life* (New York: Oxford University Press, 1994), for which she received the Pulitzer Prize. Other women who became members of the faculty during the 1980s include: professors Carol J. Any (Modern Languages), 1984; Barbara M. Benedict (English), 1984; Ellison B. Findly (Religion and International Studies), 1980; Adrienne Fulco (Legal and Policy Studies), 1983; Sharon D. Herzberger (Psychology), 1980; and Susan D. Pennybacker (History), 1983.
439. Martha Davidson, "The Feminization of the Faculty," *Trinity Reporter* 20 (Fall 1990): 16.
440. Gruner and Leonard, "The Implementation of Coeducation," 15.
441. *Ibid.*
442. Dworin Memorandum, 3, 5.
443. *Trinity College Bulletin - Graduate Studies, 1965-1966, August, 1965*, 2, 31-32. In 1979, John Bennett became the first black trustee of the College. Chuck Stone was popular with undergraduates, and a movement developed to appoint him to a permanent faculty position. His real interest in remaining in Hartford, known on campus only by Professor George B. Cooper (History), who was close to local Democratic

Party leaders, lay in running for the U. S. House of Representatives from Connecticut's First Congressional District. Failing to receive support from the local black leaders in the Democratic Party, Stone turned his attention elsewhere. The situation on campus meanwhile became so heated that a special meeting of the faculty was called on January 31 to deal with resolving the Stone issue. The Religion Department had considered offering a position to Stone but had no vacancy. At the faculty meeting, Professor Cooper, fully aware of Stone's political fate, offered him a position in the History Department, thus defusing the crisis. Stone declined the appointment and took a position with the Educational Testing Service as director of educational opportunities projects. The Stone controversy can be followed in the issue of the *Tripod*. Spencer Memorandum, 8-9; unidentified newspaper clipping, Trinity College Archives, Trinity College, Hartford; Faculty Minutes, January 31, 1970.

444. *Trinity Tripod*, 20 March 1970; *Trinity Alumni Magazine* X (Spring 1970): 12.
445. Data supplied by Dr. Kent W. Smith, Director of Institutional Research, March 11, 1998. Professor Miller later became director of the American Studies Program.
446. Cohn Memorandum, 1.
447. Lockwood Interview, Pt. 3, May 13, 1981, 87-88.
448. Lockwood Interview, Pt. 3, May 13, 1981, 81. See also: Pt. 2, May 8, 1981, 50-51, and Pt. 3, May 13, 1981, 79, 80-81.
449. *Ibid.*, Pt. 3, May 13, 1981, 81.
450. *Ibid.*, 83.
451. Trustee Minutes, January 15, 1972.
452. *Trinity Reporter* 5 (January/February 1975): 1.
453. *Ibid.*
454. *Ibid.*
455. *Ibid.*
456. *Ibid.*; *Report of the Treasurer of Trinity College, 1974-1975, November, 1975*, 7.
457. *Trinity Reporter* 5 (January/February 1975): 1.
458. Trustee Minutes, October 15, 1977; *Report of the Treasurer of Trinity College, 1977-1978, November, 1978*, 10; *Report of the Treasurer of Trinity College, 1980-1981, October, 1981*, 4.
459. *Trinity Reporter* 3 (June 1973): 1-6. This issue of the *Trinity Reporter* contains the text of Hugh S. Ogden's *The Diary*.
460. *Trinity Reporter* 1 (November 1970): 1, 7.
461. *Trinity Reporter* 4 (November 1973): 2.
462. *Trinity Reporter* 2 (January/February 1972): 1.
463. *Trinity Reporter* 4 (December 1973): 5.
464. Trustee Minutes, March 26, 1977, May 28, 1977, October 15, 1977, January 21, 1978, April 1, 1978, and January 23, 1982; *Trinity Reporter* 8 (November/December 1977): 1, 9 (Summer 1978): 3, and 9 (Fall 1978): 22-24, 50-53. As an additional way of addressing the lack of office space for faculty and staff, in 1973 the College renovated the former Delta Phi fraternity house on Vernon Street to accommodate the Religion and Philosophy departments, and the Intercultural Studies Program. Nye Memorandum, 9.

465. Trustee Minutes, March 26, 1977, May 28, 1977, October 15, 1977, January 21, 1978, and April 1, 1978; *Trinity Reporter* 8 (November/December 1977): 1, 9 (Summer 1978): 3, 9 (Fall 1978): 4, and 9 (Spring 1979): 10-15.
466. *Trinity Tripod*, 28 February 1984. The first curator of the Enders Collection was Karen B. Clarke, and upon her retirement, Dr. Jeffrey H. Kaimowitz, Curator of the Watkinson Library, assumed additional responsibility for the collection. The first Librarian of the Watkinson Library was James Hammond Trumbull (1863-1891), and he was succeeded by Frank Butler Gay, who served until 1934. Ruth A. Kerr then became Librarian, and following her retirement in 1959, College Librarian Donald B. Engley became the Watkinson's Librarian, reflecting the new administrative arrangement resulting from the merger in 1950 of the Watkinson Library with the Trinity College Library. Marian G. M. Clarke was the Watkinson's Curator from 1959 to 1977, when Dr. Kaimowitz accepted appointment as Curator. Engley was succeeded as College Librarian and Watkinson Librarian by Ralph S. Emerick, and upon the latter's retirement, Dr. Stephen L. Peterson became College Librarian and Watkinson Librarian. The Watkinson's curatorial staff was augmented in 1973 by the appointment of Margaret F. Sax, and presently consists of Dr. Kaimowitz, Dr. Alesandra Schmidt Woodhouse, Associate Curator, and Peter J. Knapp '65, College Archivist.
467. *Report of the President of Trinity College, December, 1966*, 32; *Trinity Reporter* 9 (Spring 1979): 2-3. The Scott Room was established through the support of John E. McKelvy, Jr. '60 and a number of Professor Downs's friends and former students.
468. Trustee Minutes, January 17, 1970.
469. Trustee Minutes, January 16, 1971, January 15, 1972, and March 24, 1973; *Trinity Reporter* 2 (January/February 1972): 1, and 2 (March 1972): 4.
470. Nye Memorandum, 8; Trustee Minutes, October 5, 1975, January 17, 1976, March 13, 1976, January 22, 1977, and April 1, 1978.
471. *Trinity Reporter* 1 (April 1971): 1, 3.
472. *Trinity Reporter* 29 (Spring-Summer 1998): 51.
473. *Trinity Reporter* 2 (May 1972): 4, 4 (April 1974): 8, 6 (March/April 1976): 12, 10 (Fall 1979): 28, 1 (December 1970): 8, 2 (October 1971): 16, and 2 (November 1971): 8. As mentioned in the previous chapter, Roy A. Dath was also the varsity soccer coach, and at the conclusion of his 24th season in the fall of 1975, his teams had compiled a record of 135 wins, 71 losses and 15 ties. Dath was on leave in 1976, and Robert E. Shults, coach of freshman soccer, assumed coaching responsibilities for the varsity team. *Trinity Reporter* 7 (September 1976): 16.
474. Lockwood Memorandum, Pt. 2, May 8, 1981, 43.
475. *Ibid.*
476. *Trinity Reporter* 6 (January/February 1976): 1. In 1915, 150 college presidents joined forces in establishing the Association of American Colleges to promote "higher

education in all its forms, in the independent and denominational colleges in the United States." Mark H. Curtis, "Crisis and Opportunity: The Founding of AAC," in *Enhancing, Promoting, Extending Liberal Education: AAC at Seventy-Five* (Washington, D.C.: Association of American Colleges), 8.

477. Lockwood Interview, Pt. 2, May 8, 1981, 44; *Trinity Reporter* 6 (January/February 1976): 1.
478. Ibid.
479. Ibid., 44-45.
480. Lockwood Interview, Pt. 3, May 13, 1981, 93-95.
481. Memorandum from Ivan A. Backer to Peter J. Knapp, January 1998, 1, Trinity College Archives, Trinity College, Hartford.
482. *Trinity Reporter* 2 (March 1972): 1.
483. Backer Memorandum, 1-2; note from Associate Academic Dean Spencer, November 1998; *Trinity Reporter* 2 (March 1972): 1, 4. The sports camps, co-sponsored by the College, the NCAA, and the federal President's Council on Physical Fitness and Health, became extremely popular with Hartford's youth during the 1970s, and Karl Kurth, Jr., Director of Athletics, was instrumental in persuading Congress to continue to provide support for the program. In ensuing years, other sports programs involving local youth were held at the College. For a brief period, the Hartford Parks and Recreation Department and the Greater Hartford Arts Council sponsored the Trinity Summer Arts Program, which provided young people from Hartford with greater exposure to subjects such as painting, sculpture, and drama, which they would not normally have received in school. *Trinity Reporter* 2 (May 1971): 4, 3 (July 1973): 12, 4 (July 1974): 1, and 6 (September 1975): 12.
484. *Trinity Reporter* 4 (October 1973): 13; Backer Memorandum, 2; Lockwood Interview, Pt. 3, May 13, 1981, 95.
485. Backer Memorandum, 2-3.
486. Ibid., 3; Trustee Minutes, October 15, 1977; *Trinity Reporter* 17 (Summer 1987): 9. *The Southside News* later became an independent city-wide weekly and is now known as *The Hartford News*.
487. Memorandum from Gerald J. Hansen, Jr. '51 to Peter J. Knapp, February 1998, Trinity College Archives, Trinity College, Hartford.
488. *Trinity Alumni Magazine* VIII (Summer 1967): 25.
489. *Trinity Alumni Magazine* IX (Winter 1968): 15.
490. Hansen Memorandum, 1.
491. Ibid.

492. Ibid.

493. Ibid.

494. Ibid., 1-2.

495. Ibid., 2.

CHAPTER VII

Prelude to the New Millennium



In late 1980, President Lockwood indicated to the Trinity community his intention to retire by January 1982 in order to pursue new challenges. Within a few months of his announcement, he had accepted appointment as consultant to Prince Charles, then serving as president of the United World Colleges, the outgrowth of an initiative undertaken by Lord Louis Mountbatten, the late uncle of Prince Philip, the Duke of Edinburgh. At a small number of newly established colleges in different locations around the world, young people from various countries could pursue two years of concentrated study in a highly structured and broadly based arts and sciences curriculum leading to an International Baccalaureate degree. Lockwood's consultancy soon resulted in his appointment as head of the fourth college to be established, United World College of the Southwest, which opened in Montezuma, New Mexico in September 1982, with principal support from Dr. Armand Hammer, chairman of Occidental Petroleum.^{1†}

The Campaign for Trinity, the College's Infrastructure, and Aspects of Student Life

The Board of Trustees formed a Presidential Search Committee early in 1981 under the chairmanship of Brenton W. Harries '50. In addition to trustees, for the first time in Trinity's history the search committee included representatives from the faculty and the student body, and in addition, adopted affirmative action guidelines with regard to candidates.² Among those whose names were submitted for consideration was James F. English, Jr., Vice President for Finance and Planning, who had come to the College in 1977 after a distinguished career in banking. A prominent and highly respected civic leader in the Hartford community, he had extensive experience as a corporate executive. In the preceding two academic years, English had taught a freshman seminar entitled "Society, Business and the Individual," in the process becoming faculty adviser to some 30 students, and had most recently served as Trinity's acting president during a semester-long sabbatical that the Trustees had granted President Lockwood. During that

period, English found he enjoyed the challenges of being a college president, and feeling that he had contributed as much as he could to Trinity in his finance and planning role, was ready for a change.³ His candidacy was questioned by a number of faculty members who believed that he lacked sufficient academic background.^{4†} On June 13, 1981, the Board of Trustees, convinced that English was well-suited for the presidency, unanimously elected him as Trinity's 16th president, effective July 1.⁵

President English later recalled that he viewed the presidency as a considerable challenge, noting that even in a relatively small institution such as Trinity there were so many different areas demanding attention. One of the most important of these in his view was trying "to provide the incentives for the faculty and the students that will create the kind of academic atmosphere, the kind of quality in the educational encounter between faculty and students, that really is the *raison d'être* for the institution being there."⁶ Furthermore, English maintained, against a background of continuous and complex change that characterized contemporary higher education, college presidents exercised a leadership role resembling more closely that of a governor of a small state or mayor of a community than that of a corporate executive. This was particularly the case in dealing with diverse constituencies and contending with the pressures resulting from societal change.⁷

At his inauguration on October 3, 1981 (*VII-1*), President English placed particular emphasis on Trinity's urban location. As one of Hartford's "responsible citizens, we bear a heavy obligation," he declared, and the College would continue to cooperate with Hartford Hospital and the Institute of Living "to help those around us improve this neighborhood," and encourage faculty and staff to make their homes nearby.⁸ "Perhaps most important of all," he continued, "we will make sure that our doors are open to committed Hartford students of all ages and backgrounds . . . [, and will] seek a student body which reflects the diversity around us."⁹ The city, in turn, enriched the College in many ways, English contended, particularly but not exclusively through its varied cultural and educational resources, and its business, medical, and legal communities. Through contacts with faculty at the local graduate institutions with programs in these fields, as well as through internships, Trinity students could "test their vocational interests at first hand, and . . . bring some of the questions, and even the perceptions," developed through their study on campus "to bear on the important social and cultural issues confronted by these professions."¹⁰ Finally, "as a college community committed to the liberal arts and sciences, we are concerned . . . with man's basic questions about himself and his natural and social world. These questions are ageless, but they arise in new forms, and new contexts Science and technology expand exponentially, and they hook men, and even nations, together in a fragile fabric of interdependency. The world threatens to outrun the institutions and the value systems we have evolved for coping with it."¹¹ Ultimately, mankind had to find its own answers within the world as it was, including the challenge of addressing the complexities that life in urban communities presented.

In the course of President English's administration, the College undertook a number of initiatives and confronted complex problems. Among the initiatives pursued were: strategic planning; curricular reform; the intensification of efforts to diversify the faculty as well as the student body; a fund-raising campaign; the implementation of new information technology applications in both the academic and administrative spheres; the continued search for ways to enhance city-college relations; and the enlargement and renovation of the physical plant. Trinity also dealt with questions arising from widespread protest against apartheid and its implications for institutional investment policy, and from the aftermath of a fraternity incident.

In the summer of 1982, President English launched a strategic planning process that was designed to help guide the development of the College during the 1980s. As a first step, a task force under the leadership of Vice President Thomas A. Smith '44 conducted a summer-long review of the 1979 Institutional Priorities Council recommendations, and three major areas of concern emerged as the focus for further study: the academic program, the quality of student life, and the relationship of the College with the city (known respectively as Project I, Project II, and Project III). A year later, President English summarized the results of this scrutiny, noting that Trinity remained dedicated to its fundamental mission of helping students develop intellectually "through intense engagement with a demanding curriculum based on the liberal arts and sciences."¹² He also declared that the College was not a research university, although the faculty had an obligation to pursue scholarship "as an essential complement to effective teaching." Neither was it a vocational institution, nor would it expand in size.¹³ Various recommendations for changes in the academic program resulted in revisions to the curriculum and a modest increase in the size of the faculty, both noted in the previous chapter. In regard to the quality of student life, an issue of perennial concern, recommendations included improving student residential accommodations, providing more funding and space for student activities, fostering academically oriented special interest groups for students, and finding ways to increase informal faculty-student interaction.¹⁴ Proposals for strengthening Trinity's relationship with Hartford included further cooperative involvement with other institutions in a variety of efforts through SINA, maintenance of an open campus, and additional efforts on the part of the College to "integrate itself more fully with the cultural and intellectual life of Greater Hartford."¹⁵ Implementing these recommendations ultimately depended on the strength of Trinity's financial resources, and President English concluded his summary of the strategic planning effort by calling for a new capital campaign.

Even though giving by alumni to the annual fund had increased, and the College's endowment had surpassed the \$65 million mark in 1983, it was clear that the rising costs of providing a quality education and the need for additions to the physical plant were major concerns.¹⁶ Indeed, President English later observed that he had underestimated requirements for new campus facilities. When he took office, "we had no

plan to enlarge the size of the College in numbers of undergraduates," and he believed the situation was well in hand. "What I didn't realize," English noted, "was that we were already greatly overcrowded and simply as we added various embellishments to our programs, we would need more space."¹⁷ Mather Student Center was then undergoing a major renovation, and the conversion of the main floor of Hallden Engineering Laboratory into a computing center was nearing completion.¹⁸ A new dormitory and additional classroom and laboratory space, however, had become pressing needs.

Support of faculty positions was already being addressed in the early 1980s through gifts that endowed chaired professorships. In 1982, George M. Ferris '16, an investment banker and principal donor of the Ferris Athletic Center, endowed the Ferris Professorship in Corporation Finance and Investments, with the first incumbent of the chair becoming Professor Ward S. Curran '57. In addition, Mrs. Vernon K. Krieble and her son, Robert H. Krieble, endowed the Vernon K. Krieble Professorship in Chemistry in memory of Dr. Krieble, for many years Trinity's Scovill Professor of Chemistry, and Professor Henry A. De Phillips, Jr. (VII-2) was appointed as the first Krieble Professor. A substantial gift from Mrs. John R. Reitemeyer established the John R. Reitemeyer Professorship in Political Science as well as a scholarship fund for students from Hartford in memory of her husband, a member of the Class of 1921, a long-time trustee of the College, and the former president and publisher of *The Hartford Courant*. The Reitemeyer chair's first incumbent was Professor Walker Connor (VII-3).¹⁹ Six years later, in 1988, the number of chaired professorships was augmented by the creation of the Charles S. Nutt Professorship of Fine Arts, endowed by Roy Nutt '53 and his wife Ruth, and first held by Professor George E. Chaplin (VII-4). Also, the Allan K. Smith '11 and Gwendolyn Miles Smith Professorship of English was established by Mrs. Smith in memory of her husband, and resulted in the appointment of Professor Paul Lauter (VII-5). Finally, appointments to the faculty were made in the early 1980s in connection with two endowed chairs established late in the preceding decade. In 1980, Dr. Peter d'A. Jones became the William R. Kenan, Jr. Professor of American Institutions and Values, a chair honoring a distinguished chemist, engineer, and industrialist. Jones resigned after one year due to ill health, and his successor in 1982 was Professor Barbara Sicherman (History and American Studies) (VII-6). That same year, Professor Gerald A. Gunderson (Economics) (VII-7) was named to the Shelby Cullom Davis Professorship of American Business and Economic Enterprise endowed by the Honorable Shelby Cullom Davis, Hon. LL.D. '73, an investment banker, entrepreneur, and diplomat.^{20f}

After careful study and the establishment of fund-raising priorities, the College laid the groundwork for a capital campaign whose initial phase commenced in 1985 under the leadership of Brenton W. Harries '50 and Morris Lloyd, Jr. '60. The Campaign for Trinity launched its public phase in the fall of 1986 with \$17.8 million

of the \$42 million goal already pledged or in hand. With a terminal date of June 30, 1989, the Campaign had several priorities, three of which were central: \$15.7 million for the support of academic programs; \$6 million for a computing and engineering facility, to which Roy Nutt '53 and his wife Ruth made a substantial pledge; and \$6 million in new endowed funds for financial aid.²¹ By the spring of 1987, with the Campaign well underway, the College announced that the total of its endowed funds stood at \$100 million. During that summer, the Campaign passed the \$27-million mark; and in the winter of 1989, eight months ahead of schedule, its goal had been surpassed by \$600,000. At the Campaign's conclusion in June, the total of funds raised amounted to just over \$50 million, an extraordinary achievement.²² In addition, a \$500,000 challenge grant from the Kresge Foundation stipulating that the College raise an additional \$2 million by January 1, 1990, was successfully met under the leadership of Jason M. Elsas, Jr. '58, and helped fund the construction of the new computing and engineering building.²³

Another issue related to the College's financial situation during this period was investment in corporations conducting business in South Africa. The protest in the United States against the South African government's longstanding policy of apartheid resulted in a groundswell of moral outrage, and caused many institutions to reexamine their investment strategies. In October 1985, the Trustees voted to divest almost \$1 million worth of stocks in corporations not directly adhering to guidelines for the conduct of business in South Africa, and called for the administration to mount an educational program for the College community on apartheid. In the spring of 1986, South Africa having made little progress in achieving change, the Trustees authorized an orderly elimination of all investments in this connection, then about six percent of the College's holdings, and full divestment was completed by the summer of 1987. In witness to the need to continue a firm stance against racial injustice in all of its manifestations, the Rt. Rev. Desmond M. B. Tutu (*VII-8*), Anglican Bishop of Johannesburg and Nobel Peace Prize Laureate, visited Trinity in January 1986 to receive an honorary Doctor of Divinity degree, and delivered an address on the theme of reconciliation.^{24†}

In addition to completing successfully a capital campaign that included new construction among its priorities, the English administration moved to strengthen various aspects of the College's infrastructure, including staffing, communications, and information technology, and the structure of the Board of Trustees. Efforts were made to increase the number of women holding administrative appointments, and for the first time in the College's history a woman occupied a senior post, Constance E. Ware becoming Vice President for Development in 1983. A new telephone system was installed, and the College implemented further computer applications in administrative data handling under N. Robbins Winslow, Jr. '57, Director of Administrative Data Systems. In the academic sphere, Professor August E. Sapega (Engineering) supervised the installation of a VAX computer 20 times more powerful than the machine it

replaced. The reorganization of computing services during 1986-1987 under Dr. John A. Langeland resulted in the creation of the Computing Center and heralded the advent of widespread computer use on campus by students, faculty, and staff.²⁵

In 1982, the Board of Trustees changed the length of members' terms and established a new structure of committees. Previously, there had been three categories of membership: charter trustees, elected by the Board for service until retirement; term trustees, elected by the Board for single, eight-year terms; and alumni trustees, elected by the alumni for six-year terms. The new system eliminated the category of term trustee, and charter trustees elected thereafter served five-year terms, and could hold no more than two terms in succession. This arrangement effectively ended lifetime service as a trustee. Furthermore, the Chairman of the Board, elected annually from among the members, henceforth could serve in that position no more than five consecutive years. A newly created Committee on the Board became responsible for recommending the election of members, overseeing procedures, and dealing with structural issues, and a Committee on Institutional Development assumed oversight for fund raising and external relations in general. The revised term limits made the obligations of service as a member more manageable and helped increase turnover, allowing the College to draw more effectively on the rapidly growing alumni body and the increasing ranks of Trinity friends. The new committee structure streamlined the work of the Board, redefined the missions of committees, and helped trustees serve more productively.²⁶

During the 1980s, the admissions situation at Trinity remained favorable. In the spring of 1985, the College reported a record number of applications for the Class of 1989, the total of 3,329 received by January exceeding the previous record of 3,270 set in 1977. An expanded admissions staff helped increase visits to areas of the country where applications had been at low levels for many years, and efforts to attract applicants from California were intensified.²⁷ Noted for many years in various guides to highly selective colleges and universities as a national liberal arts institution of considerable stature, the College also began to appear in ratings lists. For example, a *USA Today* article appearing in the December 15, 1986 edition placed Trinity 31st among the most selective colleges in the country. By 1998, it was ranked 23rd among the top 25 national liberal arts colleges.^{28†}

Increasing the diversity of the student body remained a primary goal of the College's admissions program, and various means were adopted to accomplish this. During the 1970s, the enrollment of minority students had declined slightly from its peak at the beginning of the decade. Hampering recruitment was the belief among many minority undergraduates that more progress had to be made in developing an atmosphere that would encourage them to become full participants in campus life. Helping address this issue, the Trinity Coalition of Blacks (known later as the Pan African Alliance, and, in 1997, as Imani) and the Trinity Coalition of Black Women Organization continued to foster appreciation of black culture, and utilized 110-112

Vernon Street, which the College designated the Black Cultural Center in 1970, for social activities and as a meeting place. Subsequently called Umoja House, the building was relocated to 74 Vernon Street and refurbished in 1997 (*VII-9*). In addition, the Asian Students International Association (A.S.I.A.) and La Voz Latina served to support cultural programs and promote awareness in connection with Asian and Hispanic students, respectively. In 1982, with the support of the President's Council on Minority Affairs, undergraduates formed a Trinity chapter of Society Organized Against Racism (SOAR), an organization represented at eight other New England colleges and dedicated to the eradication of racism on primarily white campuses.²⁹

To expand the number of minority applicants to Trinity, the admissions staff made more visits to urban secondary schools with higher percentages of minority students, involved Trinity undergraduates and alumni in the recruitment process, held receptions for minority applicants and their parents in key cities, enlisted minority alumni in an admissions support program, and began hosting minority weekends on campus for prospective candidates. By the mid-1980s, minority enrollment numbers began to rise, and in the fall of 1987, black and Hispanic students comprised 11 percent of the Class of 1991, twice the level of the previous year. Including Asian and Native American students, the total representation of minorities in the freshman class was 17 percent, a new high for the College.³⁰ In 1989, the figure for all black undergraduates enrolled exceeded for the first time the mark set in 1970, while the number of Hispanic and Asian students rose dramatically during the same period. The total number of minority students enrolled that year was 264 out of an undergraduate body of 1,926, or 13.7 percent.³¹

The general quality of life on campus was a perennial concern for the administration, and increasingly became the focus of interest on the part of the student body during the 1980s as the College continued to adjust to coeducation and to a more diverse undergraduate population. The fraternities remained the dominating force in campus social life. Quality of life on a college campus is broader than social gatherings, and encompasses the full range of human interaction. The issue of respect for others, whether in regard to general civility, race relations, gender relations, social life, or life in the dormitories, found an outlet in the early 1980s in the observance of Awareness Day, during which students, faculty, and administrators shared their views on such issues as the use of drugs, inappropriate sexual conduct, and the consumption of alcohol. Shortly thereafter, students established the Trinity Alcohol Awareness Program (TAAP), and in the fall of 1986, the College instituted an Alcohol Awareness Week to draw attention to this aspect of substance use and abuse. Efforts to improve life in the dormitories resulted in the strengthening of an undergraduate Resident Assistants Program and the introduction of a faculty and graduate student Mentor Program, the latter "designed to integrate faculty and graduate students into Trinity's residential life" by "expanding intellectual and cultural activities" through a variety of programs and events.³² Also enhancing undergraduate cultural life during 1988-1989 were the

new Trinity College Gospel Choir and the Trinity Community Orchestra.³³

As for the College's academic life, in the spring of 1982, the faculty reinstated an Honors List to recognize undergraduate academic accomplishment,³⁴ and during the decade, unusual events occurred on campus that engaged the attention of students, among them a medieval festival, and a festival and associated conference on Iranian culture. The medieval festival (*VII-10*) took place throughout the spring of 1984, and included a lecture series, performances and banquets, a symposium on medieval drama, and a culminating outdoor celebration on the Quad. In April, students in the English and the Theater and Dance Departments, under the direction of professors Milla C. Riggio (English) and Roger C. Shoemaker (Theater and Dance), staged *Wisdom*, a medieval morality play, as a banquet masque. Also that month, with support from the Connecticut Humanities Council and the President's Discretionary Fund (endowed by the William and Flora Hewlett Foundation and the Andrew W. Mellon Foundation), the College hosted a Wisdom Symposium, which brought to the campus a number of distinguished scholars on medieval drama. Finally, in early May, the festival concluded with an outdoor gala featuring performances of *Wisdom* and other medieval plays, maypole and morris dancing, concerts of medieval instrumental and vocal music, demonstrations by jugglers, acrobats and fencers, and games, food and drink.³⁵

The second festival, *Ta'Ziyeh (VII-11)*, which occurred in late April 1988, focused on the culture of Iran through the disciplines of literature, drama, religion, political science, and art history. Under the direction of Professor Milla C. Riggio (English), scholarly and general conferences explored the differences between Shi'ism and Sunnism, two opposing sects of Islam. Topics examined included political and religious issues connected with the sects, women in contemporary Iran, Iranian drama and culture, Western perceptions of Iran, and a variety of arts events consisting of musical and dramatic performances, an exhibition of cultural artifacts, films, and a slideshow. There were six performances of a traditional Persian passion play, *Moses and the Wandering Dervish*, the first production staged in the United States, and the first production in English worldwide. Directed by Mohammed B. Ghaffari, an exiled Iranian director/actor who was a Visiting Lecturer in Theater and Dance at Trinity during 1987-1988, the play was based on the Persian tradition known as *ta'ziyeh*, elaborate musical dramas associated with the annual Shi'ite ritual of mourning during the festival of Muharramn. Co-sponsored by the Hartford Seminary Foundation, the *Ta'Ziyeh* festival enjoyed national and international acclaim.³⁶

Undergraduate academic activities of an exceptional nature during this period include the founding of two campus newspapers of commentary, *The Trinity Observer* and *The Trinity Questioner*, the former serving as a forum for conservative points of view, and the latter devoted to examining a wide range of issues from perspectives ranging across the political spectrum.³⁷ In addition, the previously mentioned inauguration of the *Trinity Papers* in 1982 called attention to achievement in

undergraduate scholarship through the annual publication of a selection of exceptional research papers in various disciplines. The concept of the *Trinity Papers* grew out of the President's Fellows, created by President Lockwood in 1974 to honor the outstanding senior in each academic department on the basis of scholastic accomplishment.^{38†} Despite such signs of initiative, toward the end of the decade, the general level of academic motivation among students became an increasing concern on the parts of many faculty, and an *ad hoc* committee chaired by Dr. Jan K. Cohn, Dean of the Faculty, began to investigate ways to stimulate further the undergraduate intellectual climate.³⁹

Certain aspects of student social life had also become problematic during the 1980s, in particular the fraternities. At the beginning of the decade, only six of the 11 fraternities that had existed in 1970 remained, and for a brief period improved College services and facilities reduced pressure on the fraternity houses. Following a resurgence of student interest, one fraternity and two sororities had been established by 1972.⁴⁰ Eight years later, the Lockwood administration, concerned about issues related to the fraternities such as membership, community service, racism, and sexism, encouraged the revitalization of the Interfraternity Council "to establish guidelines for conduct and disciplinary procedures" for the fraternities and sororities on campus.⁴¹ Previously, in late 1979, President Lockwood had requested the Board of Fellows to examine the role of fraternities at Trinity, membership in the Greek organizations then standing at about 275, or approximately 16 percent of the student body.⁴²

As a result of their study, the Fellows concluded that, collectively, the fraternities contributed positively to the quality of life at Trinity and they should continue as long as undergraduate interest was sufficient to sustain them. However, the Fellows noted a growing perception among those who were not fraternity members that fraternities had become an obstacle to realizing the College's objectives regarding minorities and women. Having adopted a *laissez faire* approach, the administration intervened in situations only when fraternity activities interfered with the rights of other students. Furthermore, the fraternities overemphasized social life, often at the expense of the intellectual development of their members, and did little to improve the tone of life on campus. The Fellows called for the administration to push the IFC to formulate a code concerning the rights and responsibilities of the fraternities in regard to membership, hazing, initiation, social functions, academic studies, and regulations for the personal conduct of individual members. While the fraternities had much to contribute, the Fellows maintained, the administration had to make clear its expectations for a suitable working relationship. Subsequently, the IFC prepared new guidelines.⁴³

During the spring semester of 1981, an episode of sexual misconduct that occurred at the Alpha Chi Rho (Crow) house, allegedly involving one woman and several brothers and other male students, provoked an intense reaction on the part of the Trinity community. President Lockwood indicated that the College would not toler-

ate such behavior, and the Dean of Students placed the fraternity on indefinite social probation, denying it use of College facilities, and preventing it from holding social functions at its house.⁴⁴ An editorial in the *Tripod* criticized the IFC's ineffective response to the "Crow Incident" and called for the abolition of fraternities. At its May 12, 1981 meeting, the faculty directed the Faculty Conference to appoint an *ad hoc* Committee on the Fraternity System and Its Alternatives, charging the latter to examine the role of fraternities at the College and to consider "whether that role would be modified or abolished."⁴⁵ Chaired by Professor George C. Higgins, Jr. (Psychology), the Committee included two student members and undertook a thorough investigation of fraternities at Trinity, reaching "the unanimous and unequivocal opinion that Trinity College would be a healthier place than it now is, both socially and intellectually, if fraternities and sororities were to be abolished on this campus."⁴⁶ Accordingly, the Committee recommended in its report of November 18, 1982 that "the fraternity system at Trinity College be phased out over the next three years." The faculty adopted this recommendation at its meeting on December 14.⁴⁷

In response, the Trustees established an *ad hoc* committee to study the fraternity/sorority system, and the Board unanimously approved its report, submitted on May 20, 1983. The committee concluded that: organized student activities should be open to all students, regardless of race, sex, or religion, as a matter of principle; Greek organizations would be allowed to remain single-sex in their membership if 75 percent of their members so voted at least once every three years, with any exemptions from this policy to be made at the president's discretion; new Greek organizations had to extend full rights of membership to men and women; hazing or harassment in connection with initiation must cease; and discriminatory conduct in regard to race, religion, or sex on the part of any student organization was grounds for withdrawal of its recognition by the College. Finally, the committee indicated that the Greek organizations should be strongly encouraged to become fully coeducational.⁴⁸

The faculty reaffirmed its position in a vote on May 21, 1983, expressing frustration at the Board's unwillingness to take stronger action, and proceeded to establish an Interim Committee on the Fraternity/Sorority Question. The latter submitted a report in the fall, questioning the reasoning underlying the Trustees' position on the continuation of fraternities at Trinity. Mindful, however, that the Trustees were the ultimate arbiters of the matter, the faculty voted at its September 13, 1983 meeting to create an Advisory Committee on Fraternities and Sororities as a means of monitoring the situation, and the Committee has continued to issue an annual report. The Board also remained mindful of the Greek organizations, and in keeping with the 1983 trustee committee's intent that a periodic review be conducted, in May 1991, established a committee to reexamine the role of fraternities and sororities.⁴⁹

At its September 1992 meeting, the Board approved several recommendations that the trustee committee made after reexamining the fraternity/sorority situation. The recommendations called for: mandatory adoption of coeducation by the Greek

organizations no later than 1995; the creation of an advisory board for each fraternity and sorority, consisting of at least one faculty member, one administrator, and one alumnus/alumna; the maintenance of the houses to the standards of both the city and the College; and preparation by the administration of mandate compliance guidelines and target dates for presentation to the Board in March 1993. An implementation committee, composed of faculty, administrators, students, and alumni/alumnae, formulated a number of proposals, taking into consideration the broader context of residential life at the College. The Board accepted the proposals in March 1993, and held firm to the deadline of September 1995 for compliance with mandatory coeducation.⁵⁰

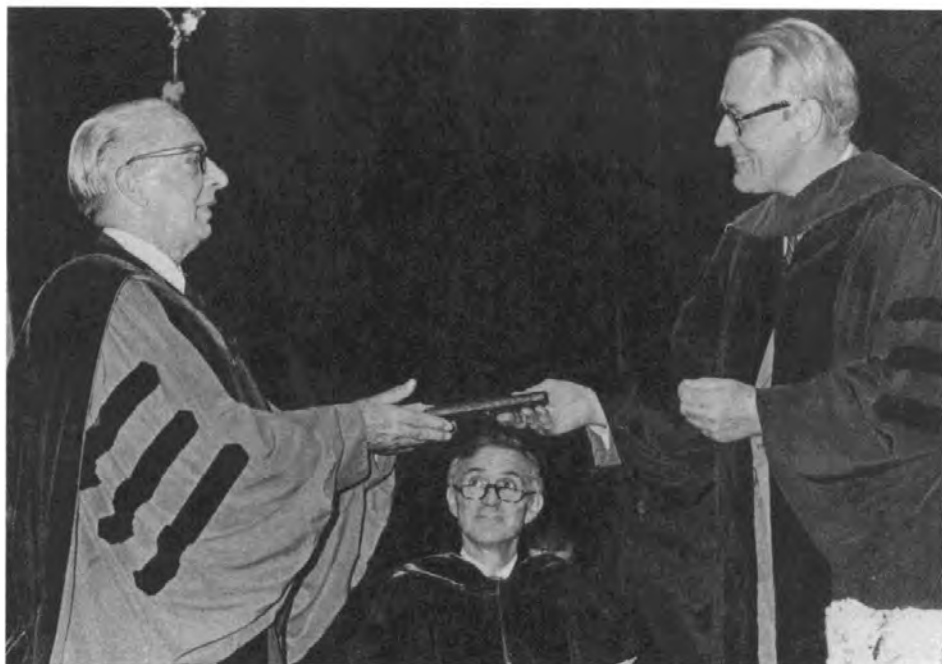
Although the Trustees sought to prohibit single-sex Greek organizations, their mandate has not been completely effective. Single-sex fraternities in the old sense no longer exist at the College. A few organizations have disappeared, others have lost their national charters, and some have merged. No longer dominating social life on campus, the Greek organizations that remain exhibit varying degrees of coeducation, ranging from full compliance to those that are slowly moving forward. As of the fall of 1995, Trinity recognized seven organizations: The Fire Society (formerly Alpha Delta Phi and Tri Delta); The Raven (formerly Alpha Chi Rho); The Columns (formerly Psi Upsilon and Kappa Kappa Gamma); Delta Psi (St. Anthony Hall); Cleo (formerly Delta Kappa Epsilon); Delta Phi (St. Elmo); and Lockwood (formerly Sigma Nu). Pi Kappa Alpha refused to accept women and dissolved as a national fraternity, having lost its recognition by the College. The future of the Greek organizations depends on whether the Trustees and the administration press the mandate to the fullest extent. For the present, those organizations with houses and alumni support will likely continue to exist. It remains to be determined what impact the College's efforts to increase the number of alternative social activities on- and off-campus will have on the fraternity situation at Trinity.⁵¹

Participation in sports remained a popular activity among students during the 1980s, and Trinity teams continued to distinguish themselves in intercollegiate competition. In men's sports, the swimming team, coached by Chester H. McPhee, enjoyed its first winning season in 1980 after almost two decades. That same year, the men's basketball team, under Coach Daniel E. Doyle, Jr., had its first winning season since 1976, compiling the best win-loss record in 10 years. The team went on to win the ECAC championship in 1984, 1985, 1986, and 1989. Also, in Michael R. Darr's first year as lacrosse coach, the 1980 team achieved its best season up to that point, and made its first appearance in the ECAC finals. The crew team capped a successful season in the spring of 1981 by winning the small college national rowing championship, and in the summer ventured to Henley where the heavyweight eight advanced to the final four in the Ladies' Plate, losing in the semi-finals to the University of Washington. The hockey team also enjoyed success during the 1980s under Coach John M. Dunham, and in 1986, 1987, and 1988 became the ECAC North/South

champions. The football program was successful as well during this period, and Coach Donald G. Miller continued to preside over winning seasons.^{52†} The women's teams were also highly competitive, especially in lacrosse and field hockey under Coach Robin L. Sheppard. The lacrosse team became the 1985 NIAC champions, while the field hockey team had a perfect 14-0 record in 1986 and captured the NIAC championship for the third year in succession, repeating yet again in 1987. The softball team won the NIAC title in 1987, while competition in soccer, which began in 1980, improved steadily, the 1989 team defeating Bowdoin to win the ECAC title. The teams in basketball, which began as a competitive sport in the early 1970s, also had winning seasons, Trinity taking the NIAC Championship in 1982 and 1983, and earning an ECAC berth in 1989.^{53†}

Although intercollegiate sports heightened spirit among the student body, the College was increasingly aware of the need to foster a greater sense of undergraduate class identity, which had lessened partly because of the societal turbulence of the 1960s, the advent of coeducation, and the gradual increase in the size of incoming classes. As one response to this situation, President English revived the passing of the Lemon Squeezer, one of the College's oldest traditions. In 1857, the graduating seniors, under the leadership principally of William W. Niles '57, later Bishop of the Episcopal Diocese of New Hampshire, instituted the handing down, from class to class, of a large wooden lemon squeezer as part of Class Day ceremonies preceding Commencement. Niles and his classmates found their inspiration in the squeezer that Professor Jim, the College's venerable and beloved general factotum, used in preparing the punch for the graduating class each year on Class Day. The class entrusted with the squeezer's care was to present it the following year to a rising class "whose aggregate excellence in scholarship, moral character and the qualities requisite to popularity was the highest."⁵⁴ The novel idea appealed to the undergraduates and led to spirited rivalry. The first recipients, the Class of 1859, passed the squeezer to the Class of 1861, who in turn passed it to the Class of 1863. Between Class Days, members of the honored class hid the squeezer so that it would be safely preserved.⁵⁵

In an article that appeared in the Summer 1969 issue of the *Trinity Alumni Magazine*, Robert S. Morris '16 recorded in detail the escapades involving the lemon squeezer during the period from the end of the Civil War through the 1950s. Instances occurred in which a rival class seized the squeezer during the Class Day ceremony and spirited it away before it could be entrusted to the desired recipients. Perhaps the most celebrated incident took place in 1895 when the Class of 1896, offended that the Class of 1897 had been designated to receive the squeezer, abducted it on Class Day and carried it off on horseback. The result, although unintentional, was the squeezer's absence from campus for more than half a century, and this gave rise to the introduction of substitute squeezers. The tradition lapsed during World War II, but President Funston reintroduced it in the late 1940s. The original squeezer was returned in 1948, and presented by the graduating class at Honors Day in the



Jonathan Lester

Fig. VII-1

The inauguration of James F. English, Jr. as 16th president of the College, October 3, 1981. Dr. George B. Cooper, Northam Professor of History and Secretary of the College (left), presents President English the "Book" that is placed in the hands of every Trinity graduate at Commencement. Dr. Andrew G. DeRocco, Dean of the Faculty, looks on.



