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. 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.” 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.

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

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." 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." 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.

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 Episcopal. 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." 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. 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. 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.” 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. 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. 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.” 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. 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. 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.
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 ecclesiastic-
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 Maude’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 bel­
lowed 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, 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. 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).

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." 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. 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). 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. . . ."
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.” 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. Mainly 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.”

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.” 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 . . . .”

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. 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. 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. At the continuation of their meeting the following day, the Trustees appointed a special committee to consider the report. 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. 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. 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.

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.
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.

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. 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." 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. At the continuation of their meeting the next day, the Trustees adopted the committee’s resolution.

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-
mitory 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." On October 25, the full Board approved the Executive Committee's action, but only for the duration of the academic year. 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.

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." 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." 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. 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. 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. 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 Leilowitz 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." 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, and to develop a program of studies that 250 carefully selected young men would find
useful in preparing for positions of leadership. 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 de-emphasize 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. Some local students belonged to fraternities, but the vast majority participated little in campus life.

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. 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. 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."

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. 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.

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, and President Ogilby, acting in conjunction with the heads of four other Episcopal colleges, 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
Figure II-3
Panoramic view of the undergraduate body in the fall of 1923. Presented to the College Archives by Martin M. Colleta, Esq., Class of 1926, who is kneeling 16th from the left in the second row.
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, '93, Princess Hime, Rev. Paul Roberts, '90, of West Orange, N. J., Mrs. Yone 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
Greater Things in Store

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

Figure II-9
Trowbridge Pool and Squash Courts
Figure II-10

The Chapel
Greater Things in Store

Figure II-11
William G. Mather, Class of 1877 (M.A., 1885; Hon. LL.D., 1932)

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
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.

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.\textsuperscript{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,\textsuperscript{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.\textsuperscript{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).\textsuperscript{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."\textsuperscript{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 Shinshu sect of the Buddhist faith.\textsuperscript{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.\textsuperscript{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. L.L.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.\textsuperscript{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. 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).

Ogilby was partial to the Gothic style, and he had begun his inaugural address with words of high praise for the Long Walk buildings. In June, 1925, the Trustees agreed on the advisability of employing an architect to prepare a general plan for future buildings. 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. 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 (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. 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. Construction began early in 1935 (II-18) and reached completion in the fall of 1936. 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. 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.

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.

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.” 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.\footnote{106 Yet again, in his 1937-1938 report, he cited the need for the dormitories, the expansion of Williams Memorial, and a field house.} 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.\footnote{107 Under the leadership of College Provost Dr. Harold C. Jacquith ’12, Hon. ’37 and trustees Charles E. 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).} Under the leadership of College Provost Dr. Harold C. Jacquith ’12, Hon. ’37 and trustees Charles E. 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. 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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).} While Goodwin-Woodward was under construction, the College announced plans for yet another dormitory. 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The handsome brick building, designed to accommodate 26 students and two faculty members, was completed in 1941, and later named Ogilby Hall (II-23). \footnote{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.” 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. 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. The Trustees, however, held firm, and on December 1, 1923, rejected a Senate petition requesting the abolition of compulsory chapel. 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. 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, 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. 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.”

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.\textsuperscript{119} The appointments of Raymond Oosting, Joseph C. Clarke M'38, and Daniel E. Jesse 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 Jesse coached varsity football as well as baseball and squash. In 1934, Jesse 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).\textsuperscript{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 1923\textsuperscript{121} to 263 in 1925.\textsuperscript{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.\textsuperscript{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,\textsuperscript{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 \textit{Tripod} announced frankly that one of the program's undoubted goals was "to hold athletes."\textsuperscript{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. 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, 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. 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.

Other Trinity fraternities were in similar straits by the mid-1920s, 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. 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. 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.

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.”
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." 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.

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. 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." 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.

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
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.