Fig. VII-2

*Vernon K. Kriebel Professor of Chemistry
Henry A. DePhillips, Jr.*



Fig. VII-3

*John R. Reitemeyer Professor of
Political Science Walker Connor*



Fig. VII-4

Charles S. Nutt Professor of Fine Arts George E. Chaplin (center) with Gwendolyn Miles Smith Professor of Art History Alden R. Gordon, Class of 1969 (left), and Roy Nutt, Class of 1953 (right), who established the Nutt Professorship

Jonathan Lester

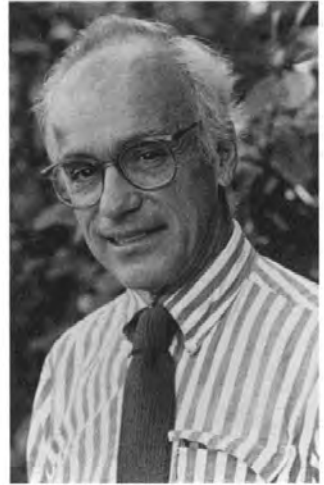


Fig. VII-5

Allan K. Smith and Gwendolyn Miles Smith Professor of English Paul Lauter



Fig. VII-6

William R. Kenan, Jr. Professor of American Institutions and Values Barbara Sicherman



Fig. VII-7

Shelby Cullom Davis Professor of American Business and Economic Enterprise Gerald A. Gunderson



Jonathan Lester

Fig. VII-8
The Most Rev. Desmond M. B. Tutu, Hon. D.D., 1986,
Anglican Bishop of Johannesburg,
later Archbishop of Cape Town



Fig. VII-9
Umoja House shortly after its
relocation to 74 Vernon Street



Jonathan Lester

Fig. VII-10
The Medieval Festival, spring 1984



*Fig. VII-11
The Ta'Ziyeh Festival, April 1988*



Jonathan Lester

*Fig. VII-12
Lemon Squeezer banner of the Class of 1991 displayed by class officers (left to right) President Robin E. Halpern, Vice President Andrew A. Halpern, and Secretary Seana E. M. Hayden. The flag flew at Commencement in 1991.*



Jonathan Lester

*Fig. VII-13
The organ case, completed in 1986 and designed by Charles L. Nazarian, Class of 1973, a gift to the College from the Stone Foundation in honor of Paul W. Adams, Class of 1935*



*Fig. VII-14
Charter Trustee Emerita Virginia Gray and Charles L. Nazarian, Class of 1973, with the Bishop Gray Memorial Entryway to the Chapel in the background*

spring of 1952 to the Class of 1954. However, several members of the Class of 1955, learning of its resting place in the Chapel, obtained the squeezer clandestinely, and for the second time it disappeared from circulation. E. Wade Close '55, Secretary of the Class, eventually was successful in persuading his classmates to return the squeezer to the College. Accordingly, at Reunion in May 1969, during the Alumni Association's luncheon, Close, accompanied by Louis R. Magelaner '55, placed the squeezer in the hands of President Lockwood. Prepared in advance for its return, Lockwood promptly handed the relic to Karl Kurth, Jr., Director of Athletics, who took it to an unrevealed place of safety, "while members of his staff covered his retreat."⁵⁶

At convocation ceremonies held in the Chapel in the fall of 1981, the original lemon squeezer, brought forth from its secure refuge, once again made a public appearance. As John Rose, College Organist, played the stirring theme from *Star Wars*, Peter J. Knapp '65, College Archivist, presented the squeezer, cushioned on a brocade pillow, to President English. He entrusted it to the care of the Class of 1982, later characterizing the lemon squeezer as "an agreeably zany, but essentially serious recognition of social responsiveness."⁵⁷ Subsequently, in the spring of 1982, Llewellyn P. (Lynn) Snodgrass '82, on behalf of the Senior Class, passed the lemon squeezer to the Class of 1985 in the person of Kathleen E. O'Connor '85.⁵⁸ The transfer has continued since that time (*VII-12*), and was last carried out successfully by the Class of 1993 to the Class of 1995. However, the lemon squeezer vanished from its storage place on campus in 1995, and its present location is unknown.^{59†} Unquestionably, it continues to be one of Trinity's most celebrated and distinctive traditions.

In addition to devoting attention to various internal issues, the College continued to be concerned with matters beyond the campus, especially its relationship with Hartford. During the 1980s, the English administration sought new ways to strengthen Trinity's involvement with the neighborhood community and with the city in general. As President English observed, "having grown up in Hartford and knowing Hartford pretty well, I recognized that Trinity was physically somewhat on the periphery of the city [,] and it was sometimes hard for it to be perceived as being fully a part of the city."⁶⁰ In connection with the College's strategic planning initiative conducted during the early 1980s, the Project III Committee, under the leadership of Gerald J. Hansen, Jr. '51, Director of Alumni and College Relations, devoted its efforts to preparing recommendations about Trinity and Hartford. In its report, issued in March 1983, the Committee identified several actions the College could take that would have a positive impact on its relationship with the city. These included: 1) establishing an Office of Urban Affairs, which would centralize all community relations activities, both academic and administrative; 2) providing incentives to encourage members of the faculty and administration to take a more active role in community service activities; 3) improving the physical aspects of the College's immediate neighborhood by helping renovate housing stock in the one-block area surrounding the campus; 4) assuming a more visible role in the life of the city, accomplishable

through various means ranging from the involvement of city officials in Trinity ceremonies such as Matriculation and Commencement, and the participation of College officials in city ceremonies and functions, to keeping Hartford civic leaders abreast of campus activities and developments, and offering tuition remission to city employees interested in taking courses at the College; 5) extending Trinity's facilities and academic and cultural resources to the neighborhood; 6) serving as a conference center for community-related groups and gatherings; and 7) increasing the involvement of the College with the Hartford public school system.⁶¹

Based on the Committee's recommendations, and working closely with SINA, the College undertook a number of initiatives during the 1980s and early 1990s directed at enhancing city-college relations. In 1983, Francis X. Hartmann, former Director of the Hartford Institute for Criminal and Social Justice, accepted appointment as assistant to President English with responsibility for strengthening "Trinity's working ties with the city of Hartford, and [helping] the College take advantage of, and contribute to, the educational, cultural and civic life of the region."⁶² In addition, working through SINA, Trinity helped support such efforts as: a mortgage program for employees of SINA institutions interested in purchasing homes in the immediate neighborhood; the rehabilitation of housing stock directly as well as through a Neighborhood Housing Improvement Program, continued involvement with the Broad Park Development Corporation, and the formation of the Park Street Development Corporation; the establishment of the Frog Hollow Revitalization Committee; streetscape improvements; enhancement of public safety; prevention of redlining by banks; development of a secretarial training program for clerical workers seeking advancement; and involvement with local public schools.⁶³

The working relationship with the public schools represented, in President English's view, the particular aspect of Trinity's involvement in the community that spoke to the College's mission as an educational institution. As he later noted, Trinity was "inextricably connected with the city by our location [,] and the city brings many benefits to us, cultural advantages, opportunities for internships On the other hand, we in return have an obligation to the city [, that,] like any modern 20th-century city in this country, has lots of urban problems [,] and we have an obligation to do what we can to help alleviate them, particularly it would seem to me, where the problems relate to our main business, which is education. So I have felt that our main obligations to the city were in education . . . helping in the public school system, attracting local students to the College, trying to help high school programs to prevent kids from dropping out and to bridge their transition into college."⁶⁴ Trinity helped develop through SINA a partnership with the Ramon E. Betances Elementary School, and later with the Michael D. Fox Elementary School, as well as a supportive partnership with Bulkeley High School known as the "Bulkeley Connection." Faculty involvement intensified in an increasing number of programs aimed at motivating secondary school students and broadening their educational opportunities, including

such efforts as the Classical Magnet School Program, the Talented and Gifted Program, the Connecticut Pre-Engineering Program, and Upward Bound.⁶⁵ The College also sponsored exploratory programs for local secondary school students that introduced them to the study of various disciplines, especially in mathematics and the sciences, with a special emphasis on encouraging young women to consider careers in these areas.⁶⁶ Other community relations efforts involved the development of a day care center on campus, and an increase in student volunteer activities in schools and other organizations, including Big Brothers and Big Sisters.⁶⁷

While directing considerable attention and energy during the 1980s to concerns beyond the campus, Trinity continued to develop its physical plant. President English and other administrators placed particular emphasis on improving residential and support facilities for the student body. In 1983, a new computing center opened in Hallden Engineering Laboratory, and a year later, the College completed the renovation and expansion of the Mather Student Center.⁶⁸ Historic Seabury Hall, part of the Long Walk complex, was the focus of a multi-year restoration project that concluded in 1985. In addition to other improvements, the old chapel on the second floor was converted into a versatile classroom and film/video viewing facility that respects the character of the original 19th-century interior design.⁶⁹ Three years earlier, in 1982, the College celebrated the 50th anniversary of the Chapel, and during the decade a number of projects and gifts enhanced its fabric, including: a thorough cleaning of the limestone exterior and the removal of the vines that had begun to cause damage; the creation of a memorial garden, the inspiration of the Chaplain, the Rev. Dr. Alan C. Tull; a choir gallery given in memory of A. Henry Moses, Jr. '28; an organ case (*VII-13*) designed by Charles L. Nazarian '73, the gift of the Stone Foundation in honor of Paul W. Adams '35; two lancet windows for the North Porch, designed by Rowan LeCompte and presented by Miss Louise Rathbone in memory of her father, the Rev. Frank M. Rathbone '06; a wrought iron and glass entryway at the Chapel's main entrance (*VII-14*), designed by Charles L. Nazarian '73 and given by Charter Trustee Emerita Virginia Gray in memory of her husband, the Rt. Rev. Walter H. Gray, retired Bishop of the Episcopal Diocese of Connecticut and Charter Trustee of the College until his death in 1973; and an organ stop, the *Trompette de Jubilé*, given by Alfred M. C. MacColl '54 in memory of his stepmother, Helen Hackney MacColl, which lends striking emphasis to the music College Organist John Rose provides on ceremonial and festive occasions.^{70†}

The College carried out several other construction and renovation projects during this period. Among them were: a new dormitory on Vernon Street, adjacent to the athletic fields, completed in 1988 and designated Hansen Hall a decade later in honor of Gerald J. Hansen, Jr. '51, Secretary of the College; the Koeppel Student Center (*VII-15*), the gift of Alfred J. Koeppel '54 and Bevin D. Koeppel '47, also completed in 1988 and adjacent to Hansen Hall, providing social and dining facilities; extensive renovations to the Ferris Athletic Center, under the direction of Richard J. Hazelton,

Director of Athletics, which included improved locker facilities for women, expanded weight and training rooms, and larger crew training tanks; the construction of a greenhouse at the south end of the Jacobs Life Sciences Center; refurbishing of the Frohman-Robb and Wiggins dormitories on Crescent Street; the completion in 1990 of an extensive renovation and expansion project that transformed the Ferguson House on Vernon Street, formerly used as housing for faculty and administrators, into the Smith Alumni/Faculty House (*VII-16*) in honor of Allan K. Smith '11 and his wife, Gwendolyn M. Smith, providing overnight accommodations for guests of the College, and facilities for dinners, receptions, and social gatherings; and groundbreaking for the Cesar Pelli-designed Mathematics, Computing, and Engineering Center on the south campus (*VII-17*), one of the major goals of The Campaign for Trinity. Completed in 1991, the Center features modern facilities for the Mathematics, Engineering, and Computer Science departments, as well as for the College's Computing Center.⁷¹

In 1989, with The Campaign for Trinity successfully concluded, James F. English, Jr. retired from the presidency after serving eight years. In May, he was the recipient of an honorary Doctor of Humane Letters degree and delivered the Commencement address. Fittingly, at Commencement the previous year, the College had conferred an honorary Doctor of Fine Arts degree on President English's wife, Isabelle, in recognition of her many contributions to the life of the College.⁷² Following an extensive national search by a committee composed of trustees, faculty, and students, chaired by Edward A. Montgomery, Jr. '56, the Board's chairman, the Trustees announced that they had appointed as the College's 17th president, Dr. Tom Gerety, Nippert Professor of Law and Dean of the School of Law at the University of Cincinnati, who took office July 1st (*VII-18*).⁷³

Presidential Succession and Strategic Planning

President Gerety's inauguration occurred on September 24, 1989, as the College formally welcomed him, his wife, Adelia Moore, and their four sons to the campus. Following greetings from representatives of colleges and universities, the faculty, the students, and the alumni, as well as Carrie Saxon Perry, Mayor of Hartford, and Hernan LaFontaine, Superintendent of the Hartford Public Schools, the College's new president delivered his inaugural address. A central theme was the relationship between Hartford and Trinity, "a special place where the liberal arts meet the city and are enriched and enlarged by it."⁷⁴ As a model for a city-college relationship he cited the Italian or Greek city-state, "where people gathered as learners who would learn from each other, and from each other's differences." In Hartford, he noted, "we can . . . volunteer in the classrooms, work in the legislature . . . We can struggle with the great contradictions that *are* America today—the wealth and the poverty, the extraordinary liberty alongside . . . its abuse in crime and addiction, the muscular democracy together with its weaknesses and inconsistencies . . . This city sustains and sur-

rounds us in all that we do. It is our great classroom—as cities have always been the classrooms of humanity.”⁷⁵

President Gerety then reaffirmed Trinity’s commitment to Hartford, the bond between the two constituting a continuing and central concern of the College. Pledging wholehearted cooperation in helping the neighborhood and the city to “prosper and grow,” he declared that “We will reach out . . . to the city’s schools, to its children and parents, to *all* of Hartford’s people . . . We will seek to make this neighborhood a model for city neighborhoods across the country. We will invest in it, in its housing and its businesses. We will create incentives for our own faculty and staff to live in this neighborhood. We will make this campus a place of dialogue—a place of imaginative, artistic and political vision for Hartford and all of America’s cities.”⁷⁶ Furthermore, Gerety stated, there were other issues that should become the focus of attention: moving “quickly to integrate Trinity into the world and the world into Trinity” by more intensively diversifying the College community as a whole; enhancing Trinity’s intellectual vitality; continuing to improve the curriculum; and seeking to “nurture and guard and build the very best faculty that any school can hope to have.”⁷⁷

To address these issues, early in 1990, the Gerety administration launched a strategic planning initiative coordinated by a steering committee composed of faculty members, administrators, and students. Of similar composition, various subcommittees and implementation committees devoted their efforts to formulating a number of recommendations related to five goals that emerged early in the planning process.^{78†} The five goals were: finding ways to nurture excellence in teaching; establishing a residential environment conducive to supporting the intellectual growth of students; creating a harmonious, inclusive, and stimulating social environment; enhancing external perceptions of Trinity by, among other things, seeking to reshape the on-campus culture; and developing and articulating “a comprehensive vision of what Trinity seeks from and will contribute to the surrounding metropolitan area,” including how the College’s urban setting could prove advantageous to the study of the liberal arts and sciences.^{79†}

The final draft of the Strategic Plan for Trinity College was circulated to the campus community in October 1992, and approved by the Trustees the following January. The Strategic Plan embodied a mission statement and articulated a bold vision for the College as it approached the final years of the decade and the beginning of the 21st century. Appearing in the *Trinity College Catalogue* for the first time in 1994-1995, the mission statement declared that Trinity “is a community united in a quest for excellence in liberal arts education. Our paramount purpose is 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.”⁸⁰ The statement went on to indicate that several elements were crucial in the quest for excellence: “an outstanding and diverse faculty”; “a rigorous curriculum that is firmly grounded in the traditional liberal disciplines” while also seeking to be highly innovative; “a talented, strongly motivated, and diverse body of students”; and

“an attractive, supportive, and secure campus community.”⁸¹

The proposals presented in the Strategic Plan offered guidance for an institutional course of action, and reaffirmed Trinity’s preeminence as a national liberal arts college, recognized for its innovative curriculum and outstanding faculty, and distinctive in its urban location. Underlying the proposals were three broad themes: the Trinity experience should prepare students for a life of fulfillment through “rigorous and liberating study” while encouraging them to take “ever-greater responsibility for the direction of their own lives” during their undergraduate career; the College “must transform the tone and character of campus life, imparting to it both greater intellectual intensity and more social and cultural variety”; and Trinity “must continually renew its commitment to excellence in teaching.”⁸²

Several of the Strategic Plan’s proposals focused on the College’s academic program and on further enhancing the community of learning at Trinity. The faculty needed to develop more intensively a variety of collaborative activities ranging from interdisciplinary study and cross-disciplinary symposia, both of long standing at the College, to initiatives such as workshops across the curriculum on writing and mathematics, as well as team teaching, and the undertaking of joint faculty-student research projects. Greater emphasis on collaborative undertakings by the faculty had been a recommendation of the Project One planning effort of the early 1980s, and its reiteration in 1993 led to the development four years later of the Center for Collaborative Teaching and Research under the direction of Professor Drew A. Hyland (Philosophy). The Strategic Plan also called for establishing additional named professorships, and the endowment of associate and assistant professorships that were critically important in recruiting and retaining junior faculty, and in assuring more diversity in faculty appointments. In addition, it was imperative that faculty be provided greater assistance in obtaining external funding for research projects, and the impact of research leaves on academic departments, programs, and students had to be minimized. The development of new courses and other curricular initiatives, particularly those of an interdisciplinary and collaborative nature, required sustained funding, and further experimentation with College Professorships and the appointment of visiting faculty from the United States and abroad was desirable to diversify the curriculum and broaden the instructional outlook. Finally, the Strategic Plan called for refurbishing classroom space, providing additional instructional, performance, and exhibition space for the fine and performing arts, and supporting continued enhancements in connection with on-line instructional technology.^{83†}

As a way to improve residential and social life on campus, the Strategic Plan proposed engaging undergraduates in a comprehensive revision of the system of student self-government and of the administrative rules and regulations governing the rights, privileges, and responsibilities of matriculants, and in the restructuring of how students and their representative bodies participated in institutional decision-making. The College needed to enhance nonclassroom learning sites and resources such as art

studios and the library, the principal gateway to site-based and networked information resources. Improved access to computing technology and increased support for programs in computing competency were of central importance. In addition, the provision in each of the major dormitories or dormitory clusters of at least one seminar room for formal or informal learning was highly desirable, as was an increase in the number of all-night study areas. Also, efforts needed to be made to encourage greater student attendance at the many lectures and special public events held both on- and off-campus, as well as to increase participation in intramural athletics and physical education classes by those students not engaging in intercollegiate sports.⁸⁴

The Strategic Plan went on to state that the tone of student life would benefit from the provision of additional space for informal use as well as for organized activities, from the decentralization of dining spaces, and from program initiatives to encourage reduced consumption of alcoholic beverages. Also important in stimulating social life was the intensification of efforts to diversify the undergraduate body culturally and socioeconomically, which would require an increase in financial aid resources. Finally, the Strategic Plan pointed to the need for more faculty contact with students outside the classroom, for improved academic advising, and for a comprehensive yearlong program for freshmen. The latter should address their intellectual, social, and emotional needs during the transition to the collegiate academic and social environment, and this would involve reexamining the Freshman Seminar Program and the role of dormitories in social life. Acting rapidly on this proposal, in 1995, the College established the First-Year Program, and Dr. Jill N. Reich, Dean of the Faculty, appointed Professor David A. Reuman (Psychology) as its first director.⁸⁵

The final segment of the Strategic Plan concerned Trinity's relationship with Hartford. Noting that the city was "currently beset by economic and social ills common to many American cities, ills that have eroded severely its capacity to meet the needs of its citizens," the Plan declared that "it is only right that Trinity, one of its oldest institutional citizens, engage the city with unprecedented energy, imagination and determination. Indeed, the College and the city are committed to forging closer, more dynamic ties, for they recognize that greater collaboration brings with it the prospect of substantial mutual benefit."⁸⁶ Three institutional objectives would guide the College as its urban strategy evolved: the infusion of urban themes and an urban consciousness into Trinity's liberal arts tradition in ways that would strengthen undergraduate educational preparation; the achievement of institutional success "*in and with this city*," which involved becoming "*more fully of this city*" by "employing to greater advantage our institutional resources, and providing a range of services to, and opportunities for, our neighbors," in ways consistent with the College's mission; and finally, to encourage all members of the campus community to broaden their educational horizons by seeking ways to learn from, and contribute to, Trinity's metropolitan surroundings.⁸⁷

In 1996, capitalizing on the idea of developing urban themes in the curriculum,

Trinity inaugurated The Cities Program, which was modeled after the Guided Studies Program in European Civilization, a program for selected freshmen begun in 1979. The Strategic Plan also called for widespread inclusion of urban themes in courses, and proposed that funds be allocated to support development by faculty of appropriate initiatives, including those of a multi-disciplinary nature, and to engage local non-academic professionals as adjunct colleagues in these endeavors. In addition, the College should encourage more applied research in the local area on the part of faculty and students, continue involvement in numerous ways with Hartford schools, and respond more comprehensively to the educational needs of Hartford-area adults other than through the Individualized Degree Program and the Graduate Program. Helpful in furthering all academically oriented urban proposals would be the creation of some coordinating mechanism to consider their relative merits and to implement them. Furthermore, the College needed to heighten its academic visibility in Hartford by calling attention to the contributions faculty, staff, and students were making to the life of the city, establishing a Trinity Forum that would focus on urban issues and bring prominent scholars and public figures to the campus to share their views and insight, appointing to the faculty for a nonrenewable limited term an appropriately qualified "Fellow on Cities and the Liberal Arts" who would help develop academic programs with an urban component, and considering how the Austin Arts Center as well as the College's programs in the performing and fine arts could "play a more central role in projecting a lively and stimulating image to the community."⁸⁸

Other proposals in the Strategic Plan that related to the urban emphasis touched on a number of efforts that were already underway or had previously been contemplated. These consisted of: broadening community service efforts on the part of faculty and students, and introducing into the First-Year Program a community service component; diversifying and strengthening the student internship program and maintaining its academic rigor; continuing to work closely with community organizations such as SINA, Hartford Areas Rally Together (HART), and other South End groups; participating fully in local, regional, and statewide educational planning as well as in efforts to develop regional magnet schools that would have links to the College; and seizing opportunities to make available more faculty and staff housing in Trinity's immediate neighborhood. A final proposal called for the creation of a "master plan for the utilization of spaces located on or near the perimeter of [the] campus," which would help focus planning for development and renewal of the areas of the city immediately contiguous to Trinity, as well as more clearly articulate the College's physical relationship to the surrounding neighborhoods.⁸⁹

While the Strategic Plan was in its formative stage, President Gerety was taking steps to advance the College's relationship with the city. In 1990, he established the administrative position of Director of Community Relations, to which he appointed Eddie A. Perez, a long-time community programs administrator and an IDP student, who received his baccalaureate degree from the College in 1996. Perez soon began to

forge stronger bonds between Trinity and various neighborhood organizations, and sought to strengthen the College's working relationship with SINA and the city administration. Also, in 1992, Trinity was the recipient of grants from the Hartford Foundation for Public Giving and the Andrew W. Mellon Foundation. The Hartford Foundation grant established the Hartford History and Historical Collections Project, which facilitated access on the part of the research community to primary source materials about Hartford's past by creating an on-line cooperative catalog of the Hartford-related collections held by Trinity's Watkinson Library, the Mark Twain Memorial, the Hartford Public Library, the Stowe-Day Library, and the Connecticut Historical Society. The Mellon grant supported the Hartford Studies Project, which included senior/graduate level colloquia and lectures on various aspects of Hartford's history, and has since developed a more diverse program and become the focus of considerable interest on the part of students and scholars locally and regionally. Mellon funding also supported several other endeavors, including a study of the College's physical plant by the Washington-based architectural firm of Hartman & Cox in an effort to help identify ways in which design issues could address changing academic and social needs.⁹⁰ In addition, volunteer activities undertaken by students remained an important aspect of Trinity's community outreach. One effort made in the fall of 1989 by two undergraduates, Neela A. Thakur '92 and Judith L. (Judi) Stoddard '92, led to the creation of the Trinity College Neighborhood Posse (*VII-19*), in which Trinity students volunteer to spend time with neighborhood children on a one-to-one and group basis, engaging in tutoring and recreational activities.⁹¹

As the College began to confront the challenges of implementing the Strategic Plan, various projects and initiatives took form, among them two of major importance. The first concerned the development of a marketing strategy that would help position Trinity more competitively in the arena of highly selective liberal arts institutions, increase the effectiveness of the admissions program, and more clearly articulate Trinity's distinctive identity, which would strengthen its fund-raising prospects. President Gerety had previously appointed a committee of trustees, faculty, staff, and students to address this matter, and helped by professional consultants, they generated a range of ideas from which emerged the framework for a new marketing and public relations program. The second major initiative involved exploring the feasibility of new fund-raising ventures. Under the direction of Karen E. Osborne, who joined the administration in 1990 as Vice President for College Advancement, Trinity's development efforts focused more intensively on alumni giving. Alumni contributions during this period grew significantly on an annual basis, and represented an increasingly vital source of support. Such success was due in large part to the achievements of a newly organized alumni Volunteer Leadership Development Committee, which helped enhance the alumni volunteer structure underlying this important aspect of the development program.⁹² The College also began to consider undertaking a new fund-raising campaign, which, when announced later in the decade, would be the

most ambitious in the institution's history, and to an unprecedented extent, depend for its success on the involvement of alumni.

While the Strategic Plan and its implications were under consideration, other developments were taking place. As mentioned in the previous chapter, the College increased its efforts to recruit more women and minority faculty members, the curriculum remained under close review as new courses and interdisciplinary innovations were introduced, and the First-Year Seminars retained their vitality through the introduction of many new topics of interest. President Gerety, for example, offered seminars on ethics and political philosophy, and on the condition of America's cities. The emphasis on attracting a diverse and talented student body increased, and undergraduates devoted their efforts to a number of new creative enterprises such as *The Other Voice*, a journal of commentary with a wide-ranging content, edited by Alexander F. Zaitchik '96 and Cedric K. Howe '96, and the *Trincoll Journal*, a pioneering on-line weekly multimedia journal, the first undergraduate venture of its kind in the country, created in 1992 by Peter A. Adams '95, Paul W. Tedesco '95, and Frank E. Sikernitsky '96, among others. An electronic alternative to the *Tripod*, and widely read and admired on campus as well as nationally and internationally, the *Trincoll Journal* was the Internet's first student-run "web 'zine," and the imaginative hypertext format, which incorporated video, sound, and graphics into articles on a variety of topics, including popular culture, and social and political issues, won it several awards from the on-line and multimedia industry.^{93†}

During the 1990s, men's and women's athletic teams continued to excel in intercollegiate competition. Among men's sports, the football team achieved an undefeated and untied season in 1993 (*VII-20*), the first time since 1955, and only the seventh in the College's history. The following year, the team presented Coach Donald G. Miller his 151st win, thus surpassing the record compiled by Daniel E. Jessee's teams.⁹⁴ In other sports, John M. Dunham, coach of varsity hockey, recorded his 300th career win in 1997, and the team that year made its first appearance in the ECAC East play-offs. On the baseball diamond, the Bantam nine under coach William K. Decker, Jr. advanced to the ECAC tournament in 1992, 1994, 1996, and 1997, and the team extended its winning streak to 10 consecutive seasons, making its first appearance in the NCAA Division III Regional Tournament. Coach Stanley E. Ogrodnik's basketball team competed in the ECAC Tournament in 1994, and the following year reached the NCAA Division III Final Four. In 1997, Ogrodnik's coaching career at Trinity was marked by his 254th victory, surpassing the record of 253 wins previously held by Raymond Oosting. The following year the team again competed in NCAA Tournament play. In 1997, the soccer team, coached by Edmond F. Mighten, made its first-ever appearance in the NCAA Tournament, and that year the squash team under Coach Paul D. Assaiante finished second in the nation, enjoying the advantages of a state-of-the-art facility completed earlier in the decade and considered one of the finest in the country. In another extraordinary season a year later, Trinity defeated

the Harvard team for the first time, 30 years having elapsed since the last Crimson loss in squash to a non-Ivy team.^{95†}

Among women's sports, Coach Robin L. Sheppard's field hockey team reached the ECAC finals in 1990 and 1991, and in 1993, advanced to the Final Four of the NCAC Tournament. Presenting Sheppard her 200th career win in 1994, the team went on to make NCAA appearances in 1996 and 1997, in the latter year compiling a perfect 14-0 season, the second in the history of the sport at Trinity. Also earning the number-one ranking in the region, the 1997 Bantams emerged as the only undefeated field hockey team in any NCAA division. Sheppard's lacrosse team reached the ECAC finals in 1992, and advanced to the semifinals in 1993 and 1994. In 1995, 1997, and 1998, the team reached the NCAA Quarterfinals. The basketball team, coached by Maureen Pine, recorded 21 victories in 1995 for its best season up to that point, and made the second round of the NCAA Division III Tournament for the first time. The team also achieved ECAC berths in 1991, 1996, and 1998, having returned to the NCAA Tournament in 1997. Finally, the softball team became the NESCAC Champions in 1990, and went on to appear in the NESCAC Semi-Finals in 1991, 1992, and 1993. In 1998, under Coach Frances D. Vandermeer, the team completed its best season since competition began, earning a berth in the ECAC North Tournament on the strength of a 19-11 record.⁹⁶

In regard to alumni programs, in September 1990, the College hosted the first Black Alumni Gathering, which helped strengthen ties between black undergraduates and alumni, especially the mentor program, and facilitated discussions of ways in which black alumni could become more involved in the admissions and alumni programs as well as in other College activities. Co-chaired by Joanne A. Epps '73 and Donald K. Jackson '83, the event was highly successful and led three years later to the establishment of the Black Alumni Organization as a part of the National Alumni Association and the creation of the Black-American Alumni Scholarship Fund, whose first student scholar was Tanya D. Jones '97. In April 1995, the Black Alumni Organization helped celebrate the 25th anniversary of Umoja House.⁹⁷

Another significant development concerning the alumni during this period was an effort to revitalize the Board of Fellows. One of Trinity's oldest institutional advisory bodies, the Board of Fellows was established by the Trustees in 1845, and had as its initial focus various matters associated with the curriculum and undergraduate discipline. By the 20th century, the Board had become involved in examining a number of issues, some of them controversial, either at its own initiative or at the request of the alumni, the administration, and occasionally the Trustees. During the Ogilby administration, for example, the Board studied such questions as the size of the College and the nature of the curriculum, and during the Jacobs administration, it investigated undergraduate social life and parietal regulations. By the 1980s, other committees, particularly the Trustee Student Life Committee, were turning their attention to a range of issues involving undergraduates, and the Fellows' advisory function became

less clear. In 1991, the National Alumni Association's Volunteer Leadership Task Force began to identify ways in which the Fellows could assist the College more effectively, and one idea that emerged was for Fellows to serve "on tightly focused academic and administrative advisory panels."⁹⁸ These ranged from an Alumni Fund Steering Committee to an International Committee which would work to "increase international learning opportunities and help recruit students from abroad."⁹⁹ In 1998, the Board of Fellows underwent further reorganization with a view to enhancing its role in the life of the College.

During these years, Trinity finished two major building projects and undertook several others. Completion of the Smith Alumni/Faculty House and the Mathematics, Computing, and Engineering Center, previously mentioned, resulted in two attractive and functional facilities. New projects included the conversion in 1991 of Hallden Hall to house the Fine Arts Department and the Visual Resources Collection as well as the Gallows Hill Bookstore (*VII-21*). An academic trade bookstore, Gallows Hill derived its name from the site on Rocky Ridge where alleged traitors to the cause of American independence were executed during the Revolutionary War. Established as a commercial venture of Barnes & Noble, the store serves the needs of the Trinity and Hartford communities with a wide array of classic works of literature, university press titles, and serious trade books. Gallows Hill soon developed a varied program of outreach, including receptions and book-signings for Trinity authors and others, as well as readings for children from the Trinity College Community Child Center.¹⁰⁰

Other construction projects included the conversion of the President's House into an Admissions Center in 1992, following the decision by President Gerety and his family to move to a residential area of the city primarily so that the children could have playmates. In late 1991 and early 1992, respectively, the College completed construction work in Ferris Athletic Center on a new squash complex and a 37-meter pool with eight lanes, a replacement for the pool in Trowbridge Memorial that dated from 1930. Also occurring in 1992 was the transformation of the cafeteria in the Koepfel Center into a relaxed dining area known as the Bistro, while the Washington, D.C. architectural firm of Hartman & Cox began planning for a major renovation of Mather Hall.¹⁰¹ In addition, former president and trustee emeritus G. Keith Funston '32 commemorated his 50th wedding anniversary by presenting to the Chapel in 1991 a carved wooden sedilia as seating for clergy presiding at services (*VII-22*). Designed and built by Charles L. Nazarian '73, the sedilia features carvings that celebrate the role women have played in families, particularly "imparting and sustaining in young people the traditional family and Judeo-Christian moral values" that Funston believed were central in life.¹⁰² Another gift to the Chapel was a stone carving celebrating the Rev. Dr. Alan C. Tull's 25 years of service to the College as Chaplain. He had announced his retirement in the spring of 1990, and friends and colleagues commissioned the carving that is located opposite the main entrance to the Chapel near the interior door to the bell tower. Unveiled by Tull in May 1991, the

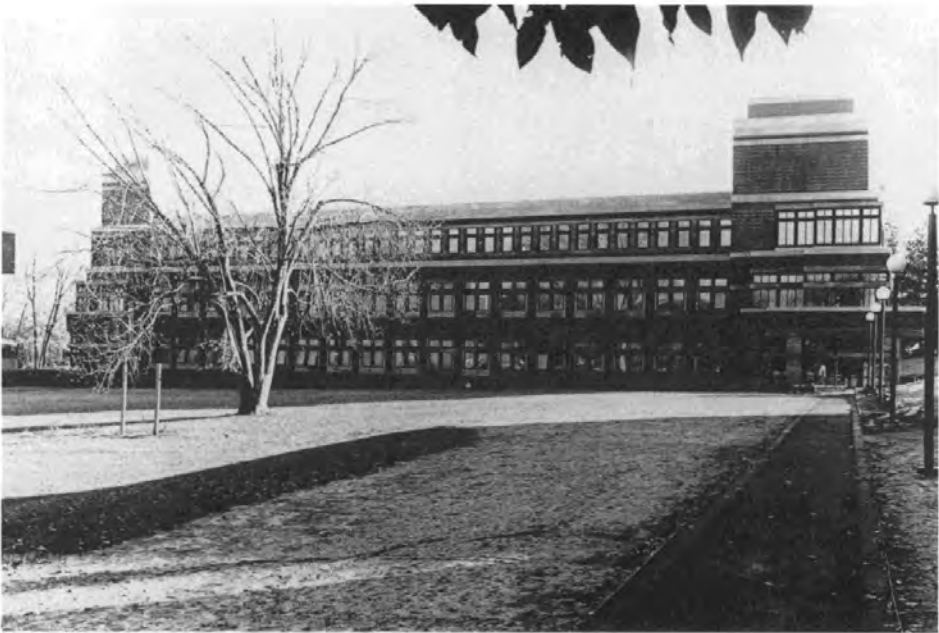


*Fig. VII-15
The Koepfel Student Center (left) and Hansen Hall*



Gabriel A. Cooney

*Fig. VII-16
The Smith Alumni/Faculty House*



Jonathan Lester

*Fig. VII-17
The Mathematics, Computing, and Engineering Center*



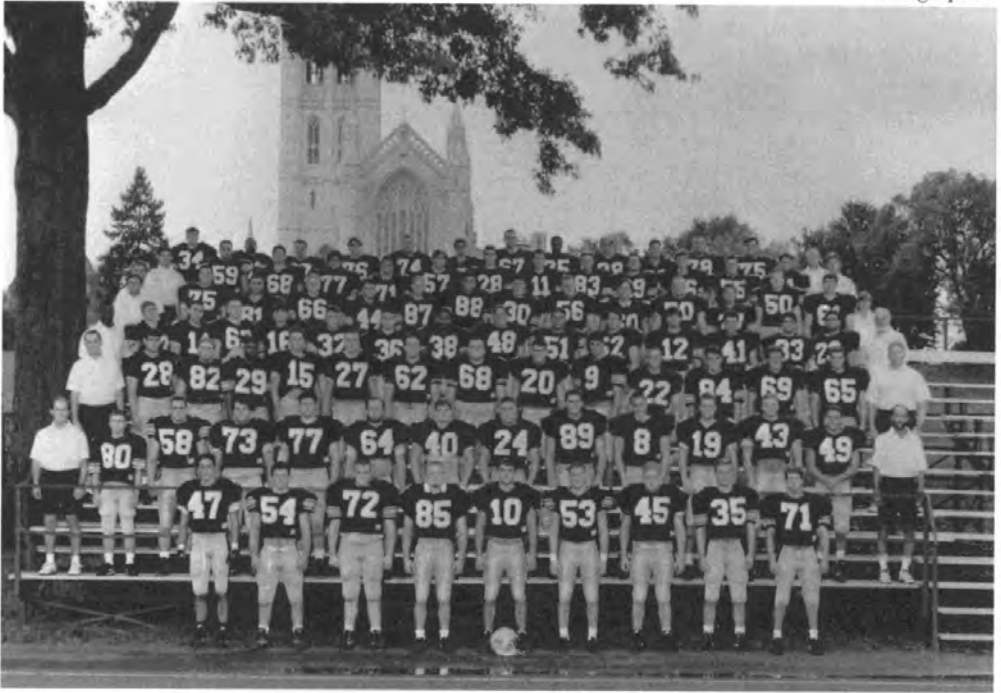
Jonathan Lester

Fig. VII-18

*President Tom Gerety (center) with former presidents
G. Keith Funston, Class of 1932 (left), and
James F. English, Jr.*

*Fig. VII-19*

*Judith L. (Judi) Stoddard, Class of 1992 (left rear),
and Neela A. Thakur, Class of 1992 (right rear),
with members of the Trinity College Neighborhood Posse*



*Fig. VII-20
The 1993 football team*



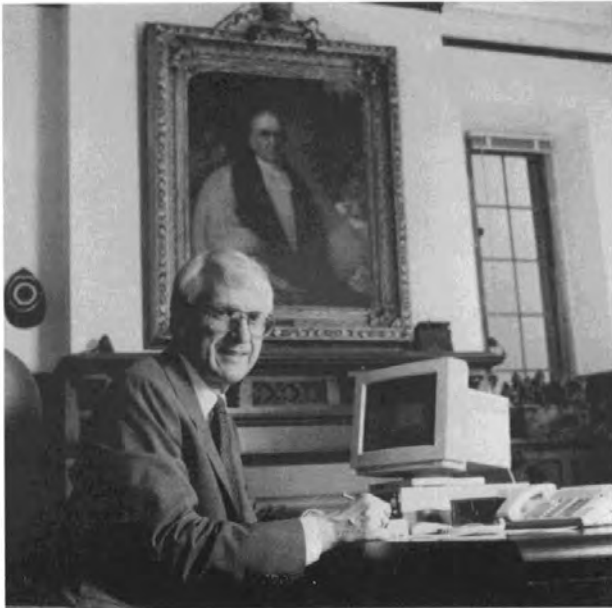
Michael Smith

*Fig. VII-21
Brownell Professor of Philosophy Howard
DeLong (far right) and others browsing in the
Gallows Hill Bookstore*



Jonathan Lester

Fig. VII-22
The Chapel sedilia for presiding clergy
presented by G. Keith Funston, Class of 1932



Al Ferreira

Fig. VII-23
Interim President Borden W. Painter, Jr., Class of 1958

carving incorporates his many interests: "cats, music, ancient Greek, Christianity, liturgy, ritual, morality, teaching, preaching, and philosophy," and bears a Greek inscription composed by Hobart Professor of Classics John C. Williams '49.^{103†}

In February 1994, President Gerety's announcement that he was leaving the College to become president of Amherst College took the Trinity community by surprise. The Trustees at once appointed Professor Borden W. Painter, Jr. '58 (History) as interim president (*VII-23*), and commenced the search for Gerety's successor. Promptly assuming office, Painter provided steady and effective leadership during the remainder of the spring semester and for the ensuing academic year.¹⁰⁴ His administration was responsible for a number of accomplishments: Dr. Jill N. Reich accepted appointment as Dean of the Faculty effective July 1994; the faculty approved a new major in anthropology; and the program leading to the Bachelor of Science degree in engineering received national accreditation from the Accreditation Board for Engineering and Technology, enabling Trinity to join Swarthmore College as the only preeminent national liberal arts colleges in the country to have accredited engineering programs.¹⁰⁵ As to Trinity's financial resources, planning reached its final stage for the most ambitious fund-raising campaign in the institution's history, the goal subsequently set at raising well over twice the target figure of the previous campaign, which had been undertaken during the presidency of James F. English, Jr. Also, the College completed two projects in connection with the physical plant. During the fall of 1994, contractors put the finishing touches on the renovation of Mather Hall, substantially improving the student center's functionality and attractiveness, and Taylor Bellfounders of Loughborough, England, completed the restoration of the bells and mechanism of the Plumb Memorial Carillon that they had installed in the Chapel in 1932, the first overhaul the instrument had received in over 60 years of service.¹⁰⁶

As the College continued to focus attention on the Strategic Plan's recommendations for strengthening the relationship with Hartford, volunteer activities on the part of students remained an important and visible aspect of Trinity's presence in the neighboring community. In addition, the College undertook or assisted with several community-oriented initiatives during this period. In June 1994, ground was broken for a new police substation near the campus, at the corner of Ward and Affleck streets, which, upon completion, enhanced the safety of neighborhood residents. The following month, Trinity made improvements in the appearance of the campus's western border by demolishing a decayed staircase linking Summit and Zion streets, constructing a new staircase near College Terrace, and installing contiguous lighting, fencing, and landscaping. Also, the Hartford City Council approved the closure of Vernon Street at Broad Street to public traffic in an effort to improve pedestrian safety on the campus's northern and eastern borders, and SINA announced a program for streetscape revitalization and building renovations on Vernon Street between Broad and Washington streets as a way to improve an important corridor between the College and the neighboring campus of Hartford Hospital.¹⁰⁷

Finally, in September, the newly formed Office of University Partnerships of the federal Department of Housing and Urban Development awarded Trinity one of 14 national grants to spur community outreach by educational institutions. The two-year grant of \$580,000 helped support the establishment of the Community Outreach Partnership Center, soon to be known as the Trinity Center for Neighborhoods, which helped analyze neighborhood challenges and develop new strategies for revitalization. Faculty and administrators from the College formed a research team to work with leaders of five community groups in Hartford and New Britain, faculty from the University of Connecticut, and staff from the Institute for Community Research and Citizens Research Education Network. Among the community groups were the Asylum Hill Organizing Project, whose executive director was Charlene Williams '86, and Citizens for Action/New Britain, which Jennifer A. Van Campen '90 served as executive director. In accepting the grant, Interim President Painter declared that the Program represented "another example of Trinity's effort to serve as a catalyst for positive change in our community."¹⁰⁸

The College remained highly competitive in admissions during this period, drawing the 250 men and 223 women comprising the Class of 1998 from 3,009 applicants, the second-highest total in six years. In keeping with preceding freshman classes, the Class of 1998 was marked by diversity as well as by wide-ranging geographical distribution. Sixteen percent of the class were minority students, and the 29 freshmen from California constituted the highest number ever to enroll from that state. The remaining members of the class came from 35 other states, the District of Columbia, the Virgin Islands, and nine countries. In addition, moving to improve student life in the dormitories, the Painter administration established dormitory councils, redefined the duties of residential advisers, and instituted a new alcohol policy that included the prohibition of serving beer from kegs.¹⁰⁹ Also, throughout the 1994-1995 academic year, the Trinity community celebrated the 25th anniversary of coeducation with a multi-faceted program of events and activities discussed in the previous chapter.

Wide-Ranging Academic Initiatives, the Campus Master Plan, and a Neighborhood Revitalization Partnership

The search for President Gerety's successor concluded in December 1994, when the Trustees appointed Dr. Evan S. Dobbelle as Trinity's 18th president (VII-24). Dobbelle had acquired a breadth of experience during a varied career marked by accomplishments in the fields of education, politics, and government service. During the late 1960s, he had worked in the campaigns of several political figures, including Republican Senator Edward W. Brooke of Massachusetts. Following a period as personal secretary for Massachusetts Governor John A. Volpe, Dobbelle enrolled in the graduate program in education and public policy at the University of Massachusetts, was a research associate on President Nixon's Commission on Campus Unrest, and

then became assistant to the superintendent of a school district in the Los Angeles County school system. Subsequently a research associate for Governor Reagan's Commission on Educational Reform, he became executive assistant to Senator Brooke, served two successive terms as Mayor of Pittsfield, Massachusetts, his boyhood home, and for a brief period was Commissioner of the Massachusetts Department of Environmental Management. During Dobelle's second term as Mayor of Pittsfield, he and his wife, Kit, supported Jimmy Carter's presidential candidacy and campaigned for him. Dobelle also headed arrangements for the 1976 Democratic Convention in New York City. Following Carter's inauguration, Dobelle accepted appointment as United States Chief of Protocol and Assistant Secretary of State with the rank of Ambassador, a post he held until May 1978, when he was elected Chief Financial Officer and Treasurer of the Democratic National Committee.^{110†}

As Chief of Protocol, Evan Dobelle was involved in a number of major events, including the Panama Canal Treaty negotiations and the Treaty's signing, and the state visits of such world leaders as Menachem Begin (Israel), Anwar Sadat (Egypt), Julius Nyerere (Tanzania), Margaret Thatcher (Great Britain), and Pierre Trudeau (Canada). Dobelle also delegated protocol responsibilities to his wife, Kit, who succeeded her husband as Chief of Protocol and was present at Camp David during the negotiations that produced an Egyptian-Israeli peace treaty. In September 1979, she became Chief of Staff for Rosalynn Carter.

Following service as Chairman of the Carter-Mondale Campaign Committee and as National Finance Chairman for the Democratic Party and for President Carter during the 1980 campaign, Evan Dobelle pursued graduate study at Harvard, receiving a Master in Public Administration degree in 1984; three years later he received a doctorate in education and public policy from the University of Massachusetts. That same year he became president of Middlesex Community College in Lowell, Massachusetts, and in 1990 was appointed chancellor and president of the City College of San Francisco, an 80,000-student, multi-campus system.^{111†} In the spring of 1995, the Trinity community welcomed the Dobelles and their son, Harry, to the campus.

Bringing to Trinity such a wide range of experience, President Dobelle was prepared to lead the College into the new millennium with a fresh vision, which he articulated in his inaugural address delivered on October 1, 1995. Dobelle touched on a number of themes his modern predecessors in office had also considered of primary importance: remaining faithful to the College's mission as an institution of national preeminence devoted to educating highly motivated young men and women in the liberal arts and sciences; continuing to develop an innovative academic program and a distinguished faculty committed to teaching; maintaining and selectively expanding the physical plant in support of the College's multi-faceted programs; further strengthening Trinity's financial resources through the successful completion of an ambitious capital campaign; and aggressively pursuing new ways in which Trinity could work more closely with the City of Hartford as a catalyst for change in improv-

ing the surrounding neighborhoods.^{112†}

President Dobelle believed that there was much work to be done on the part of the College as it confronted the challenge of more extensive involvement with the city and the neighborhoods contiguous to the campus. "In too many corners of our nation, including those which lie only a few feet from our campus," he declared, "young men and women have lost the capacity to hope, to dream, to believe or even care." "While we on this campus share the inspiration of great role models," Dobelle continued, "the sole tutor to these children too often is the harsh reality of the streets . . . We have a special role to play and a special responsibility to meet. And we must begin in our own neighborhood."¹¹³ Under a plan conceived by Dobelle, Trinity, in partnership with the city, Hartford Hospital, Connecticut Public Television and Radio, and other institutions, would undertake to "revitalize these neighborhoods and this city through . . . community-building . . . [, and] create a village of learning. Together we will create a neighborhood that celebrates — and satisfies — the innate curiosity of youth."¹¹⁴

One form of community building was already underway at the College. At President Dobelle's request, the Trustees authorized reconversion of the former President's House, occupied by the Admissions Office since 1992, to its original use (*VII-25*). It was Dobelle's firm belief that the president of the College should reside on the campus so as to be directly in touch with the daily pulse of the institution and to avoid the development, in his words, of an "aloof or a corporate-style" presidency.¹¹⁵ In 1995, the president also began to restructure the College's administration through a series of appointments at the vice presidential level in such areas as enrollment management, i.e. admissions (Christopher M. Small), marketing and public relations (Linda S. Campanella),^{116†} and strategic planning and government relations (James H. Mullen, Jr.). He also appointed Director of College and Alumni Relations Gerald J. Hansen, Jr. '51 as Secretary of the College with responsibility for a variety of special projects. The following year, Kevin B. Sullivan '71 joined the College as Vice President for Community and Institutional Affairs, Brodie Remington became Vice President for Development, Scott W. Reynolds '63 was appointed Assistant to the President, and Dr. Raymond W. Baker accepted appointment as Dean of the Faculty, succeeding Vernon K. Kriebel Professor of Chemistry Henry A. DePhillips, Jr., who had served as Acting Dean since the departure of Dr. Jill N. Reich in 1995.¹¹⁷

Under an aggressive program, Vice President Small and the admissions staff moved to broaden awareness, particularly in midwestern and western states, of the unique advantages of a Trinity education in an urban setting, as well as to attract more students from abroad. The result was a continued rise in the number of applications. The marketing and public relations staff intensified efforts to enhance the public's awareness of the College, especially in connection with wide-ranging developments related to neighborhood revitalization. Accordingly, the positive perception of Trinity as a catalyst for change in the surrounding city neighborhoods supported its favorable ranking as a national liberal arts institution. In addition, the College began to develop

a fresh strategic plan with a heightened emphasis on the academic program, in particular capitalizing on the distinctive aspects of Trinity's urban location. Working with Dean of the Faculty Baker, through its elected Committee of Eight, the faculty established a new academic blueprint for the future. The Priorities and Planning Council (PPC), created by President Dobelle in 1997, moved to integrate the academic blueprint into the broader context of comprehensive strategic planning, including the ongoing development of a master plan for the campus, the neighborhood revitalization effort, and other institutional planning initiatives. Consisting of seven administrators and seven faculty members, the PPC was designed to function as the standing College body that would address major issues of significance to the institution as a whole and serve as the key structure for strategic decision-making, ensuring involvement of the faculty in the consideration of broad policy questions. First on the PPC's agenda was the formulation of a new strategic plan adopted by the Board of Trustees at its meeting on May 16, 1998, Charter Day, the 175th anniversary of the College's founding. Later that day, President Dobelle discussed the strategic plan in a luncheon address at the celebration of Charter Day, which took place in downtown Hartford at the Old State House, site of the granting of the College's charter by the Connecticut General Assembly in 1823 (VII-26).^{118†}

In his Charter Day address, President Dobelle declared that the academic initiatives embodied in the strategic plan were designed to strengthen the core of a liberal arts education and enable students to pursue through the curriculum two interconnected themes: the study of urban issues on the local, national, and international front; and innovative opportunities for "global learning" at selected overseas sites. The College would remain faithful to its mission of offering an education in the liberal arts and sciences, President Dobelle declared, undergirded in part by "a new general-education curriculum that emphasizes interdisciplinary study" and the introduction of "a tutorial mode of instruction characterized by close student-faculty interaction and collaboration — both in the classroom and in intellectual pursuits beyond the classroom."¹¹⁹ The general education initiative involved development by the faculty of "gateway to the liberal arts" programs that would "examine important topics through a coordinated, multidisciplinary sequence of courses taken during the first two years." These gateways would "give sharper focus and greater coherence to general education and bring students with shared interests together in close-knit 'communities of learning' or 'intellectual homes.'¹²⁰ Also, earlier that spring, the faculty had authorized establishing in the fall of 2000 an experimental Tutorial College in which, initially, 50 sophomores and five faculty would participate in exploring "fundamental liberal arts issues . . . through one-on-one and small group tutorials." "The tutorial college, partly inspired by the tutorial system at Oxford and Cambridge . . .," the president emphasized, "has exceptional potential to engage students and faculty in intensive intellectual exchanges about matters of timeless importance," and would be unique among small liberal arts institutions in the nation.^{121†}

President Dobelle went on to state in his Charter Day address that the faculty would move to integrate urban themes into the curriculum "through unique educational linkages connecting the College, the City of Hartford, and cities around the world." As for the study of urban issues in the United States, the College intended "to use every advantage our city location offers to provide a distinctive liberal arts education to Trinity undergraduates We see great opportunities to engage the immediate community and the city as a whole in constructive, mutually advantageous ways barely imaginable as recently as five years ago Trinity's urban curricular initiatives will provide undergraduates expanded opportunities to make the study of cities, past and present, in the United States and elsewhere, an important part of their liberal education."¹²² In addition, the College was preparing to develop "new courses and expand such successful educational programs as the Community Learning Initiative and move them toward the center of the Trinity educational experience. We will encourage and launch innovative and experimental connections with Hartford, notably through the arts and sciences," Dobelle continued, "as exemplified by a new Arts of Community project and an . . . innovative Health Studies Fellowship Program that links Trinity faculty and students with nearby hospitals and doctors in seminars, colloquia, and hands-on experiential learning outside the classroom." Furthermore, the College would strengthen "long-established educational linkages to the Hartford public schools, such as the exemplary Classical Magnet Program, and also the research and learning connections to various community groups made possible by Trinity's Center for Neighborhoods," established in 1995. The College would focus more intensively on Hartford as "a multifaceted educational asset that should be employed more extensively and imaginatively than it has been in the past."^{123†}

To bring an international dimension to the study of urban issues and respond to the challenge of learning in a global age, President Dobelle declared that Trinity would create unique educational linkages with cities around the world through curricular initiatives and the communication power of the Internet. Apart from Rome, site of the College's first and highly successful overseas campus, the cities would include San Francisco, where a program would be developed that had potential for focusing on issues related to Asia and the Pacific; and 10 additional "global learning sites" to be established in the course of the next five years. Among the 10 were Cape Town, South Africa, where a pilot program was already underway, and cities in such countries as China, Israel, Ireland, and possibly in Russia, Chile, Egypt, and Argentina, in all instances geographical areas in which one or more members of Trinity's faculty had special expertise. Students at each site would be linked to the College through cyberspace with an electronic global forum and "global cyber-seminars." The Trinity network of global sites would be designed, the president stated, to "provide an academically integrated study-away experience for our students and, together with a radical rethinking of the role of international studies in the post-Cold War era," would form the basis for "significantly expanding and enhancing the

College's reputation for international education."¹²⁴

These initiatives and others the College was developing in different areas of its institutional life depended for implementation on the strength of Trinity's financial resources. President Dobelle reported on Charter Day that The Trinity College Campaign, formally announced on April 22, 1995, and set to close at the end of June 1998, had achieved its goal of \$100 million ahead of schedule. The most ambitious fund-raising effort in the College's history, and pursued under the general leadership of Douglas T. Tansill '61, Chair of the Campaign Steering Committee, the Campaign had five priorities set by the Trustees: student financial aid, faculty recognition and development, academic programs, facilities for student life, and the Annual Fund. In announcing the Campaign's successful conclusion, the president noted that not only had local and national foundations and the corporate sector participated significantly, but also over 60 percent of the alumni, an extraordinary achievement.¹²⁵

President Dobelle declared that the funds raised through the Campaign would enable the College to accomplish several objectives, among them: increase expenditures on financial aid; support "the recruitment and retention of a more diverse, highly motivated, and successful student body"; invest in "new faculty in support of the key strategic objectives of enhancing diversity within the faculty and developing greater depth in curricular areas that represent Trinity's 'signature' strengths"; continue to develop the College's information technology infrastructure; provide state-of-the-art career services; "expand levels of support for student-faculty research projects in all departments and programs, making such collaborations a hallmark of the Trinity educational experience"; "launch new programs to expand experiential learning opportunities — including guaranteed academic internships — uniquely available to Trinity students because of the College's capital city location"; and "strengthen the College's Office of Multicultural Affairs and our commitment to affirmative action in hiring and recruitment so as to nurture and sustain a climate that respects difference and values diversity."¹²⁶ Finally, Trinity would establish "two new academic centers, on the model of our successful Center for the Study of Religion in Public Life and the . . . Center for Collaborative Teaching and Research . . . [which] will engage undergraduates in rigorous intellectual work and creatively expand opportunities for faculty and students to work collaboratively outside the classroom."¹²⁷ As previously mentioned, the Center for Collaborative Teaching and Research had been created in 1997 with Professor Drew A. Hyland (Philosophy) as its director. The College established the Center for the Study of Religion in Public Life in the fall of 1995 to "advance knowledge and understanding of the varied roles that religious movements, institutions, and ideas play in the contemporary world." Under the direction of Dr. Mark Silk, Adjunct Associate Professor of Religion, the Center supports research across a range of disciplines, organizes scholarly conferences, sponsors public lectures and forums, issues "occasional papers" and a thrice-yearly publication, *Religion in the News*, and contributes in various ways to Trinity's liberal arts curriculum.¹²⁸

Following his announcement of the Trinity College Campaign's successful conclusion, President Dobbelle declared that the College was proceeding immediately on a new fund-raising effort in support of "the many interrelated initiatives and priorities embodied in the . . . strategic plan the Board has just approved," particularly in regard to the academic program. He then electrified the Charter Day guests with the news that the College had received three major gifts totaling \$4 million that supported the central elements of the plan and served to launch the new campaign. A \$1 million gift from the Chairman of the Board of Trustees, Thomas S. Johnson '62, and his wife, Ann, would have two purposes. One half was designated for support of the Ann and Thomas S. Johnson Boys & Girls Club of Trinity College, the first Boys & Girls Club in the country to be affiliated with a college or university, and a centerpiece in the neighborhood revitalization initiative Trinity was undertaking in collaboration with its neighbors and institutional partners. The other half of the Johnson gift would be used as a permanent fund in connection with the Center for Collaborative Teaching and Research, a central component of the College's academic blueprint for the future and charged initially with refining the Tutorial College concept.¹²⁹

In addition, another trustee, Raymond E. Joslin '58, and his wife, Alicia, established the Joslin Family Scholarship Fund with a gift of \$1 million in memory of former Dean of Students Joseph C. Clarke. The fund would be managed by the Joslin Family Foundation and would provide scholarship assistance for high-achieving graduates of public schools who otherwise would be unable to attend Trinity. The third gift, in the amount of \$2 million, was from Rodney D. Day III '62 and his wife, Evelyn, to establish the "1634 Fund" in support of neighborhood revitalization initiatives. Deriving its name from the year the Day ancestors settled in Connecticut, the endowed fund would provide start-up monies or venture capital for renewal projects and other initiatives involving local residents, including youth, and Trinity students, faculty, and staff. The first endeavor to be supported by the 1634 Fund would be a Habitat for Humanity building project near the College.¹³⁰

President Dobbelle also called attention in his Charter Day address to the implementation of a recently adopted Campus Master Plan. As the decade of the 1990s drew to a close, Trinity continued to experience the need for additional instructional and administrative facilities, and improved residential housing for students. The central question was how to locate such additions in a way that respected the expanses of open space that made the campus distinctive, served to accommodate athletic fields, and defined groupings of structures. As noted in an earlier chapter, in preparation for moving the College to the Rocky Ridge site in the early 1870s, President Abner Jackson and the Trustees had turned to William Burges, a leading architect in England, whose proposal in 1874 called for arranging buildings in quadrangles, based on English university practice. The following year, after Jackson's sudden death, Francis H. Kimball, the American architect whom the College engaged to supervise the construction work, collaborated with President Thomas R. Pynchon,

Class of 1841, in revising Burges's proposal by reducing his four quadrangles to three. Limited financial resources meant that it was possible to construct only the western side of the central quadrangle, from which emerged the Long Walk buildings (1878-1883). Later in the century, Alumni Hall Gymnasium (1887), Jarvis Scientific Laboratory (1888), and Boardman Hall of Natural History (1900) were built on sites unrelated to the Burges-Kimball plan. Williams Memorial (1914) was the exception.

Upon taking office in 1920, President Remsen B. Ogilby, an admirer of the Long Walk and Burges's vision, arranged for Samuel B. P. Trowbridge '83, partner in the New York firm of Trowbridge & Livingston, to prepare a master plan for the development of the campus in connection with the College's Centennial Fund drive. As noted in Chapter II, the Trowbridge plan derived its inspiration from the three-quadrangle plan Kimball had developed in 1875, and the buildings erected during the Ogilby administration respected the Trowbridge vision. This was not the case, however, with the many buildings resulting from the spurt of construction that began after World War II and continued into the 1960s and 1970s. By the last decade of the century, it had become clear that a new plan for the future development of the campus was crucial, not only for dealing with the placement of additional facilities, but also for addressing such longstanding problems as the need for a well-defined main entrance or "front door" to the College, a clearer articulation of the campus in its relationship to the neighborhood, and an enhanced definition of internal north-south and east-west vehicular and pedestrian traffic patterns that had developed over the years.

In September 1996, President Dobelle set in motion the planning process by creating a Master Plan Task Force that consisted of faculty members and administrators under the chairmanship of Gwendolyn Miles Smith Professor of Art History Alden R. Gordon '69. Following the establishment of objectives and priorities, the Task Force advised on the selection of planning consultants. The lead firm was Cooper, Robertson & Partners of New York (later known as Cooper, Robertson Ltd.), engaged, as Professor Gordon reported in the July 1997 *Trinity Reporter*, to "administer the overall project, assist the College in understanding its space and facilities needs, and create a Strategic Campus Plan with reference dates of the years 2000, 2010, and 2020."¹³¹ The second member of the planning team was the Toronto firm of Berridge, Lewinberg, Greenberg, Dark, Gabor (since renamed Urban Strategies, Inc.), charged with preparing sector studies of the neighborhoods surrounding the campus to assist the College in "bridging the campus-to-city physical boundaries" and supporting Trinity's ongoing community and urban initiatives. The third principal member of the team, William Rawn Associates, a Boston architectural firm, was to prepare "standards for future campus buildings [and help] . . . create a new process for architect selection and design review."¹³² In addition, various consultants focused on such issues as signage and vehicular traffic flow.

By October 1997, Cooper, Robertson Ltd., and William Rawn Associates had completed their studies and presented recommendations regarding the campus in the

form of a Master Plan. Berridge, Lewinberg, Greenberg, Dark, Gabor were scheduled to submit their findings in 1998.¹³³ The Trustees reviewed the planners' recommendations, which called for three phases of activity to be completed, respectively, in 2002, 2010, and 2020. Embodying flexibility in both the process and the overall design proposed, the Master Plan was accompanied by a number of suggested procedural guidelines for physical planning of projects, from the earliest stages of a new initiative through approvals, architect selection, design review, construction, and occupancy. In implementing this process, the College established a Design Review Committee chaired by Professor Gordon to advise on the selection of architects, review designs for all building projects, and give full consideration to historic preservation issues. James H. Mullen, Jr. was appointed Vice President and Executive Director of Project 2002, the Master Plan's first phase of implementation to be completed by the year 2002 (*VII-27*). Project 2002 encompassed several undertakings, among them: renovating the library and merging it with the computing center to create a state-of-the-art library and information technology center; expanding the Austin Arts Center; constructing a new dormitory on Summit Street, adjacent to the CPTV Studios; constructing an admissions-administration building on the site northeast of the Chapel where Alumni Hall once stood; constructing a studio arts facility on New Britain Avenue; cutting through Crescent Street from New Britain Avenue as a new southern approach to the interior of the campus; and extensively modifying the landscape on the eastern boundary of the Quad, which included enhancing the lower walkway to the northern sector of the campus. Other projects were proposed for the remaining phases of the Master Plan, permitting the College to develop the campus well into the new millennium in an orderly and thoughtful way, and creating "a physical environment that is supportive of and inspirational to the fulfillment of the College's educational mission and that enriches the lives of all who study and work" at Trinity.^{134†}

The second major initiative the College undertook in the late 1990s was involvement in an imaginative neighborhood revitalization effort supported by a pioneering private-public partnership between Trinity and its institutional neighbors, city, state, and federal government, foundations and corporations, and community and neighborhood groups. The project centered on the tract of land adjacent to the College between Broad and Washington streets south of Vernon Street (*VII-28*), an abandoned, environmentally contaminated garage site formerly occupied by the Connecticut Transit Company. In the late 1960s and during the 1970s, the College had unsuccessfully sought to acquire this property, as indicated in the previous chapter. In his inaugural address in October 1995, President Dobelle had announced that he already had initiated a plan to revitalize the neighborhoods surrounding the College through a process of community building and the creation of a "village of learning." Details of this ambitious and unprecedented effort, spearheaded by the College and mounted cooperatively with the support of Trinity's neighbors and a number of institutional and governmental partners, became public in January 1996. "Designed to establish the neigh-

borhoods surrounding Trinity as a central hub of educational, health and family support activities," the initiative was hailed as a bold collaborative effort to "create an infrastructure for local families and link neighborhood institutions."¹³⁵

With education as its central theme, plans called for converting the former bus garage site into a "Learning Corridor" that would be home to three new schools (a Montessori magnet elementary school, a public middle school, and an inter-district mathematics, science, and technology high school resource center joined with a performing arts academy). The initiative also called for a family resource center, funded with a one-million dollar grant from the Aetna Foundation, that would, President Dobelle stated, "focus on programs directed at assisting parents not only with day care needs but also with critical matters of family health and the pressures of child rearing."¹³⁶ As implementation progressed, new concepts and opportunities arose, including the plan for a Boys & Girls Club, staffed largely by Trinity student volunteers, that would provide a variety of recreational outlets for neighborhood youth. Plans also called for "wiring . . . the neighborhood to connect major institutions and provide residential units access to computer networks and educational resources."¹³⁷

The neighborhood initiative represented a \$175-million investment in Hartford and was expected to generate approximately \$100 million in new construction and development. The remaining \$75 million was a commitment in new low-rate mortgage financing from the federal government's Fannie Mae to encourage the purchase and rehabilitation of homes in the area. Robert Kantor, director of the Fannie Mae Hartford Partnership Office, noted that "The effort by Trinity fits neatly with our HouseHartford plan which is based on linking housing to community economic development initiatives."¹³⁸ Referring to the support from Fannie Mae, President Dobelle stated that the goal of the revitalization initiative was "to stabilize the neighborhoods from within. Our focus is on children and education, and the real key is home ownership and families with a vested interest in the survival of their neighborhoods. This is not about gentrification but rather about the difficult task of community-building, and we will use an approach that is inclusive, not condescending."¹³⁹

The groundbreaking celebration for the Learning Corridor occurred on July 31, 1997, with President Dobelle serving as host and master of ceremonies. Special guests present were: Governor John Rowland; John Meehan, president and chief executive officer of Hartford Hospital; the Mayor of Hartford Michael P. Peters; Hartford Superintendent of Schools Patricia Daniel; and Edie Lacey, a middle school teacher and representative of the Frog Hollow Revitalization Committee and HART. In his remarks President Dobelle declared that "As we break ground . . . each shovel of earth we turn also turns a new page in the history of our neighborhood. Through this Learning Corridor will pass new generations eager to aspire and able to claim in their lives what poverty and hopelessness have denied for too many others. The Learning Corridor will also anchor our investment in new housing and home-ownership . . . new jobs and businesses . . . and new hope." Stating emphatically that

"Trinity rededicates itself to excellence in liberal arts education with a difference," Dobelle went on to indicate that, for the College, "that difference is a profound awareness of our responsibility to the community we call home and to the people whose neighborhood we share." The bold nature of the initiative, he asserted, challenged "all the old assumptions of urban renewal. [It] is *not* something we do *to* or *for* the community. It is something we build *with* the community. More than changing appearances . . . we are interested in changing lives."¹⁴⁰ Following remarks by the special guests, President Dobelle, Governor Rowland and the other dignitaries proceeded to break ground and celebrate the beginning of work on the Learning Corridor.

Support quickly materialized for the Boys & Girls Club component of the Learning Corridor. In 1997, the Hartford Steam Boiler Inspection and Insurance Company, and CTG Resources, Inc. each pledged \$300,000, and the Phoenix Home Life Mutual Insurance Company pledged \$75,000. Part of these funds was targeted for the Club's operating costs for the first three years.¹⁴¹ Additional funding came from the College and other sources, including foundations and individuals, particularly Ann and Thomas S. Johnson '62, whose major gift was noted previously. Dedication of the Boys & Girls Club in the Johnsons' name took place on June 11, 1998 (*VII-29*) in a ceremony featuring General Colin L. Powell, U. S. Army (Ret.), a member of the Board of the Boys & Girls Clubs of America and chairman of America's Promise—The Alliance for Youth, an initiative he launched in 1997 at President Clinton's Summit for America's Future to "connect two million young people with fundamental resources by the year 2000 to help them maximize their potential and become future leaders."^{142†} In his dedicatory remarks, General Powell announced that America's Promise had designated Trinity a "College of Promise" in recognition of its unique commitment to the Hartford community and of its part in helping establish the Boys & Girls Club. Trinity was the first college or university on the East Coast and only the second in the country to be so honored by America's Promise.¹⁴³

On June 4, 1998, the announcement of a \$5.1-million grant from the W. K. Kellogg Foundation reinforced the neighborhood initiative and constituted significant support of the new fund-raising campaign that President Dobelle announced on Charter Day. The Kellogg grant would help Trinity implement plans for building College-community connections emphasizing civic responsibility and educational innovation, and was the largest ever received by Trinity from a foundation or corporation. In making the grant, the Kellogg Foundation praised the College for its innovative use of public-private partnerships in a community-based effort to revitalize the contiguous neighborhood and to link neighborhood renewal with academic change.¹⁴⁴ The grant would support a five-year project to link Trinity and its neighborhood in mutually beneficial ways. Major elements of the project included: development of a Community Forum process to bring together members of the Trinity community and a wide spectrum of stakeholders in the neighborhood, ranging from residents, teachers, Board of Education members, and other municipal officials, to



Al Ferreira

*Fig. VII-24
President Evan S. Dobelle, with
Kit Dobelle, and their son, Harry
December 1994*



Douglas Penhall

*Fig. VII-25
The remodeled President's House*

Al Ferreira



Fig. VII-26

A composite view of Charter Day festivities, held at the Old State House in Hartford on May 16, 1998. Charles E. Todd, Class of 1964, M.A. '70 (upper left), was one of the 15 alumni who reenacted the signing of the petition for incorporation that the College's founding fathers presented to the Connecticut General Assembly. The Charter was granted on May 16, 1823. In the upper right are shown the Charter Day guests on the lawn of the Old State House. At the bottom are the proclamations in honor of the occasion issued by Connecticut Governor John G. Rowland, the Mayor of Hartford Michael P. Peters, and the Connecticut General Assembly.

Cooper, Robertson Ltd.

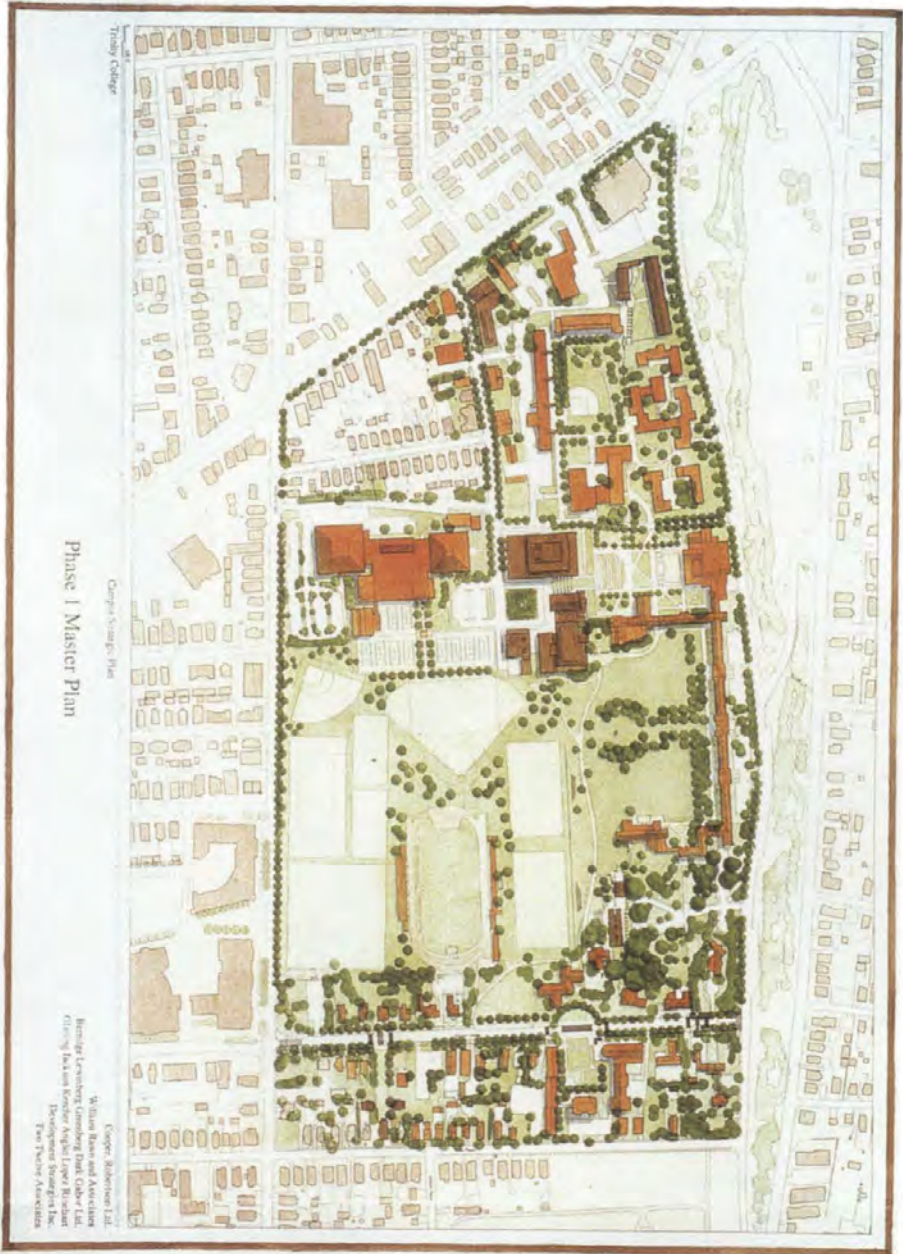


Fig. VII-27
The first phase of the Trinity College Master Plan

Al Ferreira



Fig. VII-28
Aerial view of the campus with the Learning Corridor tract outlined in the upper right corner, June 1998

Al Ferreira



Fig. VII-29

General Colin L. Powell, U. S. Army (Ret.), at the dedication of the Ann and Thomas S. Johnson Boys & Girls Club at Trinity College on June 11, 1998

business owners, public safety officers, and social workers, in an effort to find ways to strengthen collaboration between the College and the community; the establishment of a professorship of comparative urban studies to coordinate the incorporation of urban themes into Trinity's curriculum; the creation of a "Smart Neighborhood" through applications of advanced information technology to facilitate educational programs in the community; support for educational management and programming for the early childhood center, the schools, and the community facilities to be built in the Learning Corridor; and the establishment of a Cities Data Center that would be a centralized resource for a wide range of information on the Hartford region and serve as a research link to the community for the Trinity Center for Neighborhoods. Referring to the impact the Kellogg grant would have, President Dobelle declared that "a neighborhood with a college in its midst possesses a powerful resource for positive change. At the same time, a college surrounded by a city has considerable advantages as it rethinks liberal arts education for the next century."¹⁴⁵

As the College celebrated its 175th anniversary, it was a time for reflecting on the past and looking to the future. On Charter Day, President Dobelle had declared that Trinity is "both an ardent advocate for the liberal arts *tradition* and . . . an active agent for *change*. We reaffirm that Trinity College is a community united in a quest for excellence in liberal arts education And at the same time, we proclaim that a Trinity education for the new century will combine excellence in liberal learning with a distinctive educational experience marked by the strong urban, global, collaborative, and information technology dimensions that are Trinity's signature strengths and will define Trinity's concept of 'liberal arts with a difference.'"¹⁴⁶



During the years that have ensued since Remsen B. Ogilby's inauguration as 12th president of the College on November 17, 1920, Trinity has undergone changes more far-reaching than any that occurred in the institution's first century of existence. A transforming force himself, Ogilby was nonetheless mindful of the strong tradition of liberal learning that made a Trinity education distinctive. In his inaugural address he touched on several themes that would characterize his administration and have since become constants in the College's development: fidelity to Trinity's mission of educating young people in the liberal arts and sciences, preparing them for "leadership in service"; adherence to the College's traditionally small size, permitting close faculty-student interaction that gave meaning to the concept of a "personal college" dedicated to producing "leaders rather than specialists"; and the continuing need to enhance the physical plant and strengthen the College's financial resources in support of the institution's mission. During the 1920s and 1930s, Trinity attracted a faculty of eminent scholars who were also dedicated teachers, and as the College regained the regional and national stature it had enjoyed during the last quarter of the 19th century, Ogilby articulated the central importance and mutual benefit of Trinity's relationship with

Hartford that he continually sought to strengthen. Having boundless faith in the College's future, and declaring that there were "greater things in store," the new president set about the challenge entrusted to him.

On its 175th anniversary in 1998, Trinity stands as one of the nation's preeminent national liberal arts institutions. It has remained steadfast in its mission, with an undergraduate body of approximately 1,800 and 164 full-time equivalent faculty who are dedicated teacher-scholars. The College has an innovative curriculum consisting of 36 majors in the arts, humanities, social sciences, and sciences, nine of them interdisciplinary, with more than 750 courses offered each year. Recent curricular initiatives include a heightened emphasis on urban themes, the planned introduction of the tutorial college concept, and learning opportunities with an international context that build on the longstanding success of the Rome Program. The number of applicants for admission to the freshman class continues to increase each year as does the number of accepted students for whom Trinity is the college of choice. Incoming classes also reflect broadening diversity, and alumni giving is growing annually. The physical plant has expanded dramatically since 1920, and a Master Plan is in place to guide the further development of the campus. As of June 30, 1998, the College's endowed funds, a major indicator of strength, stand at \$318 million, 212 times the figure of \$1.5 million in 1920. Also, the relationship with Hartford has taken a new and dramatic turn with the Learning Corridor project, Trinity serving as a catalyst for change in an unprecedented public-private partnership for neighborhood revitalization.

The College's future holds untold promise, and as the new millennium dawns, there are indeed "greater things in store" for Trinity.

Endnotes

1. *Trinity Reporter* 11 (Fall 1980): 2, and 12 (Fall 1981): 3-4. See also Theodore D. Lockwood '48, *Dreams & Promises: The Story of the Armand Hammer United World College* (Santa Fe, NM: Sunstone Press, 1997). Lockwood also agreed to assist in preparing a study of the baccalaureate degree in the United States on behalf of the Association of American Colleges of which he had recently been president. The study's principal goal was to develop guidelines for assessing the quality of undergraduate academic programs. Issued in 1985 by the Association's Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, the study was entitled *Integrity in the College Curriculum: A Report to the Academic Community*.
2. *Trinity Reporter* 11 (Winter 1981): 8, and 11 (Summer 1981): 4-5.
3. Transcript of Recorded Interview with James F. English, Jr., conducted by Peter J. Knapp '65, Pt. 1, June 1, 1989, 8, Trinity College Archives, Trinity College, Hartford.
4. As noted in the previous chapter, English had an M.A. in English Literature from Cambridge University and a law degree from the University of Connecticut.
5. *Trinity Reporter* 11 (Summer 1981): 2-3.
6. English Interview, Pt. 1, June 1, 1989, 9.
7. *Ibid.*, 10.
8. *Trinity Reporter* 12 (Winter 1982): 18.
9. *Ibid.*
10. *Ibid.*
11. *Ibid.*, 18-19.
12. *Trinity Reporter* 14 (Fall 1983): 10.
13. *Ibid.*, 10-11.
14. *Ibid.*, 16-17.
15. *Ibid.*, 18.
16. *Trinity Reporter* 13 (Summer 1983): 6
17. English Interview, Pt. 1, June 1, 1989, 12.
18. *Trinity Reporter* 13 (Fall 1982): 2-3, 14 (Fall 1983): 22-24, and 14 (Spring 1984): 2.
19. *Trinity Reporter* 12 (Winter 1982): 6, 12 (Spring 1982): 10-11, 12 (Summer 1982): 3-4, and 13 (Fall 1982): 3-4.
20. In 1977, Joseph D. Bronzino (Engineering) became the first Vernon D. Roosa Professor of Applied Science. The professorship was established by Roosa, an adjunct member of the engineering faculty and developer of an innovative diesel injection fuel pump. Trinity had conferred on him an honorary Sc.D. degree in 1967. Among appointments to the faculty during the 1980s and early 1990s were: professors Kathleen A. Curran (Fine Arts), 1990; Dario A. Euraque (History), 1990; J. Frederick Pfeil (English), 1985; Gary L. Reger (History), 1987; and Ronald R. Thomas (English), 1990.
21. *The Report of the President of Trinity College for 1985-1986, December, 1986*, 4-8.

22. *Trinity Reporter* 17 (Spring 1987): 2-3, 17 (Summer 1987): 1-2, 19 (Winter 1989): 1-2, and 19 (Summer 1989): 3; and data supplied by the Development Office.
23. *Trinity Reporter* 19 (Spring 1989): 1, 19 (Summer 1989): 3, and 19 (Fall 1989): 19.
24. *Trinity Reporter* 16 (Winter 1986): 6-7, and 16 (Spring 1986): 14-18; *Report of the President of Trinity College, 1986-1987, September, 1987*, 8. Three months later in April, Bishop Tutu became Archbishop of Capetown and Metropolitan of the Church of the Province of Southern Africa.
25. *Trinity Reporter* 14 (Fall 1983): 3, 12 (Spring 1982): 2, 8, and 14 (Winter 1984): 5.
26. *Trinity Reporter* 12 (Spring 1982): 8.
27. *Trinity Reporter* 15 (Spring 1985): 2.
28. *Trinity Reporter* 17 (Spring 1987): 4. The 1999 edition of *America's Best Colleges*, the annual ranking of colleges and universities published by *U.S. News and World Report*, placed Trinity 23rd nationally. Memorandum from Linda S. Campanella, Senior Vice President for Operations and Planning, August 25, 1998, Trinity College Archives, Trinity College, Hartford.
29. *Trinity Tripod*, 20 January 1998; *Trinity Reporter* 13 (Fall 1982): 9.
30. *Trinity Reporter* 11 (Winter 1981): 8; *Report of the President of Trinity College, 1986-1987, September, 1987*, 11.
31. Enrollment data supplied by the Office of the Associate Academic Dean.
32. *Trinity Reporter* 11 (Summer 1981): 15-19; *Trinity College Handbook, 1982-1983*, 131; *Trinity Reporter* 16 (Spring 1986): 2.
33. *Report of the President of Trinity College, 1988-1989, November, 1989*, 8.
34. *Trinity Reporter* 13 (Winter 1983): 2.
35. *Trinity Reporter* 14 (Winter 1984): 3, and 14 (Spring 1984): 10-20, 24-27.
36. Martha Davidson, "Ta'Ziyeh," *Trinity Reporter* 18 (Summer 1988): 30-32.
37. *Trinity Reporter* 14 (Spring 1984): 4-5.
38. In 1997, the College began issuing a similar publication, *The First-Year Papers*, which featured outstanding written works by freshmen in First-Year Seminars and Colloquia, and in seminars associated with the Cities, Guided Studies, and Interdisciplinary Science programs.
39. *Trinity Reporter* 19 (Summer 1989): 32-35.
40. Memorandum from Dr. David Winer, Dean of Students, to Peter J. Knapp, October 13, 1997, 1, Trinity College Archives, Trinity College, Hartford.
41. *Trinity Reporter* 10 (Spring 1980): 3.
42. *Trinity Reporter* 11 (Summer 1980): 22-23.
43. *Ibid.*; *Trinity Reporter* 11 (Summer 1981): 10.
44. *Trinity Reporter* 11 (Summer 1981): 10.
45. *Trinity Tripod*, 28 April 1981; Faculty Minutes, May 12, 1981; Report to the Faculty of the Committee on the Fraternity System and Its Alternatives, November 18, 1982, 1, Trinity College Archives, Trinity College, Hartford.

46. Report on the Fraternity System and Its Alternatives, 18.
47. *Ibid.*, 19; Faculty Minutes, December 14, 1982. For a thought-provoking view of opposition to fraternities on college and university campuses nationally, including Trinity, see David K. Eastlick, Jr. and Thomas Short, "Frat Boys at Bay," *Academic Questioner* 5, No. 4 (Fall 1992): 84-92.
48. Trustee Minutes, May 21, 1983; Report of the *Ad Hoc* Trustee Committee to Study the Fraternity/Sorority System, May 20, 1983, 4-5, Trinity College Archives, Trinity College, Hartford.
49. Faculty Minutes, September 13, 1983; Winer Memorandum, 2-3.
50. *Ibid.*, 3.
51. *Ibid.*, 3-4.
52. Memorandum from David A. Kingsley, Sports Information Director, to Peter J. Knapp, February 11, 1998, unpagged, Trinity College Archives, Trinity College, Hartford; *Trinity Reporter* 10 (Winter 1980): 27-28, 10 (Spring 1980): 30, 11 (Summer 1981): 35-36, 12 (Fall 1981): 22-23, and 17 (Spring 1987): 31-32. In 1984, at the conclusion of a record-breaking undergraduate career as quarterback during which he completed 476 passes for a total of 6,646 yards and 52 touchdowns, Joseph M. Shield '85 was sought after by professional teams. This was a distinction he shared with a Trinity player of the previous decade, Ronald Duckett '74, a wide receiver who had signed with the Detroit Wheels of the World Football League. Shield was drafted by the Green Bay Packers, and later played briefly in the Canadian League. *Trinity Reporter* 15 (Fall 1984): 9-12, 15 (Summer 1985): 35-36, 16 (Winter 1986): 31, and 4 (February/March 1974): 1.
53. See Chapter VI for further information on Coach Sheppard and her teams. See also Kingsley Memorandum and the *Trinity Reporter* 15 (Summer 1985): 36, and 17 (Summer 1987): 33-34. Professor Drew A. Hyland (Philosophy), who had played varsity basketball as an undergraduate at Princeton University, helped initially with coaching the women's team.
54. Robert S. Morris '16, "The Lemon Squeezer Legend, 1857-1969," *Trinity Alumni Magazine* X (Summer 1969): 13.
55. *Ibid.*
56. *Ibid.*, 16-17.
57. *Trinity Reporter* 12 (Fall 1981): 2-3; *Report of the President of Trinity College, 1981-1982, September, 1982*, 11.
58. *Report of the President of Trinity College, 1981-1982, September, 1982*, 9.
59. *Trinity Reporter* 19 (Fall 1989): 22, and 21 (Summer 1991): 3; conversation of Peter J. Knapp with Brian W. Kelly, Director of Campus Safety, May 20, 1998; conversation of Peter J. Knapp with Gerald J. Hansen, Jr. '51, Secretary of the College, May 21, 1998; conversation of Peter J. Knapp with Nicole A. Tateosian '96, Assistant Director of Alumni Relations, September 16, 1996. See also Peter J. Knapp '65 and Anne H. Knapp M '76, *Traditions of Trinity, Past and Present: Documents, Photographs and Artifacts from the College Archives* [Exhibition Catalogue] (Hartford: Watkinson Library, Trinity College, 1998).

60. English Interview, Pt. 2, June 8, 1989, 54.
61. "Trinity and Hartford in the 1980s: the Report of the Project III Committee," March 1983, Trinity College Archives, Trinity College, Hartford.
62. *Trinity Reporter* 14 (Fall 1983): 3.
63. Memorandum from Ivan A. Backer to Peter J. Knapp, January 1998, 3-4, Trinity College Archives, Trinity College, Hartford.
64. English Interview, Pt. 2, June 8, 1989, 54-55.
65. Backer Memorandum, 3-4; *Report of the President of Trinity College, 1986-1987, September, 1987*, 12.
66. *Trinity Reporter* 17 (Winter 1987): 6-7.
67. *Trinity Reporter* 15 (Fall 1984): 3-4, and 13 (Spring 1983): 20-22.
68. *Trinity Reporter* 14 (Fall 1983): 22-24, 14 (Spring 1984): 2, and 15 (Fall 1984): 18-22.
69. *Trinity Reporter* 15 (Spring 1985): 24-27.
70. *Trinity Reporter* 12 (Winter 1982): 5, 12 (Spring 1982): 14-21, 15 (Fall 1985): 6, 12 (Fall 1981): 8, 16 (Summer 1986): 16-19, and 15 (Fall 1985): 5; *Along the Walk* 4 (August 1988): 2; *Report of the President of Trinity College, 1983-1984, November, 1984*, 5. For a profile of John Rose, see *Trinity Reporter* 18 (Winter 1988): 29.
71. *Trinity Reporter* 19 (Winter 1989): 19-23, 21 (Winter 1991): 18-23, and 21 (Spring 1991): 10-17.
72. *Trinity Reporter* 19 (Summer 1989): 24-31, and 18 (Summer 1988): 26.
73. *Report of the President of Trinity College, 1988-1989, November, 1989*, 1.
74. *Trinity Reporter* 19 (Fall 1989): 4.
75. *Ibid.*, 7.
76. *Ibid.*
77. *Ibid.*, 8.
78. The Strategic Plan for Trinity College, January 1993, 24, Trinity College Archives, Trinity College, Hartford. The Strategic Plan also was published in the Summer 1993 issue of the *Trinity Reporter*.
79. Memorandum to the Trinity Community on Strategic Planning from President Tom Gerety, February 13, 1991, unpagged, Trinity College Archives, Trinity College, Hartford. See also *Report of the President of Trinity College, 1989-1990, December, 1990*, 2.
80. Strategic Plan (1993), 3.
81. *Ibid.*
82. *Ibid.*, 7.
83. *Ibid.*, 8-11. Regarding endowed professorships, in 1995, Professor Alden R. Gordon '69 (Fine Arts) was designated the Gwendolyn Miles Smith Professor of Art History, and in October of that year Dr. Jan K. Cohn delivered her inaugural lecture as the G. Keith Funston Professor of American Literature and American Studies.
84. Strategic Plan (1993), 12-14.
85. *Ibid.*, 15-17.

86. *Ibid.*, 18.
87. *Ibid.*, 18-19.
88. *Ibid.*, 19-20.
89. *Ibid.*, 20.
90. *Trinity Reporter* 22 (Summer 1992): 2-3.
91. *Along the Walk* 6 (November 1990): 4.
92. Strategic Plan (1993), 21, 23; *Report of the President of Trinity College, 1990-1991, December, 1991*, 16-17 in *Trinity Reporter* 22 (Winter 1992).
93. *Trinity Reporter* 26 (July 1996): 22-24. The *Trincoll Journal* was designed to be accessible through Trinity College's home page.
94. *Trinity Reporter* 23 (Fall 1993): 46-47, and 24 (December 1994): 34-36.
95. Kingsley Memorandum; *Trinity Reporter* 27 (February 1997): 39, 28 (July 1997): 26-27, and 29 (Spring-Summer 1998): 52-54. In 1997, Marcus C. Cowie, Class of 2000, became the National Intercollegiate Squash Racket Association's Singles Champion, a first for Trinity. He captured his second straight Singles title the following year.
96. Kingsley Memorandum; *Trinity Reporter* 29 (Spring-Summer 1998): 53-55.
97. *Trinity Reporter* 20 (Spring 1990): 9, 23 (Fall 1993): 45, and 25 (September 1995): 37.
98. *Trinity Reporter* 23 (Fall 1993): 22.
99. *Ibid.*, 23.
100. *Trinity Reporter* 21 (Spring 1991): 1-2, and 21 (Fall 1991): 1-4.
101. *Trinity Reporter* 22 (Winter 1992): 38, 22 (Spring 1992): 8-11, and 23 (Winter 1993): 12; Strategic Plan (1993), 21.
102. *Trinity Reporter* 20 (Summer 1990): 6, 8.
103. *Trinity Reporter* 20 (Spring 1990): 8-9, and 21 (Spring 1991): 3-4. The Rev. Dr. Tull's successor was the Rev. Ann Stoughton (Nancy) Charles, the first woman to serve as Chaplain of the College. In April 1996, the Rt. Rev. Steven Charleston '71, Hon. D.D. '92, was appointed Chaplain. *Trinity Reporter* 21 (Summer 1991): 2, and 26 (July 1996): 30.
104. See the *Trinity Reporter* 25 (May 1995): 10-12 for a profile of Interim President Painter.
105. *Trinity Reporter* 24 (July 1994): 23-24, 28, and 24 (December 1994): 27.
106. *Trinity Reporter* 24 (December 1994): 28, 32, 34.
107. *Ibid.*, 21.
108. *Ibid.*
109. *Trinity Reporter* 24 (December 1994): 28, 29, and 25 (May 1995): 11.
110. Peter J. Knapp '65 and Anne H. Knapp M '76, *Presidents and Politics in the 20th Century: The Trinity Connection* [Exhibition Catalogue] (Watkinson Library, Trinity College, October 1996), 16; *Trinity Reporter* 25 (May 1995): 1. At Commencement in May 1998, the College conferred an honorary Doctor of Humane Letters degree on former President Jimmy Carter. He also received the first Trinity College Engineering and Society Prize created to honor engineers and those who, building on a background of engineering, have distinguished themselves in other fields such as business, law, medicine, education, politics, government service, or the media. The awarding of the prize

capped a yearlong celebration of the 100th anniversary of instruction in engineering at Trinity coordinated by, among others, Professor David J. Ahlgren '64, chairman of the Engineering Department. The observance of the Engineering Centennial was marked by a number of special events, including a convocation in November 1997. Earlier, in 1997, the College had participated in establishing the Biomedical Engineering Alliance for Central Connecticut (BEACON). A unique, collaborative regional biomedical engineering education and research consortium among Connecticut corporations, public and private institutions of higher education, and hospitals in Connecticut and Massachusetts, BEACON was funded by a \$1-million grant from the Whitaker Foundation. The consortium will enhance educational opportunities in the fields of biomedical engineering, facilitate collaborative biomedical engineering research efforts, and foster academic-industrial partnering in medical technology within Connecticut. *Trinity Reporter* 27 (February 1997): 4-5. For the story of instruction in engineering at Trinity, see *A Century of Engineering at Trinity College* (November 1997), the commemorative centennial booklet.

111. Knapp and Knapp, *Presidents and Politics in the 20th Century*, 16-17; *Trinity Reporter* 25 (May 1995): 1. President Dobelle's dissertation concerned the creation of the federal Department of Education.
112. "Inaugural Address of Evan S. Dobelle as Eighteenth President of Trinity College, October 1, 1995," Trinity College Archives, Trinity College, Hartford. Another way in which Trinity served as a catalyst for change on behalf of Hartford was helping to arrange for one of the 1996 vice-presidential debates to be held in the city. This opportunity for heightening Hartford's national exposure was dramatically enhanced when it became the site of the first presidential debate between President Clinton and Republican candidate Robert Dole in October.
113. *Ibid.*, 5.
114. *Ibid.*, 9, 11.
115. *Trinity Reporter* 25 (May 1995): 6.
116. Late in 1998, Linda S. Campanella was appointed Senior Vice President for Operations and Planning, but continued to have responsibility for marketing and public relations.
117. See the issues of the *Catalogue of Trinity College* for the years indicated.
118. "Strategic Planning," Campus Network Quickpost from President Evan S. Dobelle, May 5, 1997, Trinity College Archives, Trinity College, Hartford; Trustee Minutes, May 16, 1998. See also "Trinity College on Its 175th Anniversary: Strategic Directions, Strategic Imperatives," Charter Day, May 16, 1998, Trinity College Archives, Trinity College, Hartford.
119. Charter Day Luncheon Remarks by President Evan S. Dobelle, May 16, 1998, 11, Trinity College Archives, Trinity College, Hartford.
120. *Ibid.*, 12.
121. *Ibid.*, 11. Another initiative that provides intellectual stimulation to the Trinity community is the Presidential Fellow in Residence Program inaugurated in the spring of 1997. Supported by a grant from an anonymous alumnus, the program brings to the campus an individual of national or international prominence whose presence during a semester or longer enhances the College's academic life through classroom instruction, public lectures, and informal contact with students and faculty. The first Presidential Fellow was Arie Lova

- Eliav, a distinguished Israeli leader, former Secretary General of the Israeli Labor Party, and an author and teacher, who some years earlier had been a visiting lecturer at Harvard University's Center of International Affairs. *Trinity Reporter* 28 (July 1997): 15-18.
122. *Ibid.*, 8-9.
123. *Ibid.*, 9. In 1996, the College established a collaborative partnership with the Old State House in downtown Hartford. This led to the signing of the Matriculation Register by freshmen at the Old State House that fall, the first time the signing ceremony had been conducted off-campus. Later that year, Trinity inaugurated "First Thursdays" at the Old State House, a series of College-sponsored cultural events open to the public.
124. *Ibid.*, 8, 10-11. In 1995, Professor Michael E. Lestz '68 (History) was instrumental in establishing a student-faculty exchange program with the National Pingtung Teachers College in Taiwan. *Trinity Reporter* 25 (September 1995): 28.
125. *Financial Report of the Treasurer for the Year 1994-1995, November, 1995*, 6; Charter Day Luncheon Remarks, 15.
126. Charter Day Luncheon Remarks, 12-14.
127. *Ibid.*, 13.
128. *Trinity Reporter* 26 (February 1996): 41.
129. Charter Day Luncheon Remarks, 17-18.
130. *Ibid.*, 20-21.
131. Dr. Alden R. Gordon '69, "Fitting the Campus Pieces Puzzle Together," *Trinity Reporter* 28 (July 1997): 23.
132. *Ibid.*
133. For details of the planners' proposals, see *Trinity College Campus Master Plan*, edited by Dr. Alden R. Gordon '69 (Hartford: Trinity College, October 1997).
134. *Ibid.*, 31. In May 1995, the Trustees authorized design and construction of an 80-bed dormitory and accompanying social center on the north side of Vernon Street across from the English Department on the site of the demolished Alpha Chi Rho fraternity house. The new facility was approved prior to the development of the Master Plan. *Financial Report of the Treasurer for the Year 1994-1995, November, 1995*, 5-6. Also, during 1994, a multi-stall garage located just north of Wiggins Dormitory off Crescent Street and adjacent to the Albert C. Jacobs Life Sciences Center, was converted for use as an annex to the Austin Arts Center. Designated the Wiggins Sculpture Studio, the building helped provide much-needed space for the studio arts program under the direction of Professor Robert Kirschbaum (Fine Arts). In the summer of 1997, the College began an extensive rehabilitation of Cook, Goodwin and Woodward dormitories, and a long-term project of refurbishing the exterior and the residential units in Northam Towers and Jarvis. At Professor Gordon's suggestion, the archway in Northam Towers was opened up for pedestrian access to and from Summit Street.
135. *Trinity Reporter* 26 (February 1996): 2.
136. Dr. Evan S. Dobbelle, "We Must Awaken the Sleeping Giant," remarks delivered at the Brookings Institution's National Issues Forum: "The Urban Recovery: Real or Imagined?" (June 8, 1998). In February 1997, the Loctite Corporation announced that it would provide \$1 million toward the establishment of the mathematics, science, and tech-

nology high school resource center. Press release from the Office of Marketing and Public Relations, February 21, 1997, Trinity College Archives, Trinity College, Hartford.

137. *Trinity Reporter* 26 (February 1996): 2.
138. Ibid.
139. Ibid.
140. "Groundbreaking Celebration on Future Site of 'The Learning Corridor,'" Trinity College News Media Advisory from the Office of Marketing and Public Relations, July 30, 1997, Trinity College Archives, Trinity College, Hartford.
141. *Trinity Reporter* 27 (February 1997): 11; "First Boys and Girls Club on College Campus Dedicated At Trinity," press release from the Office of Marketing and Public Relations, June 11, 1998, Trinity College Archives, Trinity College, Hartford.
142. "General Colin Powell Announces Trinity Is Second 'College Of Promise' In The Nation," press release from the Office of Marketing and Public Relations, June 11, 1998, Trinity College Archives, Trinity College, Hartford. The official name of the Club on Broad Street is the Ann and Thomas S. Johnson Boys & Girls Club at Trinity College.
143. Ibid.
144. Press release from the Office of Marketing and Public Relations, June 4, 1998, Trinity College Archives, Trinity College, Hartford.
145. Ibid.
146. Charter Day Luncheon Remarks, 22.

Presidents of Trinity College: The Line of Succession

- [1] Rt. Rev. Thomas Church Brownell, 1824-1831
- [2] Rev. Nathaniel Sheldon Wheaton, 1831-1837
- [3] Rev. Silas Totten, 1837-1848
- [4] Rev. John Williams, 1848-1853
- [5] Rev. Daniel Raynes Goodwin, 1853-1860
Professor John Brocklesby (Acting), 1860-1861, 1864, 1866-1867, 1874
- [6] Samuel Eliot, 1861-1864
- [7] Rev. John Barrett Kerfoot, 1864-1866
- [8] Rev. Abner Jackson, 1867-1874
- [9] Rev. Thomas Ruggles Pynchon, 1874-1883
- [10] Rev. George Williamson Smith, 1883-1904
Rev. Dr. Flavel Sweeten Luther (Acting), 1903-1904
- [11] Rev. Dr. Flavel Sweeten Luther, 1904-1919
Professor Henry Augustus Perkins (Acting), 1915-1916, 1919-1920
- [12] Rev. Remsen Brinckerhoff Ogilby, 1920-1943
Dr. Arthur Howard Hughes (Acting), 1943-1945, 1951-1953
- [13] George Keith Funston, 1945-1951
- [14] Dr. Albert Charles Jacobs, 1953-1968
- [15] Dr. Theodore Davidge Lockwood, 1968-1981
James Fairfield English, Jr. (Acting), 1980
- [16] James Fairfield English, Jr., 1981-1989
- [17] Dr. Tom Gerety, 1989-1994
Rev. Dr. Borden Winslow Painter, Jr. (Interim), 1994-1995
- [18] Dr. Evan Samuel Dobelle, 1995-

Personal Name Index



Note: Descriptors in brackets following a name denote academic department or program affiliation, or an administrative position. A page number preceded by the abbreviation 'Fig' refers to the location of an illustration.

- Adams, Rev. Arthur (Putty) [English; Librarian], 125, Fig 136, 162
- Adams, Paul W., Class of 1935, Fig 482, 485
- Adams, Peter A., Class of 1995, 492
- Adams, William C. (Uncle Billy), 19, 29, 47
- Adler, Alyson K., Class of 1972, Fig 369
- Ahern, Richard L., Class of 1952, Fig 135
- Ahlgren, David J., Class of 1964 [Engineering], 522n110
- Aiken, Richard L., Class of 1952, Fig 135
- Albano, Joseph T., Class of 1960, Fig 205
- Albee, Edward F., Class of 1950, Hon. Litt. D. 1974, 147, Fig 157, 244-5
- Albers, Josef, 297, Fig 302
- Alcorn, H. Meade, 218
- Alcorn, John H. [History; Modern Languages], 308
- Alexander, Howard S., Class of 1940, Fig 86
- Alexander, John C., Jr., Class of 1939, Fig 86
- Alexander, R. Pearce, Class of 1935, Fig 86
- Alexander, Robert H., Class of 1956, 276, Fig 281, Fig 282
- Alfonso XIII, King of Spain, 46
- Allen, Morse S. [English], 100, Fig 105, 137, 288
- Allen, Ralph W., Class of 1964, 333, Fig 346
- Alpert, Daniel, Class of 1937, Hon. Sc.D. 1957, 451n278
- Altbach, Philip G., 439n37
- Amos, Naomi [Director of Faculty Grants], 449n245
- Anderson, Benjamin F., 29
- Anderson, Guy K., Class of 1962, Fig 205
- Andrews, Charles M., Class of 1884, 226n6
- Andrian, Gustave W., Class of 1940 [Modern Languages], Fig 397, 403
- Andrian, Mrs. Gustave W., 261
- Annigoni, Pietro, 306
- Anselmi, Dina L. [Psychology], 461nn 431, 433
- Any, Carol J. [Modern Languages], 462n438
- Aramini, Raymond B., Class of 1956, Fig 281, Fig 282
- Archdall, Rev. Canon Henry K., 224
- Armstrong, L. Moray, Jr., Class of 1938, Fig 86
- Ascher, Paul B., Class of 1962, Fig 206
- Ashburn, Frank, 180
- Assaiante, Paul D. [Coach], 492-3
- Atherton, Lieutenant Ives [Navy V-12], 98
- Audubon, John James, 423
- Auerbach, Beatrice Fox, Hon. M.S. 1951, 178, Fig 187, 198
- Augustson, John A., Class of 1952, Fig 134
- Austin, A. Everett (Chick), Jr., Hon. M.A. 1930 [Fine Arts], 141-2, Fig 154, 170n99, 244, 297, 307, 313n53

- Avirett, William G., 180
- Babst, Earl D., Hon. LL.D. 1953, 193
- Backer, Ivan A. [Southside Institutions Neighborhood Alliance], Fig 401, 408, 433-4
- Backman, George E., Class of 1959, Fig 206
- Bacon, Robert W., Class of 1951, Fig 157
- Bailey, John M., 218, 287
- Baird, Frederick H., Class of 1957, Fig 282
- Baird, James M., Class of 2000, 316n111
- Baird, Thomas P. [Fine Arts], 321n234
- Baker, John H., Jr., Class of 1962, Fig 205
- Baker, Joyce E., Class of 1996, 457n404
- Baker, Raymond W. [Dean of the Faculty], 502
- Baldwin, Hanson W., 145
- Baldwin, Hon. Raymond E., Hon. LL.D. 1940, 99, Fig 103, 164-5, 197
- Bancroft, William N., Class of 1937, 75
- Bangs, Archie R. [German], 100, Fig 106
- Bankwitz, Philip C. F. [History], 288, Fig 299
- Barber, Clarence, H. (Pete), Jr. [Music], 258, Fig 266, 288
- Barber, Harmon T., Class of 1919, 186
- Barber, Laurence L., Jr. [Government], 142, Fig 154, 173n160, 174n182
- Barbieri, Cesare, Fig 303, 305-9
- Barnewall, John, Class of 1939, Fig 86
- Barnwell, John B., Class of 1917, M.D., Hon. Sc.D. 1953, 224
- Barrett, Lawrence G., Class of 1951, 152, Fig 159
- Barrett, LeRoy C. [Latin], 100, Fig 105, 162
- Barrows, Robert W., Class of 1950, Fig 135
- Barthelmess, Richard S., Class of 1917, 237, 243, Fig 248
- Bassford, Horace R., Class of 1910, Hon. M.S. 1948, 124
- Bates, Maurice E. [Engineering], 139
- Battaglia, Felice, 305
- Battis, Robert A. [Economics], Fig 373, 393
- Bauer, Janet [Educational Studies and International Studies; Assistant Director of the Trinity Center for Collaborative Teaching and Research], 461n431
- Bauer, Steven A., Class of 1970, 393
- Baxter, Irving K., Class of 1899, 47
- Beers, Henry S., Class of 1918, Hon. LL.D. 1968, 243, 253, 262, Fig 263, 304 and Student Sir-In (1968), 344, 351-2, 355, 357
- Belden, Elisabeth (Betty), 344, 351-2
- Belfiore, James F., Class of 1966, 276
- Bell, Rev. Bernard J., 208
- Benedict, Barbara M. [English], 462n438
- Beneš, Eduard, Hon. LL.D. 1939, 96, Fig 101, 115n209
- Bennett, John H. [Mathematics], 419, 462n443
- Benton, Richard P. [English], Fig 374, 396, 455n355
- Berghausen, Frank S., Class of 1978, Fig 283
- Berkley, Richard B., Class of 1962, Fig 206
- Bernabo, Louis A., Class of 1952, Fig 135
- Berrone, Louis, Jr., Class of 1954, M.A. 1958, 307
- Berry, Wendell, 414
- Berryman, John, 414, Fig 426
- Bianchini, Andrea [Modern Languages], 418, Fig 427
- Billingsley, Hugh M., Class of 1951, Fig 157
- Billyou, F. Scott, Class of 1950, 172n139
- Bindoff, Stanley T., 294
- Bishop, John C., Class of 1962, Fig 205
- Bishop, Robert M., M.A. 1955, 122, Fig 132
- Bissonnette, Thomas H. [Biology], Fig 88, 94, 151
- Blakeslee, Theodore R., II [Engineering], 321n234
- Bliss, Grace, 277
- Blum, Robert M., Class of 1950, 421
- Boardman, Lucy H., 47
- Boatner, Edmund B., 260
- Boatner, Mrs. Edmund B., 260
- Bobko, Edward [Chemistry], 321n234
- Bockstoce, Clifton M. [Vice President for Financial Affairs and Treasurer], 277, 389
- Bonetti, Giorgio, 306
- Borus, Michael E., Class of 1959, Fig 206, 270
- Bosano, Gabriella, 305
- Bowles, Hon. Chester, 164
- Bowman, Charles W., Class of 1887, 52
- Bradley, James R., Class of 1957 [Classics], 182, 455n355

- Brady, Robert M., Class of 1890, Hon. M.S. 1951, 178, Fig 187
- Brainard, Newton C., Hon. M.A. 1946, Hon. LL.D. 1959, 186, 197, Fig 202, 223
- Brainard, Mrs. Newton C., 422
- Brainerd, Lyman B., Class of 1930, 197, Fig 202, 255, 262
and Lockwood Administration, 329, Fig 345, 391, 392
and Student Sit-In (1968), 344, 351-2, 355, 357, 358, 359, 452n320
- Brand, Louis, 200
- Brandegge, Hon. Frank E., 56
- Brashich, Neboysa R., Class of 1960, Fig 205
- Bray, Rev. Allen F., III, Class of 1949 [Assistant Chaplain], Fig 203, 211, 224
- Brendt, Robert, 198
- Brent, Rt. Rev. Charles H., Hon. D.D. 1920, 52, 123
- Brewer, John D. [Sociology], 455n357
- Brewer, Robert H. [Biology], 321n234
- Brewster, Rt. Rev. Chauncey B., Hon. D.D. 1897, 52, 62, 71, 73
- Brian, Robert A., Class of 1959, Fig 205
- Bridge, F. Gardiner F. [Director of Admissions], 295, 296, Fig 300, 337
- Brill, Clinton B. F., Class of 1919, 75, 78, 79, Fig 84
- Brinckerhoff, Starr E., Class of 1963, Fig 266
- Brocklesby, John. *See* Subject Index, Presidents of Trinity College
- Brocklesby, William C., Class of 1869, M.A. 1872, 34, 45, 47
- Broder, Joseph A., Class of 1960, Fig 206
- Brogan, Dennis W., Fig 221, 225
- Bromberg, Cynthia E., Class of 1975, Fig 370, 378
- Bronk, Detlev W., Fig 222, 225
- Bronzino, Joseph D. [Engineering], Fig 398, 403, 461n431, 518n20
- Brosgol, Franklin L., Class of 1961, Fig 206
- Brosio, Manlio, 307
- Brosnahan, Timothy G., Class of 1967, 453n334
- Broudy, Eric H., Class of 1962, Fig 206
- Brown, Alan W., 231n121
- Brown, David I., Class of 1973, 277
- Brown, Karl F., 422
- Brown, W. Miller [Philosophy], 461n431
- Brown, William J. C., Class of 1966, 259
- Brownell, Rt. Rev. Thomas C. *See* Subject Index, Presidents of Trinity College
- Bruno, Vincent J., Class of 1957, Fig 281
- Brush, Robert O., Class of 1960, Fig 206
- Bryant, Drayton S., 298
- Budd, Bern, Class of 1908, 209
- Budd, Bern, Jr., Class of 1937, Fig 86
- Buell, Irwin A. [Education], 290
- Buffington, Hon. Joseph, Class of 1875, Hon. LL.D. 1890, 47, 54, Fig 65, 71, 115n209
and Chapel, Fig 69, 111n94
- Bulkeley, Colonel W. E. A., Class of 1890, 78
- Bundy, McGeorge, Fig 221, 225
- Bundy, Thomas F., Jr., Class of 1962, Fig 205, 276
- Burdin, Thomas W., Class of 1961, Fig 206
- Burfeind, Alfred C., Class of 1964 [Director of Development Operations], 452n307
- Burger, J. Wendell [Biology], 99, Fig 104, 255, 285, 288, 289-90
- Burges, William, 4, Fig 10, Fig 11, 30, 31, 33, 53, 506
- Burgwin, Augustus P., Class of 1882, M.A. 1885, 33, 237
- Burgwin, Hill, Class of 1906, 79
- Burnham, Gordon W., 30
- Burton, John J., Class of 1953, Fig 134
- Bush, Hon. George H. W., 235n206
- Bush, Hon. Prescott S., Hon. LL.D. 1953, 193, 218, 235n206
- Butcher, Marjorie V. (Mrs. Robert W.) [Mathematics], 418, 426, 462n435
- Butcher, Robert W., 418
- Butler, John F., Class of 1933 [Director of Placement], 122, Fig 131
- Butterfield, Victor L., 119, Fig 130
- Cadbury, Henry J., 145
- Cady, Josiah C., Hon. M.A. 1880, Hon. LL.D. 1905, 32-3, 45
- Callahan, Rev. Robert, 214
- Cambon, Glauco, 307
- Cameron, Rev. Kenneth W. [English], 126, Fig 136, 183, Fig 284, 320n227
and literary tours, 147, 172n138, 287

- Cammings, Francis J., Class of 1962, Fig 205
- Campanella, Linda S. [Senior Vice President for Operations and Planning], 502, 523n116
- Campbell, Edward F., Class of 1956, Fig 281
- Campbell, Hugh S., Class of 1932, 226n8
- Campbell, Malcolm O., Jr., Class of 1964 [Director of the News Bureau], 454n352
- Campion, Paul S., Class of 1959, Fig 205
- Campo, Michael R., Class of 1948, Hon. L.H.D. 1996 [Modern Languages], Fig 303, 306, 307, 326n320, 396, 403, 444n140 and Rome Program, 308, 326n321, 410-12, 459n409
- Candelet, John E. [Economics], 179, 210
- Canivan, James T., Class of 1959, Fig 205
- Capen, George C., Class of 1910, 295
- Carter, Hon. Jimmy, 522n110
- Cary, Joyce, 145
- Case, George E., Class of 1957, Fig 282
- Casey, W. Verner, Class of 1948, Fig 157
- Cassini, Count Igor (Knickerbocker, Cholly, *psued.*), 180, 227n17
- Cataldo, Paul A., Class of 1957, Fig 281
- Center, Michael J., Class of 1968, 275
- Chambers, Gordon K., 231n121
- Champion, Walter L., Jr., Class of 1978, 378
- Channell, Gerald A., Class of 1957, Fig 281
- Channels, Noreen L. [Sociology], Fig 371, 379-81, 418, 448n227, 455n357, 460n421
- Chapin, James S., Class of 1977, Fig 283
- Chapin, John C., Class of 1970, 368
- Chaplin, George E. [Fine Arts], 470, Fig 480
- Charles, Rev. Ann (Nancy) Stoughton [Chaplain], 522n103
- Charleston, Rt. Rev. Steven, Class of 1971, Hon. D.D. 1992 [Chaplain], 522n103
- Chatfield, John H. (Jack), Class of 1964 [History], 333, Fig 346, 438n36, 461n433
- Cherbonnier, Rev. Edmond L. [Religion], Fig 203, 211, 375
- Cherbonnier, Mrs. Edmond L., 261
- Child, Frank M., III [Biology], Fig 349, 362, 363, 460n421
- Chistolini, Bruno A., Class of 1953, 124, Fig 134, Fig 135
- Chitty, Arthur B., 232n130
- Chow, Chambers, Class of 1913, 439n60
- Christ, Arthur H. [Coach], Fig 135, Fig 281
- Christensen, Robert M., Class of 1936, Fig 86
- Christy, Sonja, 447n215
- Churchman, Lieutenant Clarke, Class of 1893, 47
- Clark, Mrs. Walter, 75
- Clarke, Joseph C., M.A. 1938 [Coach; Dean of Students], 77, Fig 85, Fig 86, 124, 295 as Dean of Students, 121, 122, 181, 259-60, 506
- Clarke, Karen B. [Watkinson Library], 464n466
- Clarke, Marian G. M. [Watkinson Library], 464n466
- Clement, Martin W., Class of 1901, Hon. L.H.D. 1951, Fig 81, 98, Fig 101, 178, Fig 187, 454n353 and fraternities, 78, 79 and fund raising, 73-4, 75, 127, 197, 239
- Clifton, Lucille, 414
- Close, E. Wade, Class of 1955, 483
- Coale, Samuel C., V, Class of 1965, 313n57
- Cohen, Rabbi Berson D., 234n175
- Cohen, Rabbi William, 214
- Cohn, Jan K. [Dean of the Faculty; American Literature and American Studies], 415, 419-20, Fig 426, 475, 521n83
- Coholan, Philip M., Class of 1952, Fig 189
- Cole, Charles W., Hon. L.H.D. 1953, 182
- Coleman, Bruce T., Class of 1961, Fig 206
- Coleman, Robert H., Class of 1877, 32-3, 45
- Coletta, Martin M., Class of 1926, Fig 64
- Coll, Edward T. (Ned), 332
- Collamore, H. Bacon, 297, 324n282
- Colman, Hon. Cyril, 165
- Colman, Ronald, 237
- Connor, Walker [Political Science], 470, Fig 479
- Connors, Joseph M., Class of 1969, 362, 363
- Conroy, Lieutenant Vincent J. [Navy V-12], 98
- Constant, F. Woodbridge [Physics], 152, Fig 159, 312n45
- Coogan, Neil W., Class of 1960, Fig 205
- Cook, Charles W., 72
- Cool, Steven J., Class of 1962, Fig 205, Fig 252

- Cooper, George B., Hon. L.H.D. 1983
[History; Secretary of the College]
Fig 156, 172n145, Fig 284, 287-8, 290,
315n104, 326n321, 353, 395-6
and politics, 218, 289, 462n443
and Trinity administration, 145, 225, 278,
285, 306, 434, 460n421, Fig 479
- Copeland, Frederick C. [Biology], 99
- Corcoran, John D., Class of 1950, Fig 135
- Costello, Harry T. [Philosophy], Fig 284,
287, 290
- Cotter, Hon. William R., Class of 1949, 422
- Cousins, Norman, 145
- Cowie, Marcus C., Class of 2000, 522n95
- Cowles, Colonel Calvin D., Hon. M.A. 1919,
49
- Cragg, Rev. Kenneth E., 211
- Craine, Leslie E. H. [Chemistry], 461n433
- Crawford, Richard B. [Biology], 321n234
- Creamer, Rev. Francis B., Class of 1923,
Hon. D. D. 1948, 56, 124
- Creedon, Hon. Alex W., Class of 1909, 224
- Creighton, Michael W., Class of 1962, Fig
205
- Cristelli, Dominic, Fig 202, 209
- Crittenden, Rodney W., Class of 1951, Fig
157
- Crofut, Florence S. M., Hon. M.A. 1938,
177, Fig 203, 209, 226n6
- Cronin, Hon. Joseph V., 164, 186
- Crossman, Stuart L., 412
- Crown, Henry, 259
- Crystal, James W., Class of 1958, Fig 282
- Cunningham, Charles C., 243
- Curran, Kathleen A. [Fine Arts], 461n433,
518n20
- Curran, Ward S., Class of 1957
[Economics], 169n68, 259, Fig 267, Fig
281, 321n234, 385, 386, 470
- Currie, Andrew G., Jr., Class of 1952, Fig 189
- Curtis, Mark H., 465n476
- Curtiss, Philip E., Class of 1906, Hon. M.A.
1931, 51-2
- Dadourian, Haroutune M. [Mathematics],
Fig 160, 162, 174n190
- Dalcour, Brigadier General Reginald B., 99,
Fig 103
- Dando, John A. [English], 199, 210, 218,
258, Fig 265, 290, 307, 315n104, 395
- Daniel, Patricia, 509
- Darr, Michael R. [Coach], 477
- Dath, Roy A. [Coach], 275, Fig 279, Fig
281, 377-8, 431, 464n473
- Davenport, Christopher W., Class of 1960,
Fig 205
- Davies, Joan L., Class of 1974, 378
- Davis, Eugene W. [History], 259, Fig 267
- Davis, Captain J. H. Kelso, Class of 1899,
Hon. M.A. 1923, 49, 71
- Davis, Ralph F., Class of 1953, 337, 441n83
- Davis, Hon. Shelby Cullom, Hon. LL.D.
1973, 470
- Day, Evelyn (Mrs. Rodney D., III), 506
- Day, Rodney D., III, Class of 1962, 506
- Decker, Martin G. [Education], 457n385
- Decker, William K., Jr. [Coach], 492
- De Felice, Renzo, 308
- De Gardony, Juliette M. R. [Modern
Languages], 418
- Del Mastro, Umberto, Class of 1953, Fig 134
- DeLong, Howard [Philosophy], Fig 497
- de Lorenzo, Guilio, 326n321
- Del Puppo, Dario [Modern Languages],
461n433
- de Martino, Patricia [Rome campus], 411
- Dempsey, Hon. John M., 333
- Densem, John A. W., Class of 1962, Fig 205
- DePaolis, Richard M., Class of 1951, Fig
135
- DePatie, Thomas C., Class of 1952, Fig 134,
Fig 135
- DePhillips, Henry A., Jr. [Chemistry], 470,
Fig 479, 502
- Derderian, Roger K., Class of 1967, Fig 401
- DeRocco, Andrew G. [Dean of the Faculty],
Fig 371, 388, 405, 416-7, Fig 479
- Desmangles, Leslie G. [Religion and
International Studies], Fig 374, 396
- Dibble, Leonard J., Class of 1909, 79
- Dickey, John S., 338
- Dickinson, Robert W., Class of 1951, Fig 134
- Dies, Hon. Martin, 175n201
- DiLorenzo, Anthony L., Class of 1938,
Fig 86

- Dobelle, Evan S. *See* Subject Index, Presidents of Trinity College
- Dobelle, Kit (Mrs. Evan S.), 501, Fig 511
- Dobelle, Harry, 501, Fig 511
- Dolce, Danilo, 307
- Domingue, L. Arthur, Class of 1962, Fig 206
- Donham, Wallace B., Hon. LL.D. 1946, 119, Fig 130
- Donini, Filippo, 306, 307
- Dorwart, Carolyn (Mrs. Harold L.), 357, 444n138
- Dorwart, Harold L. [Mathematics; Dean of the College], Fig 302, Fig 348, 412 and Student Sit-In (1968), 344, 351-3, 357-9, 443n121, 444n140, 445n163 and Trinity administration, 297, 387, 391, 418, 442n100, 452n298
- Doten, George W. [Psychology], 321n234
- Dove, Guy O., III, Class of 1961, Fig 205
- Downes, Louis W., Class of 1888, Hon. Sc.D. 1913, 182, Fig 189, 238
- Downes, Philip F., Class of 1937, Fig 86
- Downs, Norton [History], Fig 221, 224, 277, 423, 464n466
- Downs, Robert C., Class of 1952, Fig 135
- Doxiadis, Constantinos A., 297-8, 303, 324n286
- Doyle, Daniel E., Jr. [Coach], 477
- Drabowsky, Myron W. (Moe), Class of 1957, Fig 282, 276, 318n187
- Draper, Paul C., Class of 1966, M.A. 1971, 307
- Drew, E. Lanier, Class of 1980, 378
- Drew-Bear, Robert, Class of 1952, Fig 134
- Drury, Rev. Samuel S., Hon. L.H.D. 1910, 71
- Duckett, Ronald, Class of 1974, 520n52
- Duff, Donald H., Class of 1957, 275
- Duffy, William J. (Bill), Fig 26, 30
- Dunham, John M. [Coach], 477-8, 492
- Dunn, LeRoy [Economics], 321n234
- Dupré, Marcel, 142
- Dworin, Judith (Judy), Class of 1970 [Theater and Dance], Fig 370, 378, Fig 400, 404-5, 418-9, 456n364, 456n366
- Eames, Dwight N., Class of 1951, Fig 135
- Eastlick, David K., Jr., 520n47
- Eaton, William H., Class of 1899, 78, 79
- Eberhart, Richard, 223, 414
- Ebinger, Robert F., Jr., Class of 1967, 307
- Eblen, Frank L., Class of 1950, Fig 135
- Edwards, Charles L. [Biology], 151, Fig 159, 172n148
- Edwards, Rev. Herbert O. [Religion; Assistant Director of Community Life], 419
- Egan, Francis J. [Economics], 458n408
- Egleson, Nick, 335
- Ehrenberg, Peter H., Class of 1969, 343, 362
- Eigenbauer, Frank J., Jr., Class of 1935, Fig 86
- Eigenbrodt, David L., Class of 1831, 45
- Eigenbrodt, Sarah (Sallie), 45
- Eisenhower, Hon. Dwight D., Hon. LL.D. 1954, 144, 184, 216-7, Fig 219, 223, 235n187
- Eliav, Arie Lova, 523n121
- Eliot, Samuel. *See* Subject Index, Presidents of Trinity College
- Elkin, Samuel H., Class of 1968, 276, 356
- Elton, John P., Class of 1888, 124
- Emerick, Ralph S. [College Librarian], 413, 423, Fig 425, 464n466
- Enders, Ostrom, Hon. LL.D. 1976, Fig 221, 423
- Engley, Donald B. [College Librarian], 182, 183, Fig 190, 225, 296, 306, 460n417, 464n466
- Engley, Mrs. Donald B., 444n138
- English, Isabelle (Mrs. James F., Jr.), 486
- English, Rev. James F., Class of 1916, Hon. D.D. 1944, 452n312
- English, James F., Jr. *See* Subject Index, Presidents of Trinity College
- Epps, Joanne A., Class of 1973, 493
- Euraque, Dario A. [History], 518n20
- Evans, Diana [Political Science], 418, 428
- Faber, Edward T. (Red), Class of 1948, 124
- Fairbanks, Gilbert W., Class of 1959, Fig 206
- Fairless, Benjamin F., Hon. LL.D. 1951, 178, Fig 187
- Farnol, Jeffery, Fig 248
- Farragut, Admiral David G., 144, 171n114
- Farrand, Livingston, 71

- Feinsod, Arthur B. [Theater and Dance], 245, 461n433
- Feldman, Rabbi Abraham J., Hon. S.T.D. 1953, 214
- Feldman, Mrs. Abraham J., 214
- Ferguson, Henry [History], 454n354
- Ferguson, Rev. Henry, Class of 1868, M.A. 1875, Hon. LL.D. 1900 [History and Political Science], 34
- Ferrari, Anasthasie [Modern Languages], 418
- Ferris, George M., Class of 1916, Hon. LL.D. 1975, 254, Fig 263, 470
- Fickes, I. Dwight, 209
- Field, Richard D., Class of 1963, Fig 266
- Field, Robert C., Jr., Class of 1962, Fig 206
- Findly, Ellison B. [Religion and International Studies], 462n438
- Fink, Alan M. [Psychology], 403
- Fish, Donald J., Class of 1961, Fig 205
- Fish, Peter V., Class of 1962, Fig 252, Fig 265
- Fisher, Louise H., Class of 1973 [Director of Special Academic Programs], Fig 401, 410
- Fitzpatrick, Kerry B., Class of 1961, Fig 205
- Floyd, David K., Class of 1954, Fig 135
- Foley, Frank G., Class of 1956, Fig 281
- Forman, James C., Class of 1960, Fig 205
- Forni, Gherardo, 305
- Forrestal, Hon. James V., 100
- Foster, John S., Class of 1959, Fig 206
- Foulke, Robert D. [English], 350, 362
- Fox, Jane E. [Coach], 377
- Franchetti, Arnold, 307, 325n318
- Fraser, Peter M., Hon. LL.D. 1955, Fig 220, 223
- French, Arthur B., Class of 1952, Fig 135
- Friedman, Arnold M., Class of 1962, Fig 206
- Frohman, Philip H., Fig 69, 72, 239
- Frost, Douglas L., Class of 1959, 262
- Frost, Robert, 142, 297, 302, 324n282
- Fulco, Adrienne [Legal and Policy Studies], 462n438
- Fuller, Alfred C., Hon. M.A. 1951, 178, Fig 187
- Fuller, Robert W. [Dean of the Faculty], Fig 350, 362, 366-8, 375, 387-8, 395, 404, 410-11
- Funston, Genevieve K., 423
- Funston, George Keith. *See* Subject Index, Presidents of Trinity College
- Gagne, Richard T., Class of 1953, Fig 134
- Galbraith, Donald B. [Biology], 321n234
- Gallo, Elizabeth M., Class of 1970, Fig 370, 378
- Gannon, William M., Class of 1952, Fig 135
- Gardner, James W., Jr. [English], 341, 352-3, 444n140
- Garofolo, Alfred A. [Director of Campus Security], Fig 348, 352
- Garrison, Richard L., Class of 1951, Fig 135, Fig 189
- Gastmann, Albert L. [Political Science], Fig 402, 411, 458n408
- Gauvreau, Emile H., 56
- Gay, Frank B. [Watkinson Library], 464n466
- Geare, John E., Class of 1936, Fig 86
- Gengras, E. Clayton, 304
- Genthe, Karl W. [Biology], 172n148
- George, James H., Jr., Class of 1905, 439n60
- Gerety, Tom. *See* Subject Index, Presidents of Trinity College
- Gerundo, Louis P., Jr., Class of 1960, Fig 205
- Gesner, Rt. Rev. Conrad H., Class of 1923, Hon. D.D. 1946, 119, Fig 130
- Gettier, John A. [Religion], Fig 399, 404, 460n421
- Ghaffari, Mohammed B., 474
- Gibbons, Edward F., Class of 1959, Fig 205
- Gilligan, Anne L., M.A. 1930, 378
- Gilman, George S., Class of 1847, M.A. 1850, 75
- Gitman, Rabbi Joseph, 214
- Gledhill, Roland E., Class of 1956, Fig 281
- Gnudi, Martha Teach, 325n305
- Goetchius, Rev. Eugene V. N., Fig 203, 210
- Goheen, Robert H., 338-9
- Gold, Andrew J. [Economics and Public Policy], Fig 397, 403, 408, 433
- Goldberg, Daniel L., Class of 1968, 356
- Goldman, Richard F., 23

- Goldstein, Samuel S., Class of 1948, Fig 157
- Goodwin, Rev. Daniel R. *See* Subject Index, Presidents of Trinity College
- Goodwin, Genevieve H. (Mrs. James L.), Hon. D.F.A. 1988, 312n51
- Goodwin, James J., Hon. LL.D. 1910, 49, 75
- Goodwin, James L., Hon. LL.D. 1963, 75, 243-4, Fig 252, 312n51
- Goodwin, Josephine S. (Mrs. James J.) 49, 75
- Goody, Howard R., M.A. 1937, 322n255
- Goralski, William J., Class of 1952, M.A. 1955, 124, Fig 134, Fig 135, Fig 136, 168n53
- Gordon, Alden R., Class of 1969 [Fine Arts], Fig 401, 406, Fig 480, 507, 508, 521n83
- Gorman, D. Thomas, Class of 1948, Fig 157
- Graf, Norman T. [Coach], 277, 278, Fig 282
- Grafton, Robert B. [Mathematics], 462n435
- Grant, Peter, Class of 1972, 111n94
- Graves, Harry H., Class of 1978, Fig 283
- Gray, Rt. Rev. Walter H., Hon. D.D. 1941, 193, 211, 213, 277, Fig 369, 392, 485 and student issues, 262, 311n24, 368
- Gray, Virginia (Mrs. Walter H.), 392, Fig 482, 485
- Green, Arthur J., Class of 1960, Fig 206
- Green, Willard B. [Band], 258
- Greenberg, Cheryl L. [History], 438n34
- Greenberg, Dorothy J., Class of 1974, Fig 370, 378
- Greenblatt, Howard B., Class of 1971, 276
- Greenley, Howard T., Class of 1894, Hon. M.A. 1934, 72, 141
- Greenspan, David I., Class of 1977, 278, Fig 283
- Grenfell, Rev. Jack, 214
- Griesinger, Alan, Class of 1968, 276
- Grimes, James W., Class of 1950, Fig 157
- Grispo, Renato, 308
- Gross, Glen A. [Public Policy], 448n229
- Gruner, Allison J., Class of 1995, 448n229
- Guertin, Alfred N., Class of 1922, Hon. M.S. 1951, 178, Fig 187
- Guild, Alexander M., Class of 1961, 275, 318n181
- Gummere, Francis B., Class of 1961 [Director of Financial Aid], 296
- Gunderson, Gerald A. [Economics], 470, Fig 480
- Gwinn, William P., Hon. Sc.D. 1961, Fig 347 and Student Sit-In (1968), 344, 351-2, 355
- Gwynn, Frederick L. [English], 285, 323n274
- Haberlandt, Karl F. [Psychology], 461n431
- Haddad, Ernest M., Class of 1960, Fig 205
- Haight, Wilson, Class of 1937, Fig 86
- Hall, Richard G., Class of 1958, Fig 281
- Hall, Roger W., Class of 1950, Fig 135
- Hallden, Karl W., Class of 1909, Hon. M.S. 1948, Hon. Sc.D. 1954, 123, 124, Fig 132, 140-1, Fig 154
- Hallie Maude, Fig 267
- Halpern, Andrew A., Class of 1991, Fig 482
- Halpern, Robin E., Class of 1991, Fig 482
- Hamlin, Albert C., Class of 1887, 110n92
- Hammer, Armand, 467
- Hanaghan, James A., Class of 1935, Fig 86
- Hansen, Carl V. [Modern Languages], 455n356
- Hansen, Gerald J., Jr., Class of 1951 [Director of Alumni and College Relations; Secretary of the College], Fig 372, 390, 434, 435, 483, 485, 502
- Harbord, Major-General James G., Hon. LL.D. 1924, 71
- Harding, Hon. Warren G., 56
- Hardy, Marion C., Class of 1984, Fig 401
- Harned, Robert E., Class of 1962, Fig 205
- Harries, Brenton W., Class of 1950, 467, 470
- Harriman, Lewis G., Class of 1909, 224
- Harron, Robert C. [Director of College Relations], 296, Fig 301
- Harting, Robert M., Class of 1962, Fig 206
- Hartmann, Francis X. [Assistant to the President], 484
- Harvey, Douglas G., Class of 1952, Fig 189
- Harvey, Hon. George, 108n34
- Hastings, Baird [Music], 244, Fig 303
- Hatch, Rt. Rev. Robert W., Hon. D.D. 1951, 178, Fig 187
- Hayden, Seana E. M., Class of 1991, Fig 482
- Haynie, W. Neal, Class of 1961, Fig 205
- Hazelton, Richard J. [Director of Athletics], 485
- Head, Thomas F., III., Class of 1952, Fig 135

- Heath, Roy A. [Dean of Students], 296, 342, 343, Fig 346, 358, 362, 363, 388
- Hechinger, Fred M., 368, 422
- Hecht, Simon W., Class of 1961, Fig 206
- Hecker, Bernard L. [Director of Academic Computing], 413
- Hedrick, Joan D. [History; Women's Studies], Fig 398, 403, 449n245, 462n438
- Heeren, James K. [Chemistry], 321n234
- Hendel, Samuel [Political Science], 454n354
- Henderson, David E. [Chemistry], 461n429
- Henderson, James, Jr., Class of 1937, Fig 86
- Henderson, Paul P., Class of 1936, Fig 86
- Hendrick, James T., Class of 1963, Fig 266
- Henriques, Peter R., Class of 1959, Fig 206
- Henry, David D., 119, 386
- Herzberger, Sharon D. [Psychology], 462n438
- Heschel, H. Susannah, Class of 1973, Fig 371, 379
- Hewins, Caroline M., Hon. M.A. 1911, 48
- Heyl, John L., Class of 1966 [Alumni Secretary], 390
- Higginbotham, Rev. Kenneth D., Class of 1959, 338
- Higgins, Edwin G., Class of 1948, 172n137
- Higgins, George C., Jr. [Psychology; Director of the Counseling Center], 295-6, Fig 301, 353, 476
- Hillyer, Robert S., 145
- Hime, Princess, Fig 65, 71
- Hinkel, Frederick C., Jr., Class of 1906, Hon. M.A. 1947, 107n4
- Hirshson, Rev. Louis M., Hon. D.D. 1955, 231n121
- Hoffman, Charles L., Class of 1962, Fig 205
- Hoffman, Peter A., Class of 1961, Fig 206
- Hoisington, Frederick R., III, Class of 1952, Fig 135
- Holland, Albert E., Class of 1934, M.A. 1958, Hon. LL.D. 1966 [Vice President of the College], Fig 201, Fig 202, 229n79, 296, 332, 383-4, 414
and Barbieri Foundation, 305, 306
and fund-raising, 195-6, 199, 242, 305, 312n49
and Trinity administration, 180, 296, 437n12
- Holljes, Herman R., Class of 1949, Fig 157
- Hood, Henry G. [History], 258-9
- Hood, Thurman L. [English; Dean of the College], Fig 82, 117, Fig 129, 161, 166n2, 174n182
- Hook, Donald D. [Modern Languages], 365
- Hooker, Gertrude [Rome Campus], 411
- Horowitz, Helen Lefkowitz, 57, 61, 165, 234n165, 327
- Horsley, Carter B., Class of 1961, Fig 205
- Hotchkiss, Charles E., Class of 1882, 89
- Hourihan, Joseph A., Class of 1966, 276
- Houston, Joel H., Class of 1971, 368
- Howard, Albert J., Jr. [Physics], 242, Fig 251
- Howe, Cedric K., Class of 1996, 492
- Hsi Te-Ping, Class of 1913, 439n60
- Huang Cho-Chun, Class of 1918, 439n60
- Hughes, Arthur H. *See* Subject Index, Presidents of Trinity College
- Hughes, Edward B., Class of 1855, 9
- Hulbert, Ellerd M., Class of 1953 [History], 322n266
- Hume, Benita, 237
- Humphrey, Edward F. [History and Political Science], 150, Fig 158, 162, 174n181
- Hunter, Dianne [English], 418, Fig 427
- Hunter, John C., Class of 1959, Fig 206
- Hunter, Kathleen O. [Government], 368
- Hunter, Robert N., Class of 1952, Fig 135
- Huss, Rev. John, 115n209
- Hutnick, Lawrence S., Class of 1954, Fig 135
- Hutt, Rev. Robert B. W. [Psychology], 168n59
- Hyland, Drew A. [Philosophy; Director of the Trinity Center for Collaborative Teaching and Research], Fig 399, 404, 417, 455n359, 461n433, 488, 505, 520n53
- Israel, Milton, Class of 1958, 214
- Ives, Chauncey B., 30
- Jackson, Abner. *See* Subject Index, Presidents of Trinity College
- Jackson, Donald K., Class of 1983, 493
- Jackson, Francis G., Class of 1938, Fig 86
- Jacobs, Albert C. *See* Subject Index, Presidents of Trinity College

- Jacobs, Loretta (Mrs. Albert C.), 357
 Jacobs, Vice-Admiral Randall, Hon. LL.D. 1945, 99
 Jacobson, Charles E., Jr., Class of 1931, M.D., 343
 Jacquith, Rev. Harold C., Class of 1912, Hon. LL.D. 1937 [Provost of the College], Fig 65, 75
 Jaffe, Richard R., Class of 1959, Fig 206
 Jaffee, Paul S., Class of 1959, Fig 206
 Jago, Frank K., Class of 1960, Fig 205
 Jarvis, George A., 45
 Jay, Bruce A., Class of 1965, 313n57
 Jefferson, Hon. Thomas, 15
 Jenkins, Benjamin W., Jr., Class of 1951, Fig 157
 Jessee, Daniel E. [Coach], 77, Fig 85, 124 and baseball, Fig 86, Fig 134, Fig 282 and football, Fig 86, Fig 135, 276, Fig 281, 492
 Jobarteh, Ebrima Kebba-Saloum, Class of 1969, 440n63
 John Paul II, 458n409
 Johnson, Ann (Mrs. Thomas S.), 506, 510
 Johnson, Charles A., Class of 1892, 49
 Johnson, Frederick L., Class of 1917, 186
 Johnson, Glover, Class of 1922, Hon. LL.D. 1960, Fig 347, 442 and Student Sit-In (1968), 344, 351-2, 357, 444n140, 445n162
 Johnson, Laura A., Hon. Hum.D. 1975, 366
 Johnson, Hon. Lyndon B., 327
 Johnson, Paul A., Jr., Class of 1962, Fig 205
 Johnson, Robert G., Class of 1960, 318n184
 Johnson, Robert L., Hon. LL.D. 1953, 193
 Johnson, Thomas S., Class of 1962, Fig 205, 506, 510
 Johnson, William A. [Religion], 332, 438n36
 Johnston, Donald F., Class of 1954, Fig 135
 Johnston, Hon. Russell Z., Class of 1916, M.A. 1919, 224
 Jolly, Rt. Rev. Alexander, Hon. S.T.D. 1826, 16
 Jones, A. Northey, Class of 1917, M.A. 1920, Hon. LL.D. 1958, 75, 79, Fig 134, 186, Fig 192
 Jones, Rev. Edward, M.A. 1830, 17, Fig 22, 337, 439n58
 Jones, F. S., Fig 65
 Jones, Florence S. [Astronomy], 418
 Jones, John Paul, 100, Fig 106
 Jones, Peter d'A [History; American Studies], 470
 Jones, Tanya D., Class of 1997, 493
 Jonniaux, Alfred, Fig 192
 Joslin, Alicia (Mrs. Raymond E.), 506
 Joslin, Raymond E., Class of 1958, 506
 Judge, Arthur T., Class of 1959, Fig 205

 Kac, Mark, Fig 222, 225
 Kaimowitz, Jeffrey H. [Watkinson Library], 464n466
 Kalcheim, Lee, Class of 1960, 257
 Kantor, Robert, 509
 Kaplan, James L., Class of 1968, 335
 Kapouch, John W., Class of 1962, Fig 205
 Kardon, Paul, Class of 1959, Fig 206
 Karsky, Felix J., Class of 1955, Fig 281
 Karter, M. Joshua [Theater and Dance], 461n433
 Kassow, Samuel D., Class of 1966 [History], Fig 399, 403, 404
 Katz, Dori [Modern Languages], 418-9, Fig 427, 455n355
 Kauffman, Joseph F., 1, 452n316
 Kayman, Steven M., Class of 1977, 395
 Keeney, Steven H., Class of 1971, 335, 439n48
 Kehoe, Priscilla [Psychology], 417, Fig 397, 461n429
 Keith, Maria B., 179
 Kellam, Lucius J., Class of 1935, Hon. Sc.D. 1972, 77, Fig 86
 Kelleher, George J., Jr., Class of 1957, Fig 281, Fig 282, 318n187
 Kelly, Thomas A., Class of 1962, 317n159
 Kelly, William F., Class of 1940, Fig 86
 Kemble, Peter, Class of 1961, Fig 205
 Kenan, William R., Jr., 470
 Kennedy, Hon. John F., 218, 236n207, 327
 Kennedy, Hon. Robert F., 327
 Kerensky, Alexander, 145
 Kerfoot, Rev. John B. *See* Subject Index, Presidents of Trinity College
 Kerr, Clark, 361, 414-5, 451n294

- Kerr, Ruth A. [Watkinson Library], 464n466
- Kershaw, John A., 339
- Kerson, Arnold L. [Modern Languages], 455n355
- Kiener, Ronald C. [Religion], 455n357
- Kimball, Francis H., 5, Fig 12, Fig 13, 31, 33, 506
- King, Rev. Dr. Martin Luther, Jr., 327, 341-2
- Kingsbury, Robert F. [Physics], 312n45
- Kingston, Charles T. (Chuck), Jr., Class of 1934, 77, 180, Fig 188, 359
- Kintner, Philip [History], 331
- Kirby, William M. M., Class of 1936, Fig 86
- Kirkpatrick, Frank G. [Religion], Fig 398, 403, 404, 409-10, 460n421
- Kirschbaum, Robert [Fine Arts], 524n134
- Kisonas, Raymond C., Class of 1957, Fig 281
- Klimczak, Walter J. [Mathematics], 288, Fig 299, 462n435
- Knapp, A. Blair, Hon. LL.D. 1955, Fig 220, 223
- Knapp, Anne H., M.A. 1976, 520n59
- Knapp, Harry K., Class of 1950, 96
- Knapp, Peter J., Class of 1965 [College Archivist], 464n466, 483, 520n59
- Knickerbocker, Cholly. *See* Cassini, Count Igor
- Kobrosky, Milton L. (Mickey), Class of 1937, 77, Fig 86
- Koeppel, Alfred J., Class of 1954, 485
- Koeppel, Bevin D., Class of 1947, 485
- Kozuch, Ronald A., Class of 1956, Fig 282
- Kraft, Captain Wendell E. [Engineering; Assistant to the President], 242, Fig 251, 312n44
- Kriebel, Robert H., Hon. Sc.D. 1974, 289, 470
- Kriebel, Vernon K. [Chemistry], 50, 73-4, Fig 81, 140, 151-2, 174n182, 291, 470 and Locite, 289, Fig 300
- Kriebel, Mrs. Vernon K., 470
- Kroczyński, Richard P., Class of 1962, Fig 205
- Krout, John A., Hon. LL.D. 1955, Fig 220, 223
- Kulas, Edward F., Jr., Class of 1952, Fig 135
- Kulas, Robert P., Class of 1958, Fig 281
- Kulp, Ned K., Class of 1951, Fig 157
- Kurth, Karl, Jr. [Director of Athletics; Coach], 255, 275, Fig 279, Fig 281, 377, 465n483, 483
- Kury, Franklin L., Class of 1958, 218, 258
- Kusch, Polykarp, Fig 222, 225
- Kuyk, Dirk [English], 455n355, 461n433
- Lacey, Edie, 509
- Lacy, O. W. [Psychology; Dean of Students], 270, Fig 279, 295, 296, 331
- LaFontaine, Hernan, 486
- Lafore, Laurence [History], 172n145
- LaMontagne, David E., M. A. 1985, 109n52
- Lang, Helen S. [Philosophy], Fig 400, 404, 418
- Langeland, John A. [Director of Information Technology], 413, Fig 425, 472
- Langhorne, M. Curtis [Psychology], 255, 321n234
- Lauffer, William G., Jr., Class of 1953, Fig 134
- Lauter, Paul [English], 470, Fig 480
- Lawlor, Bernard J., Class of 1952, Fig 134, Fig 135
- Leach, Eugene E. [History; American Studies], Fig 397, 403
- Leavitt, Walter D. [Modern Languages], 285, 455n356
- LeClerc, Roger A., Class of 1960, 276, 318n184
- LeCompte, Rowan, 485
- Lee, Randolph M., Class of 1966 [Psychology; Associate Director of the Counseling Center], 296, 459n412
- Lee, Richard T. [Philosophy], Fig 348, 353, 359, 393, 443n121
- Lee, Ronald J. [English], 368
- Lee, Sonia M. [Modern Languages], 418, Fig 427
- Leghorn, Barry J., Class of 1964, 276, 319n190
- L'Heureaux, Colonel Alfred J., Class of 1913, M.S. 1914, 307
- Lenge, Nicholas A., 454n352
- Leof, David B., Class of 1960, 258
- Leonard, Melinda D., Class of 1995, 448n229

- Lestz, Michael E., Class of 1968 [History], 454n354, 523n124
- Levine, Philip, 414
- Levit, Simon A., Class of 1959, Fig 206
- Levy, Robert L., Class of 1962, Fig 206
- Le Winn, Laurence R., Class of 1962, Fig 206
- Lewis, Wilmarth S., Hon. L.H.D. 1950, 183
- Liebowitz, Jerome H., Class of 1965, 313n57
- Liepis, Robert F., Class of 1960, Fig 205
- Lieverman, Theodore M., Class of 1971, 447n215
- Lilje, Rev. Johannes, Fig 221, 225
- Lindell, Carl W., Class of 1937, Fig 86
- Lindsay, Robert [Physics], 242, Fig 251, 288, 312n45, 393, 460n421, 461n429, 461n431
- Linowitz, Sol, 337
- Lipkind, Barnett, Class of 1962, Fig 206
- Lipson, Stanley H., Class of 1961, Fig 206
- Littell, Rev. Samuel H., Class of 1895, 439n60
- Lloyd, Dan E. [Philosophy], 461n431, 461n433
- Lloyd, Morris, Jr., Class of 1960, 470
- Lloyd-Jones, Kenneth [Modern Languages], 455n355
- Lockton, Stephen H., Class of 1962, Fig 205
- Lockwood, Elizabeth (Mrs. Theodore D.), 390
- Lockwood, Harold J. [Engineering], 139-40, Fig 153, 170n90, 329-30
- Lockwood, Theodore D. *See* Subject Index, Presidents of Trinity College
- Lodge, Hon. Henry Cabot, 218
- Lodge, Hon. John D., Hon. LL.D. 1951, 178, Fig 187, 193, 217
- Loeb, Robert H., III, Class of 1969, 276
- Long, Perrin H., M.D., Hon. Sc.D. 1955, Fig 220, 223
- Lorimer, Rev. William, 438n36
- Lorson, Edgar W., Class of 1958, Fig 281, Fig 282
- Lowenstein, Mrs. James G., 392
- Ludorf, Edward S., Class of 1951, Fig 134, Fig 135
- Lund, F. Edward, 231n121
- Lundeen, Stephen R., Class of 1969, 393
- Luther, Rev. Flavel S. *See* Subject Index, Presidents of Trinity College
- Luther, Mrs. Flavel S., Fig 248
- Luthin, Reinhard, 293-4
- Luts, Boris M., Class of 1962, Fig 205
- Lynde, David A., Class of 1962, Fig 206
- Lyon, E. Wilson, Hon. L.H.D. 1955, Fig 220, 223
- MacColl, Alfred M. C., Class of 1954, 485
- MacColl, Helen H., 485
- MacDonald, William L., 411
- Mace, William M. [Psychology], 321n234
- Mackay, Donald, III, Class of 1962, Fig 205
- MacKesson, John R., Class of 1950, Fig 135
- MacKimmie, Alexander A., Jr. [Education], 404
- Macro, Anthony D. [Classics], 455n355
- Magaziner, Ira C., 396, 454n350
- Magelaner, Louis R., Class of 1955, 483
- Magnoli, Albert L., Class of 1952, Fig 135
- Maher, John J., Class of 1935, Fig 86
- Mahoney, Michael R. T. [Fine Arts], 312n51
- Malik, Charles H., Fig 221, 225
- Marckwald, A. Kirk, Class of 1969, 368
- Marquet, Milton C., Class of 1935, Fig 86
- Marshall, General George C., Hon. LL.D. 1941, 96, Fig 101
- Marshall, Mrs. George C., Fig 101
- Marshall, Gerald R. [Aerospace Studies; Assistant Dean of the College; Registrar], 323n276
- Martin, Harold C., Hon. L.H.D. 1970, 336, 439n50
- Martin, Timothy A., Class of 1983, 405
- Marvel, Robert, Jr., Class of 1961, Fig 205
- Mascagni, Vincenzo, 306
- Mason, John A., Class of 1934 [Alumni Secretary], 122, Fig 131, 260, 277, 323n277, 390 and alumni, 295, 296, 434
- Mason, Mrs. John A., Fig 131
- Mason, John A., Jr., Class of 1966, Fig 131
- Mather, William G., Class of 1877, M.A. 1885, Hon. LL.D. 1932, 45, Fig 69, Fig 70, 72, 91, 177, 239
- Mattson, Don A. [Mathematics], 355-6

- Mauch, Theodor M. [Religion], Fig 204, 211, 332, 355, 359
- Mazurek, Charles D., Class of 1954, Fig 135
- McAuliffe, Most Rev. Maurice F., Hon. D. D. 1935, 125
- McCannon, Robert F., Jr., Class of 1961, Fig 206
- McCarthy, Hon. Joseph R., 162-3
- McClagherty, James M., Class of 1970, 362, 363
- McConaughy, Hon. James L., Hon. LL.D. 1926, 164
- McCook, Anson T., Class of 1902, Hon. LL.D. 1952, 162
- McCook, Rev. John J., Class of 1863, M.A. 1866, Hon. D.D. 1901, Hon. LL.D. 1910 [Modern Languages], Fig 42, 48, 53, 71, 113n147, 162, 242, 305
- McCook, Hon. Philip J., Class of 1895, Hon. LL.D. 1920, Fig 87, 89, 113n147
- McCook Family, 242
- McCrehan, Richard E., Class of 1952, Fig 134
- McCue, Elizabeth H., 462n434
- McDonnell, James P., Class of 1950, Fig 135
- McGill, Charles H., Class of 1963, 315n102
- McGowan, John H., Class of 1958, Fig 282
- McKay, Virginia O., 232n135
- McKee, Clyde D., Jr. [Political Science], 396, Fig 374, 454n352
- McKelvie, Carl D., Jr., Class of 1951, Fig 135
- McKelvy, John E., Jr., Class of 1960, 464n466
- McNulty, Arthur F., Jr., Class of 1962, Fig 205, 271
- McNulty, J. Bard, Class of 1938 [English], 288, Fig 299, 321n233, 394, 407, 460n421
- McNulty, William C., Jr., Class of 1961, Fig 205
- McPhee, Chester H. [Coach], 275, Fig 280, 477
- McRae, Roderick, Jr., Class of 1961, Fig 206
- McVay, Dorothy M., M.A. 1930, 378
- McWilliams, Charles J. [Coach], 275, 276, Fig 280
- Means, Blanchard W. [Philosophy], Fig 87, 90, 128, 137, 306
- Medina, Hon. Harold R., Hon. LL.D. 1955, Fig 220, 224
- Meehan, John, 509
- Mehrenger, Wayne G., Class of 1962, Fig 205
- Mellon, Paul W., 123, 182, Fig 190
- Meredith, James H., 438n36
- Merriman, Albert [Classics], 455n355
- Merritt, A. Tillman [Music], 142
- Meskill, Hon. Thomas J., Jr., Class of 1950, 422, 429
- Meyer, Henry L. G., Class of 1903, 78
- Meyer, John M., III, Class of 1962, 276
- Mighten, Edmond F. [Coach], 492
- Miles, Keith M., Class of 1968, 443n129
- Miller, Andrew J., Class of 1962, Fig 206
- Miller, Charles R. [Physics], 312n45
- Miller, Donald G. [Coach], 276, 431, 478, 492
- Miller, James A. [English; American Studies; International Studies], 419, Fig 428
- Miller, Norman [Sociology], 455n357, 460n421
- Mills, Rev. John N., 60
- Mills, Paul R., Jr., Class of 1959, Fig 206
- Millsbaugh, Jane A. [Coach], 377
- Minifie, Charles J., Class of 1963, Fig 266
- Minot, Stephen [English], 352, 414
- Minton, Frederick T., Class of 1952, Fig 135
- Mioli, Alicia L., Class of 1995, 458n409
- Mitchell, Robert H., Class of 1964, 332
- Mitchell, Walter A., Class of 1901, 439n60
- Montgomery, Edward A., Jr., Class of 1956, 486
- Montgomery, Raymond A., Class of 1925, Fig 132, 310n14
- Moore, Adelia (Mrs. Tom Gerety), 486
- Moore, David E., Class of 1958, Fig 281
- Morelli, Ralph A. [Computer Science], 461n431
- Morgan, C. Baird, Jr., Class of 1962, 276-7
- Morgan, Charles H., Hon. Litt.D. 1965 [Fine Arts], 244
- Morgan, J. Pierpont., 48
- Morgan, Owen, Class of 1906, 179
- Morgan, Stevenson D., Class of 1965, 313n57

- Morison, Samuel Eliot, 6n4
- Morrill, Peter B., Class of 1962, 332, 438n36
- Morris, Edward L., Class of 1939, Fig 86
- Morris, Richard K., Class of 1940
[Education], 292, Fig 300, 457n385
- Morris, Robert S., Class of 1916, M.S. 1917,
Hon. LL.D. 1965, 15, Fig 134, 197,
Fig 201, 243, 244, 258, 478
- Morrison, Joan, 437n1
- Morrison, Robert K., 437n1
- Morrison, William F., Class of 1957, Fig 281
- Morton, D. Holmes, Class of 1979, M.D.,
Hon. Sc.D. 1990, Fig 402, 410, 457n404
- Morton, Daniel G., Class of 1924, 116n236
- Morton, David, 142
- Moses, A. Henry, Jr., Class of 1928, Fig 347,
363, 485
and Student Sit-In (1968), 344, 351-2,
355, 359, 445n162
- Moshell, Gerald [Music], Fig 400, 405,
460n421
- Motherwell, Robert, 223
- Moyer, Ralph O., Jr. [Chemistry], 461n429,
461n431
- Mozzi, Leonard P., Class of 1969, 343-4
- Mseka, Chikungwa Michael, Class of 1965,
440n63
- Mueller, Lieutenant Frederick E. [Navy V-
12], 98
- Muir, W. Howie, Class of 1951 [Director of
Admissions], 295, Fig 301, 339-40, 368,
376
- Mullen, James H., Jr. [Vice President and
Executive Director of Project 2002], 502,
508
- Murphy, Francis S., Hon. M.A. 1947, Fig
134, 185
- Murphy, Walter P., Hon. M.A. 1933, 74, 75,
Fig 83, 127
- Myers, Edward D. [Linguistics], 90,
113n158, 137, 138
- Myshrall, Lucy E., 462n434
- Naylor, Louis H. [Modern Languages], Fig
87, 90, 100, 138, 305, 306
- Nazarian, Charles L., Class of 1973, Fig 482,
485, 494
- Neaverson, Rex C. [Government], Fig 369,
395, 460n421
- Neel, Alfred C., 198
- Nelson, Donald M., 118
- Nelson, Roger E., Class of 1962, 317n161
- Nemorov, Howard, 414
- Nesbitt, Cecil J., 462n435
- Newell, Barbara, 422
- Newton, Duane H., Jr., Class of 1951, Fig 135
- Nichols, George E., III [English; Theater
Arts], 243, 244, Fig 252, 257, 290, 404
- Nichols, Rev. John W., Class of 1899,
439n60
- Nicholson, Richard E., Class of 1952,
Fig 135
- Nikaso, William S., Class of 1952, Fig 135
- Niles, William F., Class of 1963, Fig 345
- Niles, William W., Class of 1857, 478
- Niness, Samuel F., Jr., Class of 1957, Fig 281
- Nissi, Richard F., Class of 1956, Fig 281
- Nixon, Hon. Richard M., 218, 219, 223,
236n207
- Nolan, Richard T., Class of 1959, Fig 205
- Norman, Herbert G., Class of 1932, 313n53
- Norman, John C., Class of 1962, 276
- Northam, Colonel Charles H., 33
- Northrop, F. S. C., Fig 221, 225
- Notopoulos, James A. [Classics], Fig 88, 90,
94, 99-100, 137, 152, 161, 216, 288
- Novak, Walter R., Class of 1953, 124,
Fig 135
- Nutt, Micah, Class of 1986, 459n410
- Nutt, Roy, Class of 1953, 412, Fig 425, 470,
471, Fig 480
- Nutt, Ruth (Mrs. Roy), 412, 470, 471
- Nye, Edwin P. [Engineering; Dean of the
Faculty], 368, Fig 369, 385, 388, 405
- Oberg, Lambert R., Class of 1951, Fig 135
- O'Brien, Kevin L., Class of 1962, Fig 205
- O'Brien, Robert S., Class of 1952, Fig 134,
Fig 135
- O'Connor, Kathleen E., Class of 1985, 483
- Nailor, Linda T. [History; Intercultural
Studies], 419
- Nardiello, Joseph B., Class of 1962, Fig 205
- Naud, Thomas H., Class of 1951, Fig 134,
Fig 135

- O'Connor, Mary F., 117
- O'Connor, Robert B., Class of 1916, Hon. Litt. D. 1976, 75, 78, 79, 107n4, 182-3, 223, 240, 243, 254
- Odlum, George B., Class of 1961, Fig 205
- Odlum, Judith A. L., Class of 1970, 370, 378
- O'Donnell, Michael A. [Biology], 461n433
- Ogden, Hugh S. [English], 414, 422, Fig 429, 455n355, 463n459
- Ogilby, Rev. Remsen B. *See* Subject Index, Presidents of Trinity College
- Ogilvy, J. Stewart M., Class of 1936, Fig 86, 322n256
- Oglesby, Carl, 335
- O'Grady, Rev. Gerald B., Jr. [Chaplain], 126, Fig 153, Fig 156, 165, 169n65, 210, Fig 219
- Ogrodnik, Stanley E. [Coach], 492
- Olds, Brigadier General Archie J., 144
- Olmsted, Frederick Law, 31, 34, 237
- O'Malley, Robert D., Class of 1938, 77, Fig 86
- Oosting, Raymond [Director of Athletics; Coach], 77, Fig 85, 124, Fig 135, Fig 219, 275, 276, 492
- Oren, Dan A., 175n202
- Osborne, Karen E. [Vice President for College Advancement], 491
- Osher, Robert H., Class of 1971, 446n191
- Osowecki, Vincent W., Jr., Class of 1965, 446n198, 446n199
- Otani Koen, Count, 71
- Overbeck, Donald C., Class of 1967, 276
- Owen, William H., Jr., Class of 1959, Fig 205
- Oxnam, Robert B. [History], 454n354
- Paddon, John G., Class of 1950, Fig 157
- Painter, Rev. Borden W. *See* Subject Index, Presidents of Trinity College
- Palter, Robert [History of Science], 455n357
- Pandolfi, Frank, 325n317
- Pantalone, Joseph J., Class of 1970, 276
- Pappas, Mitchel N. (Mitch) [Fine Arts; Coach], Fig 27, 172n142
- Pappas, Mrs. Mitchel N., 261
- Paris, Donald G., Class of 1954, Fig 135
- Parker, Kenneth C. [Director of Public Relations], 209
- Parker, Robert R., Class of 1937, Fig 86
- Parker, Sherman C., Class of 1922, 424
- Parks, Stuart L. [Coach], Fig 135
- Parrott, Raymond C., Class of 1953, 186
- Parsons, Frederick A., Class of 1953, Fig 134
- Paslaski, Paul S., Class of 1959, Fig 205
- Patteson, Clark W., Class of 1977, Fig 283
- Patton, Raymond S., Jr., Class of 1937, Fig 86
- Pauley, Gerald E., Jr., Class of 1956, Fig 281
- Paullin, Max [Admissions], 443n120
- Pawlowski, Robert E. [Southside Institutions Neighborhood Alliance], 433-4
- Peake, John S., Jr., Class of 1963, Fig 266
- Peck, Richard E., Class of 1901, 79
- Pedemonti, Robert A., Class of 1960, M.A.1971 [Vice President for Finance and Treasurer], Fig 205, 372, 389
- Peelle, William R., Class of 1944 [Director of Admissions], 295, 368
- Pelli, Cesar, 486
- Peltier, Robert F., Class of 1991 [Writing Center], 461n433
- Penfield, Robert W., Class of 1937, Fig 86
- Pennybacker, Susan D. [History], 462n438
- Perez, Eddie A., Class of 1996 [Director of Community Relations], 490-1
- Perkins, Henry A. *See* Subject Index, Presidents of Trinity College
- Pelman, Michael S., Class of 1961, Fig 206
- Perry, Hon. Carrie Saxon, 486
- Pestilli, Livio [Rome Campus], 411
- Peters, Hon. Michael P., 509, Fig 512
- Peters, Stephen, Class of 1968, 276
- Peterson, Stephen L. [College Librarian], 414, Fig 425, 464n466
- Peyre, Henri M., 145
- Pfeil, J. Frederick [English], 518n20
- Phillips, Hon. Orié L., Hon. LL.D. 1955, Fig 220, 223
- Phister, Lisenard B., Class of 1918, 224
- Piastro, Mishel B., Class of 1948, Fig 157
- Picker, Harvey S. [Physics], 312n45
- Pickett, James V., Class of 1951, Fig 135
- Pine, Maureen [Coach], 493
- Pingpank, Robert C., Class of 1959, Fig 205

- Pinney, Wilson G., Class of 1951, Fig 157
 Pinto, John A., 411
 Pippin, Robert B., Class of 1970, 335, 363
 Pitcher, Warner R., Class of 1959, Fig 205
 Pitkin, William J., Class of 1950, Fig 135
 Pitman, Lockett C., Class of 1963, Fig 266
 Pizzella, Robert J., Class of 1959, Fig 205
 Plagenhoef, James E., Class of 1977, Fig 283
 Platts, James E., Class of 1962, Fig 205
 Plumb, Rev. Canon John F., Class of 1891,
 Hon. D.D. 1940, 73
 Plumb, John L., Class of 1926, 73
 Poliferno, Mario J. [Mathematics], 462n435
 Poling, Rev. Daniel A., Hon. D.D. 1955, Fig
 220, 223
 Polk, William M., Class of 1962, Fig 205
 Poole, Charles A., Class of 1977, 278, Fig 283
 Potter, James L. [English], 316n111, 455n355
 Powell, General Colin L., 510, Fig 515
 Power, Katharine G. [Theater and Dance],
 456n364
 Pratt, L. Chandler, Class of 1952, Fig 135
 Praz, Mario, 307
 Prezzolini, Giuseppe, 307
 Price, William H., Jr., Class of 1962, Fig 205
 Prigodich, Richard V. [Chemistry], 461n429
 Prillaman, Frederick C., Class of 1965, 274
 Prince, Robert L., Class of 1959, 258
 Prior, Harris K., Class of 1932, M.A. 1935,
 244
 Prosiatkowski, Fred, Jr., Class of 1951,
 Fig 134
 Pynchon, Rev. Thomas R. *See* Subject Index,
 Presidents of Trinity College
- Quigley, Michael J., Class of 1961, Fig 205
- Raff, Edward H., Jr., Class of 1963, Fig 266
 Ragusa, Olga, 306
 Rainsford, Mark, Class of 1941, Fig 87, Fig
 129, Fig 136
 Ramshaw, Walter A., 412
 Rand, Christopher, 24n286
 Rathbone, Donald B., Jr., Class of 1952, Fig
 135
 Rathbone, Rev. Frank M., Class of 1906, 485
 Rathbone, Louise, 485
 Rathbun, Arthur S., Jr., Class of 1954,
 Fig 135
 Rathbun, Eric T., Class of 1970, 393
 Raynard, Douglas B., Class of 1957, 275
 Red Mike. *See* Subject Index, Presidents of
 Trinity College, Ogilby, Rev. Remsen B.
 Rees, Judson M. [Director of Development],
 323n280, 388
 Reese, Thomas D., Class of 1961, Fig 205
 Reger, Gary L. [History], 517n20
 Reich, Jill N. [Dean of the Faculty], 489,
 499, 502
 Reichert-Facilides, Otto E., 298, 304
 Reid, Benjamin, 332, 438n29
 Reif, Marie (Mrs. Paul), 414
 Reif, Paul, 414
 Reiland, Rev. Karl, Class of 1898, Hon. M.A.
 1913, Hon. D.D. 1918, 71
 Reiner, William A., Class of 1918, 108n46
 Reitemeyer, John R., Class of 1921, 470
 Reitemeyer, Mrs. John R., 470
 Remington, Brodie [Vice President for
 Development], 502
 Reston, James, Fig 221, 225
 Reuman, David A. [Psychology], 489
 Reutershan, Lewis A., Class of 1945,
 172n137
 Rewa, Michael P., Jr., Class of 1959, Fig 205
 Reynolds, Lloyd L., Class of 1963, Fig 266,
 276
 Reynolds, Scott W., Class of 1963 [Assistant
 to the President], 502
 Ribicoff, Hon. Abraham A., 217, 287, 422
 Ricci, Richard C., Class of 1973, 277
 Rice, George S., III, Class of 1961, Fig 206
 Riggio, Milla C. [English], Fig 398, 403,
 404, 418-9, 457n404, 461n433, 474
 Riggs, Robert B. [Chemistry], 151, Fig 159
 Rihl, Joseph L., Class of 1940, Fig 86
 Risdon, Daniel B. [English], 455n355
 Roach, Robert N., Class of 1935, Fig 86
 Robb, William L. [Physics], 46, 151, Fig 159
 Robbins, David A. [Mathematics], 460n421,
 462n435
 Roberts, Rev. Paul, Class of 1909, M.A.
 1911, Fig 65

- Roberts, Rt. Rev. William B., Class of 1905, Hon. D.D. 1923, Fig 65
- Robertson, J. Kenneth [Treasurer of the College], 254, 296, Fig 346, 388 and Student Sit-In (1968), 344, 351-2
- Rockefeller, John D., 110n80
- Rogers, Anthony W., Class of 1963, 218
- Rogers, Charles E. [Engineering], 139, Fig 153
- Rogers, Hon. William P., 218
- Romulo, Hon. Carlos P., Hon. LL.D. 1955, Fig 220, 224
- Roosa, Vernon D., Hon. Sc.D. 1967, 518n20
- Roosevelt, Hon. Theodore, 5, Fig 44, 49, 216
- Rose, John [College Organist], 422-3, Fig 430, 483, 485, 521n70
- Rose, Very Rev. Lawrence, Hon. D.D. 1955, Fig 220, 224
- Rosenberg, Morton M., Class of 1951 [History], 322n266
- Rostow, Walt W., Fig 221, 225
- Rotenberg, Donald A., Class of 1961, Fig 206
- Rowland, Hon. John G., 509, Fig 512
- Rudd, Mark, 354
- Rudnick, Allan M., Class of 1962, Fig 206
- Rudolph, Frederick, 278
- Russell, Gurdon W., Class of 1834, M.D., 423
- Russell, Robb N., Class of 1960, Fig 205
- Russell, Roberta J., Class of 1970, Fig 370, 378
- Russo, Paul W., Jr., Class of 1957, Fig 281
- Russo, Paula A. [Mathematics], 461n433
- Sacks, Michael P. [Sociology], 455n357
- St. John, Robert W., Class of 1925, 108n32, 110n71
- St. John, Samuel B., M.D., 34
- St. John, William H., 95
- St. Pierre, Roger L., Class of 1953, Fig 134
- Sallah, Hon. Ousman Ahmadou, Class of 1965, 440n63
- Salmon, Christopher V., 142
- Salomon, Leon I. [Government], 331
- Sampers, Isadore H., Jr., Class of 1935, Fig 86
- Sanborn, Earl, 73
- Sapega, August E. [Engineering], 170n92, 295, Fig 370, 412, 471
- Sarasohn, David, Class of 1971, 368, 375
- Saunders, Charles E., Class of 1945, 172n137
- Sawyer, Robert S., Class of 1952, Fig 135
- Sax, Margaret F. [Watkinson Library], 464n466
- Scaife, Rt. Rev. Lauriston L., Class of 1931, Hon. D. D. 1948, 124, 224
- Schaefer, Peter J., Class of 1964, 259
- Scheibe, Karl E., Class of 1959, 270
- Scheuch, Richard [Economics], 321n234, 460n421
- Schneider, Craig W. [Biology], 417, Fig 426, 461n433
- Schneider, James G., 116n226
- Schoyer, Wayne A., Class of 1954, 234n180
- Schroeder, David L., Class of 1947, 172n137
- Schultz, Charles B. [Education], 457n385
- Schweitzer, William H., Class of 1966, 435
- Scott, Ralph W. [Romance Languages], 100
- Scott, Sir Walter, 423
- Scott, W. Frazier, Class of 1936, Fig 86
- Scovill, John, 20
- Scovill, William, 20
- Seabury, Rt. Rev. Samuel, 16, 232n135
- Seward, John P., 173n156
- Seymour, Charles, 124
- Shannon, Hon. James C., 164
- Shapiro, Karl, 414
- Shapiro, Leonardo [Trinity/La Ma Ma Program], 456n366
- Shaw, Barclay, Class of 1935, 262, 368, Fig 369
- Shaw, George T., Class of 1962, Fig 205
- Shaw, Kimball, Class of 1956, Fig 281
- Shaw, Robert G., II, Class of 1951, Fig 189
- Shea, Brendan T., Class of 1959, 275
- Shelly, Donald F., Class of 1956, Fig 282
- Shelly, Ralph R., Class of 1940, Fig 86
- Shepard, Odell [English], 49, 71, Fig 88, 94, 100, 152, 161, 173n172, 174n181
- Shepherd, Henry L., 198
- Shepherd, Raymond V., Jr., Class of 1958, Fig 281
- Sheppard, Robin L., M.A. 1976 [Assistant

- Director of Athletics; Coach], Fig 370, 377, 448n228, 448n229, 478, 493, 520n53
- Sherman, Frank W., Class of 1950, Fig 135
- Shield, Joseph M., Class of 1985, 520n52
- Shipe, Richard A. [Education], 457n385
- Shippy, Donald E., Class of 1948, Fig 157, 172n137
- Shoemaker, Roger C. [Theater and Dance], 474
- Shor, Robert A., Class of 1978, 395
- Short, Thomas, 520n47
- Shults, Robert E. [Coach], 275, 276, Fig 280, 464n473
- Sicherman, Barbara [History; American Studies], 470, Fig 480
- Sigourney, Charles, Hon. M.A. 1845, 15, 179
- Sikernitsky, Frank E., Class of 1996, 492
- Silk, Mark [Religion; Director of the Center for the Study of Religion in Public Life], 505
- Silverman, Mark P. [Physics], 312n45
- Silvestri, Amelia G. [Director of the Poetry Center], Fig 265, 414, Fig 426
- Simmons, John E., III [Biology], 419, Fig 428
- Simoni, Philip B., Class of 1951, Fig 135
- Sinclair, Thomas L., Jr., Class of 1936, Fig 86
- Sisbower, William W., Class of 1933, 313n53
- Skau, Evald L., Class of 1919, M.S. 1920 [Chemistry], 161, Fig 160
- Slaughter, Robert D. [Coach], 275, Fig 279, Fig 281, Fig 282
- Sleeper, C. Freeman [Religion], 332, 388, 393
- Sloan, Edward W., III [History], Fig 349, 362, 263, 403
- Sloan, Harry E., Jr., 311n37
- Small, Christopher M. [Vice President for Enrollment Management], 502
- Smellie, Robert H., Jr., Class of 1942, M.S. 1944 [Chemistry], 210, 224, 285
- Smith, Albert L., Jr., Class of 1954, Fig 135
- Smith, Allan K., Class of 1911, Hon. LL.D. 1968, 45, 470, 486
- Smith, David R., Class of 1952, Fig 134, Fig 135
- Smith, Denis Mack, 308
- Smith, George E., Class of 1952, Fig 135
- Smith, Rev. George W. *See* Subject Index, Presidents of Trinity College
- Smith, Gwendolyn Miles (Mrs. Allan K.), Hon. L.H.D. 1990, 34, 45, 470, 486
- Smith, James K., 74, 75
- Smith, Paul [English], Fig 349, 359, 403, 404
- Smith, Peter C., Class of 1958, Fig 281
- Smith, Rev. Robert C., 169n65
- Smith, Richard A., Jr., Class of 1965, 384, 451n281
- Smith, Seymour E., Class of 1934, Fig 347, 363
and Student Sit-In (1968), 344, 351-2, 359
- Smith, Sterling B. [Chemistry], 150-1, Fig 158
- Smith, Thomas A., Class of 1944, Hon. L.H.D. 1988 [Vice President of the College], 120, Fig 301, 323n276, 377, 395, 405, 433
and Trinity administration, 295, 358, 362, 364, 388-9, 451n281, 469
- Smith, Vincent H. [Economics], 461n431
- Snodgrass, Llewellyn P. (Lynn), Class of 1982, 483
- Snodgrass, W. D., 14
- Snyder, Thomas C., Class of 1961, Fig 205
- Soash, Merwin A., Class of 1962, Fig 206
- Sohval, Laura S., Class of 1971, 378
- Souerwine, Andrew H. [Psychology], 172n142
- Spear, H. Dyke, Jr., Class of 1957, 218
- Spencer, J. Ronald, Class of 1964 [History; Associate Academic Dean], 324n282, 327-8, 361, Fig 373, 403, 404, 438n36
and Trinity administration, 390, 405-7, 444n138, 454n349, 456n381
- Spencer, Martha L., 459n415
- Spender, Hon. Sir Percy C., Hon. LL.D. 1955, Fig 220, 223
- Spitzmiller, Robert F., Class of 1959, 270
- Spurrier, Rev. William A., 213
- Stabenau, Heinrich H. [English], 353
- Stanley, Peter C., Class of 1963, Fig 266

- Starkey, George W. B., Class of 1939, M.D., 368, 391, Fig 429
- Stedman, Murray S., Jr. [Government], Fig 350, 362, 363
- Steele, H. McKim, Jr. [History; International Studies], Fig 349, 356, 395, 396, 460n421
- Steeves, Ronald S., Class of 1961, Fig 206
- Steinfeld, Norman, Class of 1948, Fig 157
- Stetler, Harrison C., Class of 1962, Fig 205
- Stevens, Holly, 414, 459n417
- Stevens, Wallace, 414
- Stevenson, Hon. Adlai, 218
- Stewart, Rev. Duncan L., Hon. M.A. 1845, Hon. LL.D. 1861 [Mathematics], 17
- Stewart, James M., Class of 1959, Fig 189
- Stewart, Robert C. [Mathematics], Fig 374, 393, 395, 412, 461n433, 462n435
- Sticka, Charles C., Class of 1956, 276, Fig 281, Fig 282
- Stille, Alexander, 308
- Stoddard, Judith L. (Judi), Class of 1992, 491, Fig 496
- Stone, Bruce, Class of 1960, Fig 206
- Stone, Charles S. (Chuck), 419, 462n443
- Strongin, James N., Class of 1948, Fig 157
- Stuart, Dabney, 414
- Stuart, Robert O., Class of 1964, 331
- Stumpf, T. Robert, Class of 1932, 313n53
- Styron, William, 332, 438n29
- Sullivan, Emily Holcombe, Class of 1974, 392
- Sullivan, Kevin B., Class of 1971 [Vice President for Community and Institutional Affairs], 332, 502
- Sumner, George, M.D. [Botany], 16
- Swan, Horace C. (Ducky), M.D. [Physiology; Medical Director], Fig 160, 162
- Swatkiewicz, Leonard N., Class of 1961, Fig 205
- Symes, James M., 223
- Tagliacozzi, Gaspare, 325n305
- Tansill, Douglas T., Class of 1961, 505
- Taylor, Donald S., Class of 1957, Fig 281
- Taylor, Francis H., Hon. L.H.D. 1955, Fig 220, 223
- Taylor, John C. E. [Fine Arts], 100, Fig 105, 141, 243, 306
- Tedesco, Paul W., Class of 1995, 492
- Thakur, Neela A., Class of 1992, 491, Fig 496
- Thomas, Donald M., Class of 1951, Fig 157
- Thomas, Rev. James Moulton (Mo) [Chaplain], Fig 204, 211-2
- Thomas, Paul L., Class of 1950, Fig 189
- Thomas, Ronald R. [English; Assistant to the President], 461n433, 518n20
- Thompson, Clive, 404
- Thompson, D. G. Brinton [History], 142, 150, Fig 155, 218
- Thompson, Homer A., 145
- Thompson, John L., Class of 1958, Fig 281
- Thompson, Liz (Mrs. Clive), 404
- Thomson, Virgil, 297, Fig 303
- Thorne, Robert, Class of 1885, M.A. 1888, 78
- Tiefenbrun, Jonathan, Class of 1963, 259
- Tilton, Arthur V. R., Class of 1921, 79
- Todd, Charles E., Class of 1964, M. A. 1970, Fig 512
- Tomat, Leonard R. [Assistant Dean of Students], 368
- Tomes, Robert, Class of 1835, 337
- Totten, Rev. Silas. *See* Subject Index, Presidents of Trinity College
- Tousey, Michael N., Class of 1964, Fig 219, 223
- Towle, Lawrence W. [Economics], 100, Fig 106, 186, 460n421
- Trilling, Lionel, Hon. Litt.D. 1955, Fig 220, 223
- Trousdale, John E., Class of 1950, Fig 135
- Trousdale, William L., Class of 1950, Fig 135
- Trowbridge, Samuel B. P., Class of 1883, M.A. 1893, Hon. Sc.D. 1910, Fig 65, Fig 66, 72, 507
- Troxell, Edward L. [Geology], 55, 140, Fig 156, 237, Fig 248, 310n6
- Truex, Stephen M., Class of 1938, Fig 86
- Truman, Hon. Harry S., 128, 145
- Trumbull, James H. [Watkinson Library], 464n466
- Tucker, Randall W. [Economics], 321n234
- Tuke, Charles E., Class of 1902, 79
- Tull, Rev. Alan C. [Religion; Chaplain], Fig

- 70, Fig 204, 213, 353, 404, 485, 494, 499, 522n103
- Turner, William H., III, Class of 1962, Fig 205
- Tutu, Most Rev. Desmond M. B., Hon. D.D. 1986, 471, Fig 481, 519n24
- Unger, William M., Class of 1969, 444n140
- Urban, Wilbur M., Hon. L.H.D. 1937 [Philosophy], 174n181
- Van Campen, Jennifer A., Class of 1990, 500
- Van Dusen, Albert E., 108n31, 108n34
- Van Loon, Peter A., Class of 1978, Fig 283
- Van Meter, Rev. Allen R., Class of 1899, 439n60
- Van Stone, James M. [Biology], 321n234
- Vandermeer, Frances D. [Coach], 493
- Veith, Jane L., Class of 1974, 378
- Vibert, William M., Class of 1952, Fig 135
- Vinogradoff, Igor [History], 322n267
- Vinogradoff, Sir Peter G., 322n267
- Vogel, Frederick G., Jr., Class of 1953, Fig 134
- Vogel, Robert M. [English; Dean of the College], 243, 290-4, 296, 297, 298, Fig 300, 306, 321n245, 323n278
- Vohra, Ranbir [Political Science], 454n354
- Wade, Maurice L. [Philosophy], 461n431
- Wadlund, Arthur R. P., Class of 1917 [Physics], 95, 139
- Waggett, John S., Class of 1963 [Associate Administrative Dean], 243, Fig 350, 362, 363
- Waite, Henry R., 29
- Walde, Ralph E. [Computer Science], 462n435
- Wales, James A., Class of 1901, 79
- Walker, James W., Class of 1952, Fig 135
- Walker, Merle [Band], 143-4
- Wallace, Lewis M., 73, 117
- Walton, Sir Isaac, 424
- Ware, Constance E. [Vice President for Development], Fig 372, 388, 471
- Warren, Ralph R., Jr., Class of 1962, Fig 205
- Washington, Allyn J., Class of 1952 [Physics], 322n266
- Wassong, Joseph F., Jr., Class of 1959, Fig 205
- Waterman, Robert P., Class of 1932 [Modern Languages], 455n355
- Watkinson, David, 183, Fig 191, 228n39
- Watson, Keith S., Class of 1964, Fig 345
- Watters, Clarence E., Hon. Master of Music 1935 [Music; College Organist], 100, Fig 104, 142, 144, 171n112, 243, 422
- Wean, Raymond J., Hon. Sc.D. 1954, 239
- Weaver, Glenn [History], 288, Fig 299, 321n234
- Weber, Charles, Class of 1935, Fig 86
- Webster, Jerome P. (Dan), Class of 1910, M.D., Hon. M.S. 1937, Hon. Sc.D. 1968, 183, Fig 191, 215, Fig 219, 305, 306, 307, 325n305
- Weed, Charles F., Class of 1894, 75
- Wejuli, Habil W. W., Class of 1965, 440n63
- Wells, Kenneth D., Hon. LL.D. 1955, Fig 220, 223
- Wendler, Paul B., Class of 1977, Fig 283
- Wentworth, John L., Class of 1952, Fig 135
- Werner, Fred H., Class of 1958, 260
- West, James L. [History], Fig 399, 404
- Wheatley, James H. [English], 455n355
- Wheaton, Rev. Nathaniel S. *See* Subject Index, Presidents of Trinity College
- Wherry, William G., Class of 1904, 79
- Whiston, Rev. Charles F., Class of 1926, Hon. D.D. 1951, 178, Fig 187
- Whitbread, Robert M., Class of 1952, Fig 135
- White, Barbara H., Class of 1976, 378
- White, Ralph G., Class of 1968, 53
- Whitmarsh, Gerald A., Class of 1953, Fig 135
- Whittemore, Rt. Rev. Lewis B., Hon D.D. 1957, 211
- Whittlesley, E. Finlay [Mathematics], Fig 284, 288, 462n435
- Wicks, David O., Jr., Class of 1963, 276
- Widener, George D., Hon. LL.D. 1959, 244
- Wiggins, J. Gregory, 73, 100
- Wilbur, Ray L., 319n207
- Wilde, Marylin C. [Modern Languages], 418
- Wildrick, S. Donald, Class of 1950, Fig 189
- Will, George F., Class of 1962, Hon. L.H.D.

- 1979, 169n68, 259, 262, 332, 333,
Fig 345
- Williams, Charlene, Class of 1986, 500
- Williams, F. Peter, Jr., Class of 1962, Fig 205
- Williams, James (Professor Jim), 17, Fig 22,
29, 31, 32
- Williams, Rt. Rev. John. *See* Subject Index,
Presidents of Trinity College
- Williams, John C. [Classics], Fig 400, 404,
455n355, 499
- Williams, Ralph M. [English], 294, 455n355
- Willis, Harold B., 239
- Wilson, Field Marshal Henry M., 1st Baron
of Libya and of Stowlangtoft, 144-5
- Wilson, L. Barton, III, Class of 1937
[Associate Director of College Relations],
296-7, Fig 302, 323n281
- Wilson, Roger S., Class of 1962, Fig 205
- Wilson, Thomas B., Class of 1961, Fig 205
- Winer, David [Psychology; Dean of
Students], Fig 373, 390
- Winograd, Arthur, 422
- Winslow, N. Robbins, Jr., Class of 1957
[Associate Dean for Educational Services],
371, 388, 412, 471
- Winter, Alan S., Class of 1968, 340
- Wischenbart, John C., Class of 1959, Fig
205
- Withers, Frederick C., 34
- Wolf, Andrew I., Class of 1973, Fig 429
- Wood, Gordon R., Class of 1956, Fig 281
- Woodhouse, Alesandra Schmidt [Watkinson
Library], 464n466
- Woodward, Charles G., Class of 1898, 89
- Woodward, P. Henry, Hon. M.A. 1900, 75
- Wright, Richardson L., Class of 1910, Hon
M.A. 1924, 79
- Wrinn, Charles J., Class of 1953, 124, Fig
134, Fig 135
- Wynne, Kenneth, Jr., Class of 1948,
171n112
- Yates, Blinn F., Class of 1911, 79
- Yeomans, Richard P., Class of 1952, Fig 134
- Yokamoto, Mrs. Yonez, Fig 65
- Zaitchik, Alexander F., Class of 1996, 492
- Zannoni, Diane C. [Economics] 418, Fig
428, 461n433
- Ziff, Jerrold [Fine Arts], 358, 395
- Zimmern, Sir Alfred, Hon. Litt. D. 1947,
[International Relations] 145, Fig 156
- Zimmern, Lady Lucie, Fig 156
- Zoob, Michael, Class of 1958, 395
- Zuccotti, Susan, 308



Subject Index



Note: A page number preceded by the abbreviation 'Fig' refers to the location of an illustration.

- A Better Chance (ABC) Program, 338
Academic Departments, 146, 405
 Arts, 286. *See also* Academic
 Departments, Fine Arts
 Biology, 47, 242, 255, 312n42
 Botany, 16
 Chemistry, 73-4
 Classics, 406
 Computer Science, 403, 412, 486
 Economics, 230n107
 Education, 242, 292, 403, 408
 Engineering, 47, 123, 139-41, 170nn. 89,
 91, 278, 319n202, 486, 499, 522n110
 Engineering and Computer Science, 403,
 412
 English, 34, 243, 378, 423, 474, 323n274
 Fine Arts, 406, 494. *See also* Academic
 Departments, Arts
 Geology, 242, 286
 German, 182
 Government. *See* Academic Departments,
 Political Science
 History, 463n443
 History and Political Science, 142
 Mathematics, 139, 242, 456n371, 486
 Modern Languages, 286, 403, 455n356
 and Area/International Studies, 406
 Music, 405
 Philosophy, 463n464
 Physics, 46, 152, 241-2
 and cyclotron, 152, Fig 159
 Political Science (formerly Government),
 142, 170n108, 173n160
 Psychology, 255
 Religion, 126, 210-11, 278, 406,
 463n443, 463n464
 Theater and Dance, 404-5, 474
 Theology, 19
Academic Programs, 128, 384-5, 417, 488.
 See also Curriculum
 Advanced Placement Plan, 294
 Area/International Studies, 396, 406
 Elderhostel Program, 395, 411
 Exchange Program (Vassar College), 366,
 376, 424, 447n215
 Extension Division (Twilight Program), 121
 Extension Programs, 76, 119, 290
 Free University (1976 -1977), 395
 Global Learning Sites, 503, 504-5
 Graduate Studies, 76, 290-2, 294-5, 407-8
 Health Studies Fellowship Program
 (Health Fellows Program), 504
 Horizons Program, 407
 Individualized Degree Program (IDP),
 409-10, 490
 Women's Club Award, 462n434
 Intercultural Studies Program, 396,
 463n464
 Interdisciplinary Programs, 394, 403-4,
 417
 Internship Program, 385-6, 396
 Rome Campus Program (Trinity College
 /Rome Campus), 308-9, 395, 409,
 410-12, 458n408, 459n409, 517. *See
 also* Barbieri (Cesare) Endowment for
 Italian Culture

Academic Programs (cont.)

- Summer School, 76, 119, 121, 166n5, 290, 295, 322n264, 323n273
 changes in, 1960s and 1970s, 293-4, 407-8
 and Wadsworth Atheneum Art Classes, 313n53
 and Wesleyan-Trinity Summer School, 97, 115n220, 115n221
- Ten/Twelve College Exchange Program, 447n215
- Transition to College Program, 294, 323n269
- Trinity-Columbia Engineering Program, 228n45
- Trinity - Rensselaer Polytechnic Institute (R.P.I.) Engineering Program, 140
- Vistas Program, 395
- Accreditation Board for Engineering and Technology, 499
- Advanced Placement Plan. *See* Academic Programs
- Aetna Foundation, 509
- After Dark. *See* Student Organizations, Musical Groups
- Air Force Reserve Officers' Training Corps (A.F.R.O.T.C.). *See* U.S. Air Force
- Alcohol Awareness Week. *See* Students, alcoholic beverages
- Alternate Degree-Program (ADP). *See* Academic Programs, Individualized Degree Program (IDP)
- Alumni, 34, 391, 417, 137-8, 459n412
 and Alumni Council, 215
 and Black Alumni Gathering, 493
 and Board of Fellows, 3, 58-59, 79, 90, 343, 475, 493-4
 demographics of, 20, 94, 146, 114n198, 450n269
 and development support, 124, 491, 494
 early efforts, 3, 17, 18, 34, 49
 and fraternities, 78-9, 165
 and Hartford Area students, 51, 57, 77-8
 and House of Convocation, 3, 18, 34
 and recruitment/enrollment of students, 92, 122-3, 295, 339-40, 435
 regional groups, 30, 54, 77-8, 185, 214-5, 234n180, 435
 and reunions, 117, 434-5
 and Volunteer Leadership Task Force, 494
- Alumni Hall Gymnasium, Fig 36, 45, 47, 48, 51, 245, 313n59, 507
- American Association of University Professors (A.A.U.P.), 174n181, 289, 415
- American Council of Education, 432
- American School of Classical Studies (Athens), 458n405
- America's Promise—The Alliance for Youth, 516
- Anniversaries, Trinity College. *See* Trinity College, Anniversaries
- Area/International Studies. *See* Academic Programs
- Army Reserve Officers' Training Corps (R.O.T.C.). *See* U.S. Army
- Art Club. *See* Student Organizations
- Asian Students International Association. *See* Student Organizations
- Association of American Colleges (A.A.C.), 432, 465n476
- Association of Colleges of New England, 20
- Asylum Hill Organizing Project, 500
- Atheneum Debating Society. *See* Student Organizations
- Athletics (Intercollegiate), 31, 45, 47, 55, 77, 98, 124, 125, 275-8, 318n179, 424, 431
 and black athletes, 440n62, 441n83
 and coeducation, 377-8, 448n229
 and College colors, 29, 34
 individual sports:
 baseball, Fig 24, 29, 45, 77, Fig 86, 124, Fig 134, 276, Fig 282, 49
 basketball, 46, 124, Fig 135, 276, 319n190, 477, 478, 492, 493
 boxing, 99
 cricket, Fig 28, 33, 97, Fig 102
 field hockey, 448n228, 478, 493
 football, 20, 32, Fig 43, 45, 48, 77, Fig 86, 124, Fig 135, 276, Fig 281, 431, 478, 492, Fig 497
 gymnastics, 99
 hockey, 477-8, 492
 lacrosse, 48, 477, 478, 493
 rowing (crew), 20, 29, 30, 276-8, Fig 282, Fig 283, 477
 soccer, 48, 275-6, Fig 281, 464n473, 478, 492
 softball, 478, 493
 squash, 77, 377-8, 431, 492-3, 522n95
 swimming, Fig 67, 77, 477
 tennis, 32, 34, 46, 377, 431
 track, 77
 wrestling, 99
- Austin Arts Center, 45, 141, 242-3, Fig 252, 307-8, 312nn. 49, 50, 325n317

- Awareness Day, 473
- Baker (George F.) Trust and Scholarship Program. *See* Scholarships
- Bands/orchestras. *See* Student Organizations, Musical Groups
- Barbieri (Cesare) Endowment for Italian Culture, 305-6, 307, 308-9. *See also* Academic Programs, Rome Campus Program; Scholarships
- BEACON. *See* Biomedical Engineering Alliance for Central Connecticut
- Berkeley Divinity School, 19
- Berridge, Lewinberg, Greenberg, Dark, Gabor (planners). *See* Urban Strategies, Inc.
- Beta Beta (Black Book Society). *See* Student Organizations
- Big Brothers and Big Sisters, 485
- Biomedical Engineering Alliance for Central Connecticut (BEACON), 522n110
- Bishop's Men. *See* Student Organizations, Musical Groups
- Black - American Alumni Scholarship Fund. *See* Scholarships
- Black Cultural Center. *See* Umoja House
- Bliss Boathouse, 277
- B'nai B'rith, 165
- Board of Fellows. *See* Alumni
- Boardman Hall of Natural History, Fig 40, 47, 74, 255, 314n95, 507
- Bowdoin College, 339
- Bowles Committee, 164
- Boys & Girls Club. *See* Johnson (Ann and Thomas S.) Boys & Girls Club
- Brown University, 396, 454n350
- Brownell Club. *See* Student Organizations
- Brownell Prize for Excellence in Teaching, 417-8, 461n433
- Business Higher Education Forum, 432
- Cabinet (College Museum), 20, 47
- Cambridge Seven Associates (architects), 423
- Camp Trinity, Fig 37, 45
- Campus Cottage (Stickney Hall), 125
- Campus Master Plan. *See* Physical Plant
- Cannons, *U.S.S. Hartford*, 144, Fig 156
- Canterbury Club. *See* Student Organizations, Religious Groups
- Capitol Area Corporate Scholarships. *See* Scholarships
- Carmina Collegensia*, 29, 31
- Carnegie Commission on Higher Education, 409, 457n391
- Carnegie Foundation, 339
- Center for Collaborative Teaching & Research (Trinity), 461n431, 488, 505, 506
- Center for the Study of Religion in Public Life (Trinity), 505-6
- Center for Neighborhoods (Trinity), 500, 504, 510
- Chamber Players. *See* Student Organizations, Musical Groups. Trinity College Chamber Players
- Chanticleers. *See* Student Organizations, Musical Groups
- Chapel, Fig 68, 144
 anniversaries (20th) 185, (50th) 485
 attendance, 58, 75-76, 126, 194, 210, 212-3
 beginnings of, 53, 56, Fig 69, Fig 70, 72-73, 91
 carillon, 73, Fig 81, 182, Fig 189, 209, 324n281, 499
 Chapel Builders' Alumni Association, Fig 70, 73
 Chapel Cabinet, 212
 Chapel Choir, 16
 Chapel Convocations (1995), 210
 Chapel of Perfect Friendship, 32, 423
 Crypt Chapel, 125, Fig 202, 209
 Embassy Program, 169n66, 212, 214
 Episcopal Church, 111n95, 125, 209
 former chapel (Seabury), 485
 Funston Gateway, Fig 430
 Gray (Bishop) Memorial Entryway, Fig 482
 Guild of Carillonneurs of North America, 73, 111n97
 Lenten observance, 169n66, 212
 organ, 32, 171n115, 422-3, Fig 429, Fig 482, 485
 pew ends, 100, Fig 106, 437n9
 Rose Window, 238
 sedilia, 494, Fig 498
 Tull carving, 494, 499
- Chaplain, 119, 125-6, 233n154
- Charter Day (1998), 503, Fig 512

- Chemical Warfare Service, U.S. Army. *See* U.S. Army
- Chemistry Club. *See* Student Organizations
- Chinese Educational Mission to the United States, 337-8
- Chinese Students' Christian Association, 440n61
- Cinema Club. *See* Student Organizations
- Cinestudio, 257, 315n98
- Circolo Italiano (Barbieri Italian Club). *See* Student Organizations
- Cities Data Center, 510
- Cities Program. *See* Curriculum, during 1990s
- Citizens for Action/New Britain, 500
- Citizens Research Education Network, 500
- Civil Aeronautics Authority, 96
- Clement (Martin W.) Chemistry Laboratory, 73-4, Fig 82, Fig 83
- Clio Literary Society. *See* Student Organizations
- College courses. *See* Curriculum, College courses
- Coeducation, 365-8, 375-83, 395 and anniversaries, 382-3, 451n272, 500 and "firsts" of women at Trinity, Fig 369, Fig 370, Fig 371, 378-9 and implementation, 379-82, 448nn. 227, 229, 450nn. 264, 271, 476-7 and numbers of women, 375-7, 380, 447n217
- Colgate University, 375
- College Interfaith Council. *See* Student Organizations, Religious Groups
- College Quartette. *See* Student Organizations, Musical Groups
- Collens, Willis & Beckonert (architects), 239
- Columbia University, 183, 353-4 and Trinity-Columbia Engineering Program, 228n45
- Committee Organized to Defend Equality (CODE), 331
- Committees:
- Academic Affairs Committee (1997), 460n426
 - Academic Freedom and Grievance Committee, 460n421
 - Advisory Committee on Fraternities and Sororities, 476
 - Appointments and Promotions Appeals Board, 460n426
 - Appointments and Promotions Committee, 416, 460n426
 - Commission on Disciplinary Procedures (1968), 445n162
 - Commission on Regulatory Procedures, 362, 363-4
 - Committee of Eight, 503
 - Committee on Coeducation (1969), 368, 375-6
 - Committee on the Fraternity System and Its Alternatives, 476
 - Committee on Regulatory Procedures (1968), 363-4
 - Curriculum Revision Committee (1967), 392, 393
 - Design Review Committee, 508
 - Dialogue Committee (1967), 442n100
 - Faculty Committee on Religious Life (1953), 210
 - General Advisory Committee Upon the State of the College, 52, 59-60, 61
 - General Education Council, 406
 - Institutional Priorities Council (1977), 385-6, 469
 - Interim Committee on the Fraternity/Sorority Question, 476
 - Joint Committee on Appointments and Promotions, 149, 151, 460n426
 - Joint Committee on Educational Policy, 405, 410, 442n100
 - Joint Committee of Faculty and Trustees, 137
 - Joint Committee on Priorities "4-4-4" (1968), 342, 442n95
 - Long-Range Planning Committee (1968), 384, 451n281
 - Master Plan Task Force (1996), 507
 - Priorities and Planning Council (1997), 503
 - Project II, 483-4
 - Special Council on Women (1977), 450n271
 - Special Faculty Committee for Revision of the Curriculum (1967), 442n100
 - Strategic Planning (1990-92), 487-9
 - Student Faculty Disciplinary Committee "3-3" (1967), 342-3
 - Trinity College Council (1968), 361-3, 364, 384, 445n162, 451n281
 - Trustee Student Life Committee, 493
- Commons (Dining Hall). *See* Hamlin Dining Hall

- Commons Club. *See* Student Organizations
- Community Learning Initiative, 504
- Comparative Urban Studies Professorship.
See Professorships
- Computers and computing. *See* Information technology
- Computing Center, 472, 485, 486
- Conferences, Convocations, and Symposia.
See also Visiting Lecturers
- The Challenges to Liberal Education (1955), Fig 220, 223-4
- Conference in Theology for College Faculty, 207, 231n118
- Convocations (1950s - 1960s), 223-5
- Convocation Program (1955), Fig 220
- Eisenhower Convocation (1954), 216-7, Fig 219
- Science Symposium (1961), Fig 222, 225
- Future of American Higher Education, 422
- Iranian Culture (*Ta'Ziyeh* Festival 1988), 474, Fig 482
- Mellon Symposia (1976 -78), 403
- On Vietnam (1968), 335
- Presidential Fellow Programs (1997), 523n121
- Town-Gown Forum (1967), 394-5
- 20 Years of Coeducation, 382-3
- Volunteer Leadership Conference (1985), 435
- We Shall Not Be Moved (1988), 333
- Wisdom Symposium (1984), 474
- Conic Sections. *See* Trinity College, traditions, Cones, Burning of the
- Connecticut College, 164, 390, 413
- Connecticut Commission for Higher Education, 390
- Connecticut Educational Television (CETV). *See* Connecticut Public Television & Radio (CPTV)
- Connecticut Historical Society, 491
- Connecticut Humanities Council, 474
- Connecticut National Guard, 49, 144
- Connecticut Public Television & Radio (CPTV), 304, 314n95, 502, 508
- Connecticut Scholars Program. *See* Scholarships
- Connecticut, State of
- Connecticut State Defense Council (World War II), 96
- General Assembly, 1, 5, 15, 18, 45, 454n352, Fig 512
and Legislative Internship Program, 396
- Consortium on Financing Higher Education (1974), 431
- Convocations. *See* Conferences, Convocations, and Symposia
- Cook Commons. *See* Hamlin Dining Hall
- Cook (Dormitory), Fig 67, 72, 74, Fig 83
- Cooper, Robertson & Partners (planners).
See Cooper, Robertson Ltd.
- Cooper, Robertson Ltd. (planners), 507, 508
- Cooperative Program for Educational Opportunity, 339
- Crown Investment League. *See* Student Organizations
- CPTV. *See* Connecticut Public Television and Radio (CPTV)
- CTG Resources, Inc., 516
- Culpeper (Charles E.) Foundation, 413
- Curriculum. *See also* Academic Programs
- pre-1940, 34, 80, 89-91
- during 1940s, 128, 137-9
- during 1950s, 278, 285-6, 320n215
- during 1960s, 392-6, 455n355
- Curriculum Revision Committee, 392-4
- Non-Western studies, 396
- Open Curriculum (1969), 394-6, 403
- during 1970s, 378, 385, 394, 403-4, 455n356, 455n357
- "Skiing and Being," 455n359
- during 1980s, 404, 405, 406-7, 457n381
- during 1990s
- The Cities Program, 404, 490
- Tutorial College, 503-4, 506
- and College courses, 393, 396
- and First Year Program and Seminars, 393, 395, 396, 489
- and Guided Studies Program, 403-4
- and interdisciplinary study, 403-4, 406-7
- and new majors, 396, 403-5, 455n356
- Dana (Charles A.) Research Professorship.
See Professorships
- Danforth Foundation, 288
- Dartmouth College, 338, 412
- Davis (Shelby Cullom) Professorship of American Business and Economic Enterprise. *See* Professorships
- Debating Clubs. *See* Student Organizations

- Department of Defense (U.S.). *See* U.S. Government
- Douglas Orr, deCossy, Winder & Associates (architects), 255
- Downes Memorial Clock Tower, 72, 182, 238-9, Fig 249, 316n110, 344, 361
- Doxiadis Associates (planners), 298, 304
- Educational Radio Network (ERN), 257, 315n101
- Eigenbrodt Cup, 45
- Elderhostel Program. *See* Academic Programs
- Elton Hall (Dormitory), 124, Fig 132, 322n264
- Embassy Program. *See* Chapel, Embassy Program
- Enrollment
- applicant pool, 122, 366, 450n250, 472, 500
 - demographics
 - of graduate programs, 167n45, 291
 - of undergraduates
 - geographic makeup, 194, 241
 - minority makeup, 337-40, 360, 376, 385, 409, 441n77, 472, 473, 500
 - Navy V-12 trainees, 167n22. *See* also U.S. Navy, V-12 Program
 - older students, 120, 122, 409
 - religious makeup, 53, 214
 - and women, 119, 375, 376, 380. *See* also Coeducation
 - size of Trinity
 - during 19th century, 4, 15-6, 46
 - 1910s, 51-2
 - 1920s, 54, 61-2, Fig 64, 77, 79, 112n127
 - 1930s, 74, 75, 91-2
 - 1940s, 97, 98, 119, 120, 121, 166n5, 167nn. 22, 45
 - 1950s, 328
 - 1960s, 240, 246, 255, 295, 328, 341, 375, 376
 - 1970s, 380, 422
 - 1990s, 500, 517
- Episcopal Church
- and Bishop of Connecticut, 17, 45, 52-3, 164
 - and China missionaries, 337
 - and Diocesan Archives (Connecticut), 183
 - and influence at College
 - early days, 1-2, 3, 18-19
 - move to secularization, 5, 45
 - support of College efforts, 62, 71, 226n7, 231n119
 - and Chapel, 91, 168n62, 211-2. *See* also Chapel
 - and influence on students and student life, 213-4, 233n154. *See* also Chapel, attendance
 - and relationship with Trinity Presidents, Brownell, Rt. Rev. Thomas Church, 1-2, 17
 - Funston, George Keith, 178
 - Jacobs, Dr. Albert Charles, 186, 200, 207-9
 - Ogilby, Rev. Remsen Brinckerhoff, 52-3, 55-6, 125-6
 - Williams, Rt. Rev. John, 20
- Exchange Program (Vassar College). *See* Academic Programs
- Extension Division. *See* Academic Programs
- Extension Programs. *See* Academic Programs
- Faculty, 144, 147, 290, 468, 485-6
- and coeducation, 376, 380-1
 - and committee work, 173n152, 243, 415, 467, 476. *See* also Committees; Faculty, and curriculum
 - and curriculum, 278, 285, 286, 393-4, 405-6, 442n100, 453n337, 454n349, 454n353, 455n354, 488, 503
 - and department chairmanship, 415
 - and other educational institutions, 76, 97, 424
 - and employment issues
 - evaluations and promotions, 149-50, 173n155, 460n426
 - rank, 148-51, 172n148, 173n160, 460n426
 - retirement, 76, 161-2, 460n426
 - sabbaticals, 93, 161, 174n182
 - salaries, 93, 148, 172n147, 289
 - teaching loads, 148
 - tenure, 173n157, 404, 415-6, 460n426
 - and faculty, administrative aspects, 232n150, 415, 460, 460n421
 - and Faculty Conference, 415, 476
 - and governance, 363, 415, 442n100
 - and Secretary of the Faculty, 415, 460n421
 - size and demographics of, 15, 18, 51, 71-2, 121, 217-8, 329, 378, 408, 418-20, 517

- and Strategic Plan of 1990-1992, 487-9
 and students, 50, 55, 76, 272, 275, 342-3, 363-4, 476
 and Student Sit-In, 354, 358-9, 360
 and teaching and research, 148, 151-2, 286-8, 290, 416-8
 and Trinity College Council. *See* Trinity College Council
 and World War II, 152, 161
- Feldman (Rabbi and Mrs. Abraham J.) Scholarship Fund. *See* Scholarships
- Ferguson House, 34, Fig 35, 486
- Ferris (George M.) Athletic Center, 254-5, Fig 263, 470, 486, 494
- Ferris (George M.) Professorship in Corporation Finance and Investments. *See* Professorships
- First Year Program. *See* Curriculum
- Folksingers. *See* Student Organizations, Musical Groups
- Ford Foundation. *See* Fund Raising, Campaigns
- Fraternalities, 4, 98, 519n47. *See also* Trustees, and Greek Letter Organizations (Fraternalities and Sororities)
 and coeducation, 379-80, 448n218, 449n242
 decline of, 379
 evaluation of, 476-7
 initiation issues, 181, 260
 Inter-Fraternity Committee, 79-80, 91, 92
 Interfraternity Council (IFC), 50, 117, 259-61, 262, 274, 475
 numbers of students in, 6, 449n239, 475
 and race and religious issues, 59, 210, 261-2, 269
 and college life, 125, 258, 259, 273, 473, 475
 Gismo Contest, 261, Fig 268
 Interfraternity Singing Contest, 315n106
 Stunt Night, 181, 185
 Soap Box Derby, 260-1, Fig 268
- individual fraternities
 Alpha Chi Rho [Crow], Phi Psi Chapter, 46, 79, 475-6, 477, 524n134. *See also* Raven
 Alpha Delta Phi, Phi Kappa Chapter, 18, 31, 79, 260, 261, Fig 268, 477. *See also* Fire Society
 Alpha Tau Kappa, 125
 Alpha Theta, 260
 Beta Beta (Black Book Society), 18. *See also* Psi Upsilon, Beta Beta Chapter
 Beta Beta shield, Fig 22
 Cleo (formerly Delta Kappa Epsilon), 477
 Columns (formerly Psi Upsilon and Kappa Kappa Gamma), 477. *See also* Psi Upsilon, Beta Beta Chapter; and Sororities, Kappa Kappa Gamma
 Delta Chi, 48
 Delta Kappa Epsilon [DKE], Alpha Chi Chapter, 32, 33, 79, 261, 275, 379, 477. *See also* Cleo
 Delta Phi [I. K. A.], Sigma Chapter, 17, Fig 22, 45, 49, 79, 261, 262, 379, 449n242, 463n464. *See also* St. Elmo
 Delta Psi [St Anthony Hall], Epsilon Chapter, 19, Fig 27, 32-3, 45, 75, 78-9, 234n180, 261, 379, 477
 Fire Society (formerly Alpha Delta Phi and Tri Delta), 477. *See also* Alpha Delta Phi, Phi Kappa Chapter; and Sororities, Delta Delta Delta (Tri Delta)
 I. K. A. *See* Delta Phi, Sigma Chapter
 Kappa Beta Phi, Alpha of Connecticut Chapter, 30
 Kappa Psi, 260. *See also* Phi Kappa Psi
 Lockwood (formerly Sigma Nu), 477
 Phi Gamma Delta, 112n130, 125
 Phi Kappa. *See* Alpha Delta Phi (Phi Kappa Chapter)
 Phi Kappa Psi, Connecticut Alpha Chapter, 260, 379
 Phi Psi, 46. *See also* Phi Kappa Psi, Connecticut Alpha Chapter
 Pi Kappa Alpha, Epsilon Alpha Chapter, 125, 260, 477. *See also* Columns
 Q. E. D., 259, 262
 Raven (formerly Alpha Chi Rho), 477
 Sigma Chi, 48
 Sigma Nu, Delta Chi Chapter, 48, 49, 477. *See also* Lockwood
 Sigma Psi, 49. *See also* Sigma Nu, Delta Chi Chapter
 St Anthony Hall. *See* Delta Psi [St. Anthony Hall], Epsilon Chapter
 St. Elmo (Delta Phi), 449n242, 477. *See also* Delta Phi [I. K. A.], Sigma Chapter

Fraternities (cont.)

- Tau Alpha, 125. *See also* Pi Kappa Alpha, Epsilon Alpha Chapter
- Theta Beta Phi, 17
- Theta Xi, Alpha Chi Chapter, 125, 261, 379

Free University. *See* Academic ProgramsFreshman Seminars. *See* Curriculum, First Year Program and Seminars

Frog Hollow Revitalization Committee, 509

Frohman, Robb & Little (architects), 72

Frohman-Robb (Dormitory), 486

Fulbright Fellowship, 174n182

Fund for the Advancement of Education, 294

Fund Raising

Campaigns, General (by date)

- 1900 - 1918, 5, 48, 51
- Centennial Fund Campaign (1920 - 1923), 54, 71, 507
- 125th Anniversary Campaign (1947 - 1948), 123-4, 168n51
- Mainstream Fund Campaign (1950 - 1951), 128
- Program of Progress Campaign (1953 - 1958), 195-6, 199-200, 214, 239, 241-2
- Decisive Quatern Campaign (1963 - 1968), 245, 253-4
- Ford Foundation (1965), 200, 254, 305, 314n74
- Campaign for Trinity Values (150th Anniversary, 1972 - 1978), 421
- The Campaign for Trinity (1985 - 1989), 469-71, 486
- The Trinity College Campaign (1993 - 1998), 499, 506

Campaigns, Specific

- Austin Arts Center, 243, 245
- Mather Hall (William Gwynn Mather Student Center), 239
- McCook Mathematics - Physics Center, 241-2, 245
- Alumni Annual Fund, 178, 196, 226n8
- Episcopal schools, 207-9
- Parents' Association Campaigns, 196
- Princeton University case, 199

Funston (G. Keith) Professorship of American Literature and American Studies. *See* Professorships

Funston Court, 177, Fig 187

Funston Gateway, Fig 430

Funston Hall (Dormitory), 423

G. Fox & Company Professorship of Economics. *See* Professorships

Gallows Hill Bookstore, 494, Fig 497

General Education Board (John D. Rockefeller), 71

G.I. Bill. *See* Servicemen's Readjustment Act (1944).Glee Club. *See* Student Organizations, Musical GroupsGlobal Learning Sites. *See* Academic Programs

Gold Hillel Key (B'nai B'rith), 165

Goodwin (Genevieve Harlow) Professorship of the Arts. *See* ProfessorshipsGoodwin (James J.) Professorship of English Literature. *See* Professorships

Goodwin (James Lippincott) Fellows, 244

Goodwin (James Lippincott) Theater, 244

Goodwin Lounge, 75

Goodwin-Woodward (Dormitory), 75, Fig 83

Graduate Studies. *See* Academic ProgramsGrand Tribunal. *See* Student Organizations

Greater Hartford Consortium for Higher Education, 424

Greek Letter Organizations. *See* Fraternities. *See* Sororities

Guggenheim Fellowships, 161, 166n2

Guggenheim Foundation, 288

Guided Studies Program. *See* Curriculum

Guild of Carillonners of North America, 73, 111n97

Habitat for Humanity, 506

Hallden Engineering Laboratory, 123, Fig 132, 140, 239, 470, 485, 494, 495

Hallden (Karl W.) Professorship of Engineering. *See* Professorships

Hamlin Dining Hall, 47, Fig 67, 72, 73, 110n92, 240

Hansen Hall (Dormitory), 485, Fig 495

HART. *See* Hartford Areas Rally TogetherHartford area students. *See* Students, from the Hartford area

- Hartford Areas Rally Together (HART), 433, 490, 509
- Hartford, City of. *See also* Students, from the Hartford area
and relationship with the College during
1820s - 1930s, 4, 15, 20, 31, 46, 47, 48, 76, 94
1940s - 1950s, 119, 146, 164, 196-9, 223, 230n107, 291
1960s, 298, 304, 324n290, 331-2, 335, 342, 356
1970s, 385-6, 432-3, 433-4, 441n75, 465n483
1980s, 483-4, 484-5
1990s, 489, 490-1, 494, 499-500, 502, 524n123
and neighborhood revitalization, including the Learning Corridor, 506, 509-10, Fig 514, 517
- Hartford Barge Club, 277
- Hartford Courant, The*, 56
- Hartford Foundation for Public Giving, 121, 294, 304, 424, 432-3
and Hartford History and Historical Collections Project, 491
- Hartford Graduate Center (Rensselaer Polytechnic Institute of Connecticut), 140, 407-8, 424, 433
- Hartford History and Historical Collections Project, 491
- Hartford Hospital, 95, 298, 304, 386, 433, 500, 502, 509
- Hartford Jewish Community Center, 414
- Hartford Public Library, 491
- Hartford Revitalization Corps, 332
- Hartford Seminary Foundation, 335, 474
- Hartford Steam Boiler Inspection and Insurance Company, 516
- Hartford Studies Project. *See* Curriculum, during 1990s
- Hartford Tutorial Project, Inc., 331
- Hartman & Cox (architects), 491, 494
- Harvard University, 57, 61, 119
and *General Education in a Free Society* (the Harvard Report, 1945), 137
- Health Studies Fellowship Program. *See* Academic Programs
- Hewlett (William and Flora) Foundation, 474
- High Rise (Dormitory), 256, Fig 265, 377
- Hillel Society. *See* Student Organizations, Religious Groups
- Hillyer College. *See* University of Hartford
- Hobart and William Smith Colleges, 110n78, 207-8, 231n121, 234n165
- Hobart Professorship. *See* Professorships
- Honor Code. *See* Students, and self government
- Horizons Program. *See* Academic Programs
- House of Convocation. *See* Alumni
- Hughes (Arthur H.) Award for Achievement in Teaching, 417-8, 461n433
- Il Circolo Dante. *See* Student Organizations
- Illinois Scholarship Foundation. *See* Scholarships
- Imani. *See* Student Organizations, Trinity Coalition of Blacks
- Incogniti. *See* Student Organizations
- Individualized Degree Program (IDP). *See* Academic Programs
- Industrial Workers School (World War II), 96
- Information technology, 412-4, 470, 471-2, 486
- Institute for Living, 298, 304, 386, 433
- Institute for Community Research, 500
- Institutional Priorities Council. *See* Committees
- Intercollegiate Center for Classical Studies (Rome), 458n405
- Intercollegiate Socialist Society (ISS), 334
- Intercultural Studies Program. *See* Academic Programs
- Interdisciplinary Programs. *See* Academic Programs
- Internship Program. *See* Academic Programs
- Ivy Network of the Intercollegiate Broadcasting System, 146
- Jacobs (Albert C.) Life Sciences Center, 255, Fig 264, 328, 486
- Jackson Hall (Dormitory), 256, 314n89, 423
- Jarvis Hall (Dormitory - Old Campus), 16
- Jarvis Hall (Dormitory - Summit Campus), 5, Fig 14, 32
- Jarvis Professorship. *See* Professorships
- Jarvis Scientific Laboratory, Fig 36, 45, 73, 152, 312n50, 507

- Jesters. *See* Student Organizations
- Jessee (Daniel) Field, 276
- Jeter & Cook (architects), 254-5, 256
- Jewish Community, 214, 234n175
- Jewish Students at Trinity. *See* Students
- Jewish Theological Seminary of America, 234n175
- Johnson (Glover) Memorial Entrance, 422
- Johnson (Ann and Thomas S.) Boys & Girls Club, 506, 509, 510, Fig 515, 516, 525n144
- Jones, J. Price, Company, 200
- Jones (John Paul) Pew End. *See* Chapel, pew ends
- Jones Hall (Dormitory), Fig 201
- Joslin Family Scholarship and Foundation, 506
- Keck (W. M.) Foundation, 413
- Kellogg (W. K.) Foundation, 510
- Kenan (William R., Jr.) Professorship of American Institutions and Values. *See* Professorships
- Kenyon College, 110n78, 207-8, 231n121
- Kilham, Beder & Chu (architects), 423
- Koepfel Student Center, 485, 494, Fig 495
- Kresge Foundation, 239, 471
- Kriebel (Vernon K.) Professorship in Chemistry. *See* Professorships
- LaVoz Latina. *See* Student Organizations
- Learning Corridor, 506, 509-10, Fig 514, 517. *See also* Presidents of Trinity College, Dr. Evan Samuel Dobbelle
- Library. *See also* Watkinson Library
beginnings and early site, 2, 15, 47, 48
and CTW System, 413-4
and curators, librarians, and staff, 464n466. *See also* Name Index
new library (1952), 123, 182-4, Fig 189, Fig 190, Fig 191, 423-4, 464n467
1965 renovations, 256
1978 addition, 423-4, Fig 430
number of volumes over the years, 30, 32, 45, 48, 123, 182, 256, 459n414
- Loctite Corporation, 50, 524n136
- Loctite Scholarship (Chemistry). *See* Scholarships
- Long Walk, 5, Fig 14, Fig 28, Fig 38, 46, 51, 72, 507
- Loomis-Chaffee School, 390
- Majors. *See* Academic Departments; Curriculum
- Mandolin. *See* Student Organizations, Musical Groups
- Manchester Community College, 433
- Mark Twain Memorial, 491
- Marts and Lundy, Inc. (consultants), 195, 196, 199, 245-6
- Master Plan Task Force (1996). *See* Committees
- Mathematics, Computing, and Engineering Center, 456n371, 486, 494, Fig 495
- Mather (William Gwynn) Student Center, 239, Fig 250, 311n. 23, 24, 365, 470, 485, 494, 499
- McCook Family, 242
- McCook Mathematics-Physics Center (McCook Hall), 125, 242, Fig 250, 451n278
- McKim, Mead & White (architects), 74, 75
- Medusa. *See* Student Organizations
- Mellon (Andrew W.) Foundation, 403, 416, 474, 491
- Memorial Field House, 124, Fig 134, 144, Fig 155, Fig 156, Fig 263
- Metro Area Scholarship Program. *See* Scholarships
- Minnehaha Club. *See* Athletics, rowing
- Morris & O'Connor (architects), Fig 84
- Mu-Mu-Mu. *See* Student Organizations
- Murphy (Walter P.) Foundation, 127-8
- National Association of Independent Colleges and Universities, 432
- National Conference of Christians and Jews, 234n176
- National Science Foundation, 412
- Navy (U.S.) V-12 College Training Program. *See* U.S. Navy
- Neighborhood Planning Associates, Inc. (planners), 298
- New England Association of Schools and Colleges, 183
- New England Colleges Fund, 183-4
- Newman Club. *See* Student Organizations, Religious Groups
- North Campus Dormitory, 240-1, Fig 250

- North End Community Action Project (NECAP), 332
- Northam Towers (Dormitory), 5, 33, 34, Fig 38, 46
- Nutt (Charles S.) Professorship of Fine Arts. *See* Professorships
- Observatory (St. John), 34, Fig 35
- O'Connor & Kilham (architects), 223, 240, 242, 243, 255, 271, 423
- Ogilby Hall (Dormitory), 75, Fig 84, 322n264
- Old Dominion Foundation, 123, 256
- Old State House (Hartford), 503, 524n123
- Olympics (Paris, 1900), 47
- Open Curriculum (1969). *See* Curriculum, during 1960s
- Orchestras/bands. *See* Student Organizations, Musical Groups
- Oxford University, 142
- Pan African Alliance. *See* Student Organizations, Trinity Coalition of Blacks
- Parents' Association, 178, 215, 311n21
- Parents' Committee on Admissions, 295
- Parents' Day, 215, 311n24
- Parthenon Society. *See* Student Organizations
- Phi Beta Kappa, 3, 19, 165
- Phoenix Home Life Mutual Insurance Company, 516
- Physical Plant. *See also* names of individual buildings; Vernon Street; Broad Street; and individual Presidents of Trinity College
- 19th century - early 20th century improvements, 5, 20, 30, 33, 46, 47, 48
- and administrative offices, 256
- and Campus Master Plan, 507-8
- and Connecticut Transit Company site, 304, 508
- design overviews, 31, 34, 74, 195, 311n35, 506-8
- early transportation, 32, 33
- elm trees and ivy, 19, 33
- entrance to College, 34, 310n11
- geological characteristics of campus, 237-8
- images of campus, Fig 10, Fig 11, Fig 13, Fig 63, Fig 66, Fig 131, Fig 247, 310n14, Fig 513
- and local disasters, 30, 45, 46, 95, 255, 361
- and Olmsted (Frederick Law), 34, 237
- and original site of college, 4-5, 15, 30, 32, 71, 506
- Physics Club. *See* Student Organizations
- Pipes. *See* Student Organizations, Musical Groups
- Pipes and Drums. *See* Student Organizations, Musical Groups
- Plato (Ann) Fellowship, 420
- Plumb Memorial Carillon. *See* Chapel, Carillon
- Po Pai Paig. *See* Student Organizations
- Poetry Center, 414
- Political Science Club. *See* Student Organizations
- Port Huron Statement of SDS (1962), 327, 335
- Pre-Medical Club. *See* Student Organizations
- Presidential Fellow (1997), 523n121
- Presidential Searches, (1951) 180, (1966) 329, (1981) 467, (1989) 486, (1994) 499
- Presidents of Trinity College
- Brocklesby, Professor John, Hon. M.A. 1845 (Acting: 1860-1861, 1864, 1866-1867, 1874) [Mathematics; Natural Philosophy; Astronomy], 34
- and illustration, Fig 23
- and Phi Beta Kappa at Trinity, 19
- Brownell, Rt. Rev. Thomas Church (1824-1831), 30, 144, 197
- background and appointment, 1-2, 15, 230n92
- and faculty, 15
- and illustrations, Fig 7, Fig 26 (statue) relationship with Episcopal Church, 17, 439n58
- and student tradition of The Book, 232n150
- Dobelle, Dr. Evan Samuel (1995-)
- administration of, 502
- background and appointment, 500-1, 523n111
- curriculum and academic programs, 503-4
- and Health Studies Fellowship Program, 504
- and Tutorial College, 503-4, 506
- and Global Learning Sites, 503, 504-5

- Dobelle, Dr. Evan Samuel (cont.)
 and external associations, 500-1,
 523n112
 and City of Hartford, 502-3, 504,
 508-10
 and neighborhood revitalization,
 including the Learning Corridor,
 506, 509-10, Fig 514, 517
 and faculty, 420
 and fund raising, 504-6, 509
 and illustration, Fig 511
 and inauguration and inaugural
 address, 501-2, 508
 and physical plant, 507-8, Fig 513
 and students, 501
- Eliot, Samuel, Hon. M.A. 1857 (1861-
 1864) [History]
 background and appointment, 4, 6n4
 and illustration, Fig 8
 resignation, 4, 29
- English, James Fairfield, Jr., Hon. L.H.D.
 1989 (1981-1989)
 background and appointment, 389-90,
 452n312, 467-8, 518n4
 Board of Trustees, 468
 curriculum and academic programs,
 406, 469
 external associations, 390, 467, 468,
 483, 484
 and faculty, 323n277, 406, 468, 469
 and fund raising, 469
 and illustrations, Fig 372, Fig 479, Fig
 496
 and inauguration and inaugural
 address, 468
 and information technology, 413,
 459n413, 469
 and physical plant, 469-70, 485-6
 and retirement, 486
 and students, 467, 468, 469, 478
- Funston, George Keith, Class of 1932,
 Hon. LL.D. 1962 (1945-1951)
 administration, 122
 and alumni, 178
 and athletics, 124-5
 background and appointment, 118
 Board of Trustees, 177, 359, 363, 368
 departure/career after Trinity, 166n9,
 177, 223, 226n3, 234n176
 and Episcopal Church, 125, 178
 and external associations, 177-8
 and faculty, 119, 121
 and fund raising, 178, 226n7, 253
 and gifts to Trinity
 Chapel of Perfect Friendship
 Gateway, 423
 Chapel Sedilia, 494, Fig 498
 Funston Court, 177
 Funston (G. Keith) Professorship of
 American Literature and
 American Studies, 521n83
 Arthur H. Hughes Award for
 Achievement in Teaching, 417-8,
 461n433
 Presidential Collar, 179, Fig 188
 and illustrations, Fig 129, Fig 130, Fig
 134, Fig 187, Fig 190, Fig 496
 and inauguration and inaugural
 address, 118-9, 166n13
 and students, 119, 120-2
 and traditions, 178-9, 478
- Gerety, Dr. Tom (1989-1994)
 and alumni, 493
 and athletics, 492-3
 and background and appointment, 486
 and City of Hartford, 489
 and coeducation, 382-3
 and curriculum and academic pro-
 grams, 488-9
 and faculty, 488
 and illustration, Fig 496
 and inauguration and inaugural
 address, 486-7
 and physical plant, 494
 and resignation, 499
 and Strategic Plan for Trinity College
 (1992), 487-9, 490
- Goodwin, Rev. Daniel Raynes (1853-
 1860) [Languages], 3
 and background and appointment, 3,
 20
 and departure and career after Trinity,
 3-4, 29
 and illustration, Fig 8
- Hughes, Dr. Arthur Howard, M.S. 1938,
 Hon. L.H.D. 1946 (Acting: 1943-
 1945, 1951-1953) [Modern
 Languages; Vice President; Dean of
 the College], 138, 212, 223
 and background and appointment,
 117, 177, 180, 196, 323n278
 and curriculum and academic pro-
 grams, 137, 278, 285
 and external associations, 183-4
 and faculty, 151, 161, 173n155
 and Hughes Award for Achievement in
 Teaching, 417-8, 461n433

- and illustrations, Fig 104, Fig 129, Fig 187, Fig 190, Fig 219
 and physical plant, 182-3, 239
 and research, 137, 288
 and students, 141, 146, 181
 and Junior Advisory System, 182
 and World War II, 99, 121, 183
- Jackson, Rev. Abner, Class of 1837, M.A. 1840, Hon. D.D. 1858 (1867-1874) [Ethics; Metaphysics], 4, 30, 31, 96
 and background and appointment, 4, 29
 and Trinity campus, 4, 30, 31, 506
 and death, 4, 29, 31
 and illustration, Fig 9
 and Jackson Hall (Dormitory), 256, 314n89, 423
- Jacobs, Dr. Albert Charles, Hon. Litt.D. 1968 (1953-1968), 229n59, 315n104, 437n9
 and administration, 295-7
 alumni, 185, 196, 214-5, 224
 athletics, 184-5, 275-7
 background and appointment, 184, 228n49, 276
 and convocation, The Challenges to Liberal Education, 223-4, Fig 220
 and Eisenhower (President Dwight D.) visit, 216-7, Fig 219, 223
 and faculty, 329
 and fund raising, 195-6, 197, 199-200, 214, 253-4, Fig 263, 329
 and Hartford, City of, 185-6, 193, 197-9, 297-8, 304, 329
 and illness and retirement, 304, 328-9, 342, 452n298
 and illustrations, Fig 70, Fig 192, Fig 214, Fig 219, Fig 220
 and inauguration and inaugural address, 186, 193
 and Nixon (Vice President Richard M.) visit, 218, Fig 219, 223
 and other Episcopal schools, 207-9, 231n121
 and politics, 216-8
 and physical plant, Fig 70, 195, 209, 239-42, 254-6, 328-9
 and religious communities
 Episcopal Church, 184, 186, 200, 207, 209-10
 Jewish Community, 214
 and students, 241, 328
 chapel attendance, 210, 212-3
 Parents' Day, 215
 Student Sit-In, 342-3, 344-359
- Kerfoot, Rev. John Barrett, Hon S.T.D. 1865 (1864-1866) [Ethics; Metaphysics], 4, 29
 and illustration, Fig 9
- Lockwood, Dr. Theodore Davidge, Class of 1948, Hon. Litt. D. 1981 (1968-1981)
 and administration of, 384, 387-90, 420-1, 452n315
 and background and appointment, 147, Fig 157, 170n90, 329-30
 and Board of Trustees, 376, 390-2
 and career after Trinity, 467, 518n1
 and coeducation, 366-8, Fig 370, 420, 450n250. *See also* Coeducation
 and curriculum and academic programs, 385, 392-4, 395, 410
 and external associations, 424, 431-2, 447n215
 and faculty, 408, 415-16
 and Hartford, City of, 331-2, 385
 and fund raising, 421
 and illustrations, Fig 157, Fig 263, Fig 345, Fig 370, Fig 429
 and inauguration and inaugural address, 330-1, Fig 345, 365
 and physical plant, Fig 263, 423
 and President's Fellows (1974), 381, 450n261, 475
 and students, 335-7, 475
 Student Sit-In, 344-5, 355, 357, 360, 444n138
- Luther, Rev. Dr. Flavel Sweeten, Class of 1870, M.A. 1873, Ph.D. 1896, Hon. LL.D. 1904 (1904-1919) [Mathematics; Astronomy], 48, 50, 53, 115n209
 and background and appointment, 5
 and illustrations, Fig 21, Fig 44, Fig 248
 and Luther's Legacy, 228n57
 and politics, 48, 217
 and students, 47, 58
 and issue of Jewish students, 58-61
- Ogilby, Rev. Remsen Brinckerhoff (1920-1943)
 and alumni, 54, 78, 79, 80
 and athletics, 55, Fig 102
 and background and appointment, 6, 50, 52, 54, 56
 as "Red Mike," 107n23

- Ogilby, Rev. Remsen Brinckerhoff (cont.)
 and curriculum and academic programs, 90-1
 and death, 117
 and Episcopal Church, 52-3, 55-6, 62, 91
 and external associations, 94-5, 97, 517
 and *The Hartford Courant*, 56-7
 and faculty, 90-1, 93, 162
 and fundraising, 52, 54-5, 62, 71, 107n4
 and illustrations, Fig 63, Fig 65, Fig 81, Fig 101
 and inauguration and inaugural address, 52-3, 516
 and physical plant, 71, 73-5, Fig 82, 507
 and Chapel, 53, 56, Fig 69, 72-3
 and the "Red Scare," 59
 and students, 54, 55, 61, 91-2, 96
 and Hartford Area and Jewish Student issues, 61-2, 80, 91
 and academic performance, 62
 and Chapel attendance, 75-6
 and World War II, 97-8
- Painter, Rev. Dr. Borden Winslow, Jr., Class of 1958, Hon. L.H.D. 1995 (Interim: 1994-1995) [History; Dean of the Faculty], 499, 500
 and curriculum and academic programs, 393, 405, 406, 407, 453n337
 Alternative Degree-Program Planning Committee, 409
 Elderhostel, 411-12
 Rome Campus, 308, 459n409
 and illustrations, Fig 373, Fig 498
 and Secretary of Faculty, 460n421
- Perkins, Professor Henry Augustus, Hon. Sc.D. 1920 (Acting: 1915-1916; 1919-1920) [Physics], 6, 50, 139
 and illustration, Fig 21
 and Jewish students issue, 60-1
- Pynchon, Rev. Thomas Ruggles, Class of 1841, M.A. 1844 (1874-1883) [Chemistry; Natural Science], 20, 31, 33
 and illustration, Fig 12
 and physical plant, 5, 506
- Smith, Rev. George Williamson, Hon. LL.D. 1887 (1883-1904) [Metaphysics], 57
 and illustration, Fig 21
 and secularization of Trinity, 5, 45
 and Smith Dormitory, 256, 314n89, 423
- Totten, Rev. Silas (1837-1848) [Mathematics; Rhetoric and Oratory], 2-3, 18, 19
 and illustration, Fig 8
 and Phi Beta Kappa at Trinity, 3
 and relationship with Episcopal Church, 2-3
- Wheaton, Rev. Nathaniel Sheldon (1831-1837), 17, 18
 and beginnings of Trinity Library, 2, 15
 and illustration, Fig 7
 and Wheaton Dormitory, 256, 314n89, 423
- Williams, Rt. Rev. John, Class of 1835, Hon. S.T.D. 1849 (1848-1853) [History], 3, 19, 20
 and illustration, Fig 8
- President's Council on Minority Affairs, 473
 President's Discretionary Fund, 474
 President's Fellows (1974). *See* Presidents of Trinity College, Lockwood, Dr. Theodore Davidge
 President's House, 34, Fig 35, 423, Fig 430, 494, 502, Fig 511
 Princeton University, 338, 366
- Professorships
 Comparative Urban Studies Professorship, 510
 Dana (Charles A.) Research Professorship, 417
 Davis (Shelby Cullom) Professorship of American Business and Economic Enterprise, 470
 Ferris (George M.) Professorship in Corporation Finance and Investments (1982), 470
 Funston (G. Keith) Professorship of American Literature and American Studies, 521n83
 G. Fox & Co. Professorship of Economics, 198
 Goodwin (Genevieve Harlow) Professorship of the Arts, 312
 Goodwin (James J.) Professorship of English Literature, 49
 Hallden (Karl W.) Professorship of Engineering, 140-1
 Hobart Professorship, 2, 18, 19, 20

- Jarvis Professorship, 50, 139
- Kenan (William R., Jr.) Professorship of American Institutions and Values, 470
- Kriebel (Vernon K.) Professorship in Chemistry, 470
- Nutt (Charles S.) Professorship of Fine Arts, 470
- Roosa (Vernon D.) Professorship of Applied Science, 518n20
- Scovill Professorship of Chemistry and Natural Sciences, 3, 20, 50
- Seabury Professorship, 2, 17, 19
- Smith (Allan K. and Gwendolyn Miles) Professorship of English, 470
- Smith (Gwendolyn Miles) Professorship of Art History, 521n83
- Reitemeyer (John R.) Professorship in Political Science, 470
- Protestant Fellowship. *See* Student Organizations, Religious Groups
- Publications
- College
- Cesare Barbieri Courier*, 308
- First-Year Papers*, 519n38
- Feminist Scholarship Review*, 382
- Religion in the News*, 505-6
- Trinity Alumni Magazine*, 262, 329, 362, 383-4, 478
- Trinity College Catalogue*, 487
- Trinity College Bulletin*, 122, 178, 186, 215
- Trinity College Library Gazette*, 183
- Trinity College Student Handbook*, 381, 449n237, 450n264
- Trinity Parent*, 178
- Trinity Reporter*, 451n272, 463n459, 507, 521n78
- Student
- Archive*, 259, 316n111
- Harlequin*, 147, Fig 158
- Hermethenean* (The Interpreter), 18
- The Other Voice*, 492
- Trincoll Journal* (on-line publication), 492, 522n93
- Trinity Ivy* (Yearbook), Fig 26, 31, 171n112, 172n136, 234n169, 234n171
- Trinity Observer*, 474
- Trinity Papers*, 474-5
- Trinity Questioner*, 474
- Trinity Review*, 147, Fig 157
- Trinity Tablet*, Fig 25, 29
- Trinity Tripod*, Fig 41, 47, 147, 345 and academic freedom, 163 and athletics, 55 and black student issues, 337, 339, 340, 440n62 and coeducation, 368, Fig 371, 375 and civil rights, 332 and curriculum, 146 and fraternities, 165, 379, 476 and Hartford Area Students, 194 and politics, 236 and student activities, 172n139 and Student Sit-In, 351, 352, 354 and administration, 343 and size of College, 112n127, 194
- Pulitzer Prize, 94, 152, 244-5, 462n438
- Radical Education Program (REP), 335
- Rawn (William) Associates (architects), 507, 508
- Red Hysteria. *See* Trinity and Red Hysteria
- Reif Poetry Collection, 414
- Reitemeyer (John R.) Professorship in Political Science. *See* Professorships
- Religion, at Trinity, 57-61
- Renssalaer Polytechnic Institute (R.P.I.) - Trinity Engineering Program. *See* Academic Programs, Trinity - Renssalaer Polytechnic Institute (R.P.I.) Engineering Program
- Renssalaer Polytechnic Institute of Connecticut. *See* Hartford Graduate Center
- Research support (federal). *See* U.S. Government
- Reserve Officers' Training Corps (R.O.T.C.). *See* U.S. Air Force; U.S. Army
- Rockefeller Foundation, 338
- Rome Campus. *See* Academic Programs, Rome Campus Program
- Rome Campus Program. *See* Academic Programs
- Roosa (Vernon D.) Professorship of Applied Science. *See* Professorships
- R.O.T.C. *See* U.S. Air Force; U.S. Army
- R.O.T.C. (Air Force) Band. *See* Student Organizations, Musical Groups
- Royal Egyptian Banjo Band. *See* Student Organizations, Musical Groups

- S. S. Trinity Victory*, 116n236
- S.A.T.C. (Students' Army Training Corps).
See U.S. Army
- St. Augustine's College, 208
- St. Paul's College, 208, 342
- St. Stephen's College (Bard College),
 110n78, 208
- Scholarships, 54, 62, 341, 441n84
 for minority students, 234n177, 344, 351-
 2, 353, 442n107
 and Hartford Area Students, 198-9, 240,
 470
 individual scholarships
 Baker (George F.) Trust and
 Scholarship Program, 200,
 231n113
 Baker Scholars, 441n84
 Barbieri (Cesare) Endowment for
 Italian Culture, 306
 Black-American Alumni Scholarship
 Fund, 493
 Capital Area Corporate Scholarships,
 198-9, 240, 441n84
 Connecticut Scholars Program, 199
 Feldman (Rabbi and Mrs. Abraham J.)
 Scholarship Fund, 214
 Illinois Scholarship Foundation, 127-
 8, 169n68, 178, 194
 Illinois Scholars, 441n84
 Loctite Scholarship (Chemistry), 289
 Metro Area Scholarship Program,
 441n90
 Seabury (Bishop Samuel) Scholarship,
 226n7
- Scott (Sir Walter) Medieval Room (Library),
 423-4
- Scovill Professorship of Chemistry and
 Natural Sciences. *See* Professorships
- Seabury (Bishop Samuel) Scholarship. *See*
 Scholarships
- Seabury Hall (Old Campus), 16
- Seabury Hall (Summit Campus), 5, Fig 14,
 32, 47, 405, 485
- Seabury Professorship. *See* Professorships
- Servicemen's Readjustment Act (1944) [G.
 I. Bill], 120-1
- Shimer College, 208
- SINA. *See* Southside Institutions
 Neighborhood Alliance
- Sit-In. *See* Student Unrest
- Sixteen Thirty Four (1634) Fund, 506
- Sixty Seven (67) Social Evaluation, The. See*
 Students, and evaluations
- "Skiing and Being." *See* Curriculum, during
 1970s
- Skidmore, Owings & Merrill (planners), 237
- Smith Alumni/Faculty House, 34, 45, 486,
 494, Fig 495. *See also* Ferguson House
- Smith College, 315n103
- Smith Hall (Dormitory), 256, 314n89, 423
- Smith (Allan K. and Gwendolyn Miles)
 Professorship of English. *See*
 Professorships
- Smith (Gwendolyn Miles) Professorship of
 Art History. *See* Professorships
- Society Organized Against Racism (SOAR).
See Student Organizations
- South Campus (Dormitory), 255-6, Fig 264,
 377
- Sororities, 448n218, 475, 476-7
 Delta Delta Delta (Tri Delta), 379, 477.
See also Fraternities, Fire Society
 Kappa Kappa Gamma, 379, 477. *See also*
 Fraternities, Columns
 Tri Delta. *See* Delta Delta Delta (Tri
 Delta)
- Southside Institutions Neighborhood
 Alliance (SINA), Fig 401, 433-4, 469,
 484-5, 491, 499
- Southside News*, 433, 465n486
- Spanish Club. *See* Student Organizations
- Special Council on Women. *See* Women,
 Special Council on
- Stone Foundation, Fig 482, 485
- Stonorov & Haws (planners), 298, 304
- Stowe-Day Library, 491
- Strategic Plan for Trinity College
 (1990-1993), 487-9, 490
- Student Junior Advisory System, 182
- Student Nonviolent Coordinating
 Committee (SNCC), 333
- Student Organizations, 4, 172n136. *See also*
 Fraternities; Sororities
 Art Club, 146, 172n136
 Asian Students International Association
 (A.S.I.A.), 473
 Athenaeum Debating Society, 16, 146,
 163, 172n136, 258
 Beta Beta (Black Book Society), 18, 33
 Brownell Club, 47, 125, 259, 269
 Chemistry Club, 146, 172n136

Cinema Club, 257
 Circolo Italiano (Barbieri Italian Club),
 306, 325n312
 Clio Literary Society, 32, 33
 Commons Club, 260
 Crown Investment League, 259
 Debating, 258, 315n103
 Fraternities. *See* Fraternities
 Greek Letter Organizations. *See*
 Fraternities; Sororities
 Grand Tribunal, 19
 Il Circolo Dante, 305
 Incogniti, 18
 Jesters (Drama), Fig 39, 46, 56, 77, 99,
 163, 243, 244, 257, Fig 265, 290,
 313n57, 315n96
 La Voz Latina, 473
 Medusa, 46, 270, 342-3, 356, 357-8, 359,
 364
 and Medusa Shield, Fig 37
 Mu-Mu-Mu, 31
 Musical Groups
 Accidentals, 449n237
 After Dark, 449n237
 Air Force R.O.T.C. Band, 143-4
 Bishop's Men, 181, 258
 Chanticleers, 258
 Chapel Choir, 16
 College Quartette, 32
 Folksingers, 258
 Glee Club, 30, 77, 244, 258, Fig 266
 Mandolin Club, 144
 Navy V-12 Band, 99, Fig 103
 Orchestra/bands, 171n112
 Pipes, 32, 181, Fig 189, 258, 449n237
 Pipes and Drums, 258-9, Fig 267,
 316n107, 316n110, 316n111
 Royal Egyptian Banjo Band, 144
 Trinidads, 258, Fig 266
 Trinitones, 449n237
 Trinity Band, 258
 Trinity College Chamber Players,
 316n105
 Trinity College Gospel Choir, 474
 Trinity College Orchestra, 244
 Trinity Community Orchestra, 474
 Ye Royal Egyptian String Sextette, 33
 Parthenon Society, 16
 Physics Club, 146, 172n136
 Po Pai Paig, 30
 Political Science Club, 48, 77, 146,
 172n136
 Pre-Medical Club, 146, 172n136

Religious Groups
 Canterbury Club, 126-7, 165, Fig 205,
 212, 214
 College Interfaith Council, 127
 Hillel Society, 126-7, 165, Fig 206,
 212, 214
 Newman Club, 126-7, Fig 205, 212,
 214, 234n169
 Protestant Fellowship, Fig 206, 212,
 214
 Spanish Club, 146, 172n136
 Society Organized Against Racism
 (SOAR), 473
 Sororities. *See* Sororities
 Sword and Key, 117-8
 Trinity Association of Negroes (TAN),
 340, 351-2, 441n83, 442n107. *See also*
 Trinity Coalition of Blacks
 Trinity Alcohol Awareness Program
 (TAAP), 473
 Trinity Coalition of Black Women
 Organizations, 382
 Trinity Coalition of Blacks (TCB), 382,
 441n83, 472
 Trinity Film Society, 257
 Trinity Players, 315n105
 Trinity Women's Organization (TWO),
 382
 Women's Advisory Council, 382
 Women's Center, 382
 Students. *See also* Academic Programs;
 Athletics; Coeducation; Curriculum;
 Enrollment; Student Organizations;
 Trinity College, Traditions
 and academic performance
 over the years, 52, 62, 77, 93, 97, 181-
 2, 215
 Freshman Advisory Program, 128
 Freshman-Sophomore Honors Scholar
 Program (1967), 340
 Honors List (1982), 474
 Junior Advisory System, 181-2
 President's Fellows (1974). *See*
 Presidents of Trinity College,
 Lockwood, Dr. Theodore Davidge
 and alcoholic beverages, 273-4, 318n176,
 473, 500
 and finances, 16, 341, 344, 442n95
 and financial assistance, 341, 342, 344
 and curriculum, 272, 442n100
 and discipline, 181, 227n28, 363-4
 and faculty, 55, 272, 342-3
 and evaluations, 295, 487

Students (cont.)

- The 67 Social Evaluation*, 273
Trinity College, An Undergraduate Evaluation, 271-2
- from the Hartford area, 94, 119
 issue during 1919-1920's, 51, 57, 59, 62
 and Inter-Fraternity Report (1929),
 80, 91-2
 numbers since 1950's, 127, 194, 241
 and scholarship programs, 199, 240,
 470
 and University of Hartford, 240
 and Jewish students, 57-61, 109n65, 126-
 7, 164-5, 174n181, 234nn. 176, 177
 and Junior Advisory System, 182
 and presidential search (1981), 467
 and self government, 488
 Grand Tribunal, 19
 honor code, 270-1
 Medusa, 46, 342-3, 364
 Student Senate, 48, 269-70, 272-3,
 295, 342, 365
 Student Government Association, 365
 and social activities, 75, 172n139, 365,
 379
 and student unrest, 5, 334, 353, 356
 Sit-In, 343-4, Fig 348, 351-2
 and aftermath, 354, 355-6, 445nn.
 162, 163
 memories of participants, 444n140
 Cambodian "Incursion" protest, 361
- Students' Army Training Corps (S.A.T.C.).
See U.S. Army
- Students for a Democratic Society (SDS),
 327, 334-5, 351
- Subversion. *See* Trinity and Red Hysteria
- Summer School. *See* Academic Programs
- Swarthmore College, 339, 499
- Sword and Key. *See* Student Organizations
- Symposia. *See* Conferences, Convocations,
 and Symposia
- Taylor Bellfounders, 499
- Ten College Exchange Program. *See*
 Academic Programs
- Transition to College Program. *See* Academic
 Programs
- Trinidads. *See* Student Organizations,
 Musical Groups
- Trinitones. *See* Student Organizations,
 Musical Groups
- Trinity Alcohol Awareness Program (TAAP).
See Student Organizations
- Trinity Association of Negroes (TAN). *See*
 Student Organizations
- Trinity Band. *See* Student Organizations,
 Musical Groups
- Trinity Coalition of Black Women
 Organizations. *See* Student Organizations
- Trinity Coalition of Blacks (TCB). *See*
 Student Organizations
- Trinity College. *See also* Committees;
 Curriculum; Enrollment; Episcopal
 Church; Faculty; Hartford, City of;
 Physical Plant; Trustees
 and administration, 122, 230n80, 387,
 412-3, 452, 490, 502
 and Office of Chancellor, 3, 18, 19. *See*
also Presidents of Trinity College
 and admissions, 122, 473, 494, 500, 502.
See also Enrollment
 and anniversaries, College-wide
 Centennial Anniversary (1923), 62,
 Fig 65, 71
 125th Anniversary (1948), 123-4, Fig
 132
 150th Anniversary (1973), 421-2,
 463n459
 175th Anniversary (1998), 503, 516
 and anniversaries, specific
 Chapel (1982), 485
 Coeducation,
 20th Anniversary (1989-1990),
 382-3, 451n272
 25th Anniversary (1994-1995),
 382-3, 500
 Umoja House
 25th Anniversary (1995), 493
 and astronomy, 33, 34
 and Charter Day, 1, 110, 123, 164, 503,
 504, 506, 510, Fig 512, 516
 and Commencement, 2, 17, 49
 and endowment, size of
 during 1900-1950s, 51, 93, 114n189,
 195, 196, 254, 517
 during 1960s - present, 389, 421, 469,
 471, 517
 and finances, 93, 114n189, 114n191, 386,
 471
 and names of Trinity College, 54, 147,
 185, 516
 and Washington College, 1, 3, Fig 7,
 15

- and politics, 5, 48, 56, 161, 287-8,
454n352, 463n433, 523n112
and Eisenhower (President Dwight D.)
visit, 216-7, Fig 219, 223
and Nixon (Vice President Richard
M.) visit, 218, Fig 219, 223
and Red Hysteria, 59, 162-3, 175n201,
186
and religion, 5, 212, 214-5, 169n66. *See*
also Episcopal Church; Students
and the school year, 97, 395
and traditions, 520n59
Bantam (mascot), Fig 40
Beanie, Freshman, 48, Fig 219
The Book, 232n150, Fig 479
Bottle Night, 181, 227n25
Burial of the Conic Sections. *See*
Trinity College, traditions, Cones,
Burning of the
Ceremonial Headgear, 179, Fig 188
Ceremonial Mace, Fig 188
Class Day, 20
College Colors, 29, 34
College Songs, *Neath the Elms*, 33
Cones, Burning of the, 19, Fig 23
Honors Day, 179
Lemon Squeezer, 20, Fig 23, Fig 482,
478
Luther's Legacy, 228n57
Matriculation and Book Ceremony,
179
Medusa Tapping, Fig 268
Presidential Collar, 179-80
Presidential Mace, 179, Fig 345
Punch Bowl, 47
Stunt Night, 181, 185
and the press, 472, 519n28
and war
Civil War, 4, 29, 171n114
Spanish-American War, 46, 47
World War I, 6, Fig 44, 49, 50
World War II, 48, 96-100, 102, 103,
116n236, 117-8, 120-2, 139-40,
152, 183. *See also* U.S. Navy, V-12
Program
Korea, 128, 181, 387
Vietnam, 333-5, 361. *See also* Student
Unrest
Trinity College Adjudicative System,
446n190
Trinity College, An Undergraduate
Evaluation. See Students, and evaluations
Trinity College Associates, 198, 223. *See also*
Hartford, City of
Trinity College Chamber Players. *See* Student
Organizations, Musical Groups
Trinity College Community Child Center, 494
Trinity College Council (TCC), 361-3, 364,
384, 445n162, 451n281
Trinity College Library Associates, 183
Trinity College Neighborhood Posse, 491,
Fig 496
Trinity College Orchestra. *See* Student
Organizations, Musical Groups
Trinity College Presidents. *See* Presidents of
Trinity College
Trinity College (Quezon City, Philippines),
458n406
Trinity-Columbia Engineering Program. *See*
Academic Programs
Trinity Community Action Center (TCAC),
332, 356, 360, 444n147
Trinity Community Orchestra. *See* Student
Organizations, Musical Groups
Trinity Film Society. *See* Student
Organizations
Trinity Gospel Choir. *See* Student
Organizations, Musical Groups
Trinity Interaction Center (TIC). *See* Trinity
Community Action Center (TCAC)
Trinity Museum. *See* Cabinet (College
Museum)
Trinity - Rensselaer Polytechnic Institute
(R.P.I.) Engineering Program. *See*
Academic Programs
Trinity Women's Organization (TWO). *See*
Student Organizations
Trowbridge & Livingston (architects),
Fig 66, 72
Trowbridge Pool and Squash Courts, Fig 67,
72, 74, 91, Fig 263, 494
Trustees, 423, 453n317
and administrative issues of the Board,
390-2, 460n426
and Board of Fellows, 60, 493
and coeducation, 366, 367, 376, 380
and curriculum, 286, 395, 405, 408, 409
and Dialogue Committee (1967),
442n100
and Episcopal Church, 2, 19, 52
and General Advisory Committee Upon

Trustees (cont.)

- the State of the College (1918), 52, 59-60, 61
 - and Greek Letter Organizations (Fraternities and Sororities), 262, 269, 476-7
 - and Hartford, City of, 298, 304
 - and original campus, 30, 31
 - and student body,
 - religious issues, 59-60
 - scholarships, 342
 - size, 341
 - Sit-In, 344, 351-2, 355, 356-8, 444n138, 445n162, 453n320, 453n323
 - and Trinity College Council (1968), 361-3, 364, 384, 445n162, 451n281
- Tutorial College. *See* Curriculum, during 1990s
- Twilight Program. *See* Academic Programs
- Twin Valleys Upward Bound Program, 433
- Umoja House, 473, Fig 481, 493
- Undine Boat Club (Hartford), 20
- United Aircraft Corporation, 295, 407, 412
- United States Steel Foundation, 200
- United World Colleges, 467
- University of Connecticut, 408, 443n114, 500, 518n4
- University of Hartford, 240, 432
 - Hartt College of Music, 424
 - Hillyer College, 50, 76
- University of the South, 110n78, 207-8
- Upward Bound Program. *See* Twin Valleys Upward Bound Program
- Urban Strategies, Inc. (planners), 507, 508
- U.S. Air Force
 - Reserve Officers' Training Corps (A.F.R.O.T.C.), 142-4, Fig 155, 171n113, 386-7
- U.S. Army
 - Chemical Warfare Service, 108n46
 - Reserve Officers' Training Corps (R.O.T.C.), 334
 - Students' Army Training Corps (S.A.T.C.) cadets, 58
- U.S. Government
 - Department of Defense, 143
 - Department of Housing and Urban Development (HUD), 500
 - Fannie Mae Hartford Partnership Office, 509
 - influence on education, 120-1, 242, 386, 448n229, 451n294, 465n483, 500
 - research support, federal, 242, 290
- U.S. Navy
 - V-12 College Training Program, 98-100, 102, 103, 116n226
 - V-12 Band. *See* Student Organizations, Musical Groups
 - U.S.S. Hartford*, 144, Fig 156
- Vassar College, 366, 375, 377, 379, 424, 447n215
- Vernon Street, Fig 35, 48, 49, 316n125
 - and Broad Street, 499
 - and Connecticut Transit Company site, 304, 508
 - and dorms (1988), 485
 - and Ferguson House, 34, Fig 35, 486
 - and fraternities, 464n464, 524n134
 - and gates (1973), 422
 - and President's House, 34, Fig 35
 - and Umoja House, 473, 481
- Visiting Lecturers, 297, 306-7, 474
- Vistas Program. *See* Academic Programs
- Voorhees College, 208
- Wadsworth Atheneum, 141, 183, 313n53
- Washington College, 1, 3, Fig 7, 15
- Watkinson Library, 253, 423, 491
 - beginnings in 1866, 183, 228n39
 - and collection, 324n282, 423
 - and curators/librarians, 464n466
 - and illustration, Fig 191
- Watson (Thomas J.) Foundation and Fellowship, 378, 440n63
- WCCC, 145
- WDRC, 145, 163
- Wesleyan University, 89, 93, 94, 119, 164, 200, 413
 - and Wesleyan-Trinity Summer School, 97, 115n220, 115n221
- Wheaton Hall (Dormitory), 256, 314n89, 423
- Whitney (John Hay) Foundation, 200
- WHNB-TV (Channel 30), 315n104
- Widener Gallery, 244
- Wiggins (Dormitory), 486
- Wiggins Sculpture Studio, 524n134
- Williams College, 200, 339, 375, 395
- Williams Memorial (Administration Building), Fig 44, 48, 49, 55, 72, 74, 182, Fig 348, 352, 507

- Women, 48, 119, 292-3, 322n264, 450n271.
See also Coeducation
- Women, Special Council on, 450n271
- Women's Advisory Council. *See* Student Organizations
- Women's Center. *See* Student Organizations
- Women's Club of Trinity College, 462n434
- Writing Center, 423
- WRTC (Radio Trinity), 145, 146, Fig 157, 257, 315n100, 315n102
- WTIC-TV (Channel 3), 315n104
- Yale University, 1, 2, 61, 164, 174n190, 390, 412, 447n217
- Ye Royal Egyptian String Sextette. *See* Student Organizations, Musical Groups



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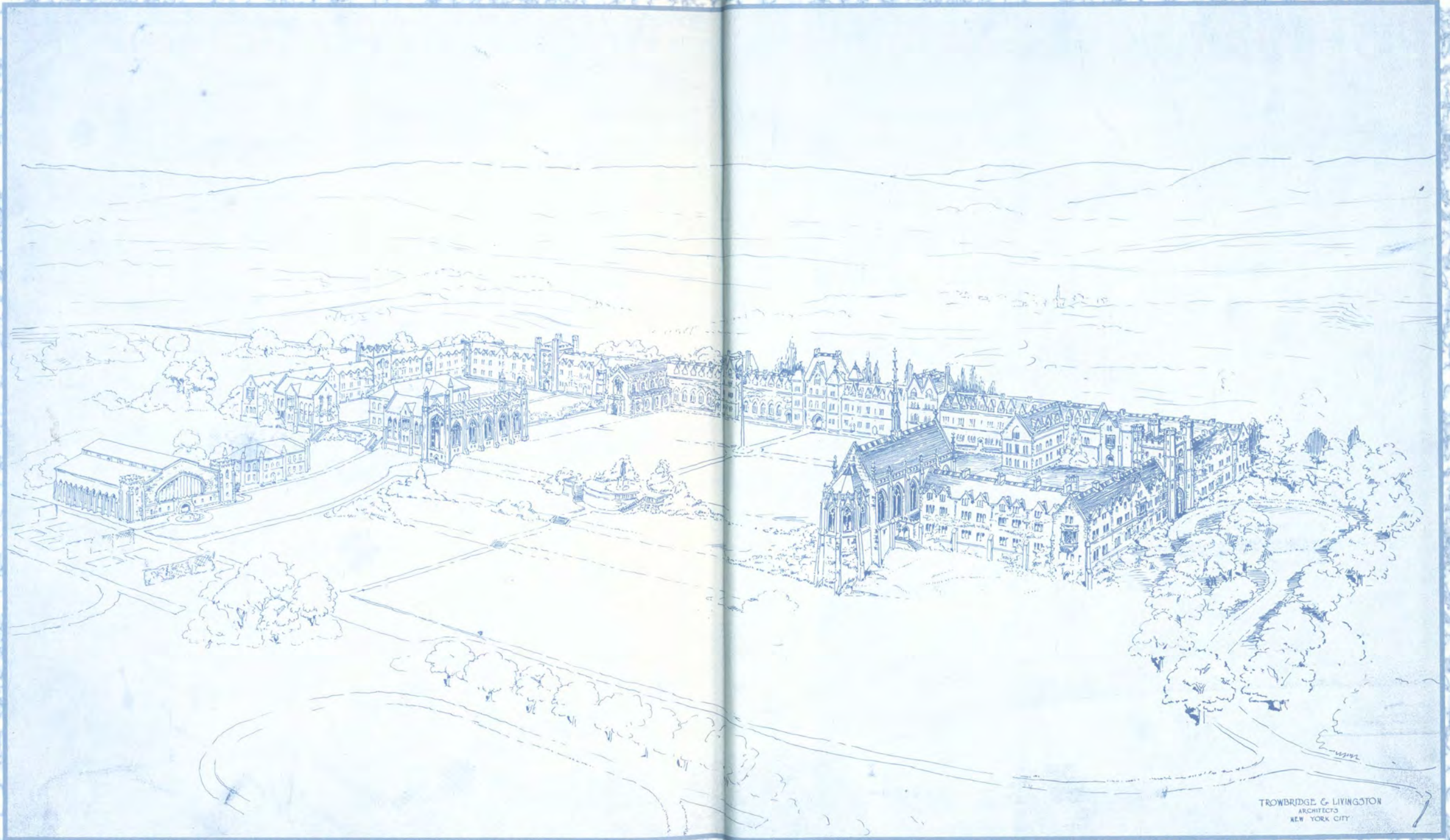
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