The Clement Chemistry Laboratory, circa 1940.
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, Trues, Sampers, Eigenbauer, Kobraisky, Marquet, Parker, Sinclair

Figure II-27
The 1934 Football Team

Third Row: Manager Armstrong, S. Alexander, Rihl.
First Row: DiLorenzo, O'Malley, Morris, Patton, Parker, Downes, Shelly.

Figure II-28
The 1937 Baseball Team
Figure II-29
Hon. Philip J. McCook,
Class of 1895, Hon. LL.D., 1920

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

Figure II-31
Portrait of Beech and Professor of Philosophy Blanchard W. Means by
Mark Rainsford, Class of 1941
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. Hothkiss '82, M.A. '86, and Charles G. Woodward '98, M.A. '01. 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." 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." 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.

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. 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. 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. 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. Subsequently, at their April 26 meeting, the Trustees approved the revisions to the statutes.

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. 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) 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." 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.

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." 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.\textsuperscript{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.\textsuperscript{161} Although the faculty had finally revised the classical languages requirement, further revisions of the curriculum would soon be under consideration.

\textit{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."\textsuperscript{162} The president also indicated his determination that Trinity remain steadfast in emphasizing its Episcopal 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."\textsuperscript{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.\textsuperscript{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.\textsuperscript{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. 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.’” Thus, about 350 men in residence would “maintain a proper balance in a college of five hundred....”

As Ogilby had hoped, the number of undergraduates enrolling at the College increased during the 1930s. In 1929-1930, the figure was 280, rising to 325 the following year. A dramatic increase in 1931-1932 brought it to 400, and the year after it stood at 415. In 1933-1934 and 1934-1935, slight gains took the enrollment to 433 and 465 respectively, and by the fall of 1936, the figure had reached 495. Two years later, in 1938, an enrollment of 525 students finally surpassed the goal.

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. 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. 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. 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, 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, the fraternity alumni were immensely pleased with the sort of young man who was being attracted to the College. 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. 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. 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.

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, 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, 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. Trinity’s endowment also increased, 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.

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. 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. 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 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. Also, as the student body was expanding, the faculty had an almost proportional increase from 39 to 59, thus fulfilling another of President Ogilby’s early goals. There were several generous sabbatical leaves, 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, and in April 1940, the Trinity faculty even hosted a dinner for the faculty of Wesleyan University.

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 (III-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.

During this same period, undergraduate social life showed more vitality, and the athletic teams enjoyed a series of highly successful seasons. 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 billboard 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.” 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...” 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.”
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.

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). 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, fraternities discontinued pledging for the duration, and by the spring of 1943, the College reached the decision to drop intercollegiate sports until the end of the War. 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 (II-39).

Trinity was one of 131 colleges and universities nationwide that the Navy selected as V-12 training sites. 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. 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, 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. In contrast, V-12 enrollments from July, 1943 on were, respectively, 402, 410, 387, 384, 235, and 138. 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.

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

Figure II-39
Navy V-12 Unit in formation: June 3, 1944
Figure II-40


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

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

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.
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.
9. Ibid., 24-25.
10. Ibid., 25.
12. Ibid., 26.
15. Ibid.
17. Ibid., 31-32.
20. Ibid.
22. [McNulty], *In Memory of the Rev. Dr. Remsen Brinckerhoff Ogilby*, unpaged.
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.

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*, unpaged.


30. Ibid.


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.


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*.


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.
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.
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.


90. Trustee Minutes, June 13, 1925.


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.


99. Ibid.


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.


108. “Here We Build,” Trinity College Alumni News (January 1940): 6-9; Catalogue of Trinity College, 1939-1940, 133.


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.


118. Foreword to Trinity College Bulletin: Summer School, June 29-August 7, 1936.
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.
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.
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.


153. Trustee Minutes, June 15, 1929.

154. Trustee Minutes, January 18, 1930.

155. Trustee Minutes, April 26, 1930.


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.


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.


166. Report of the President of Trinity College, October 1, 1936, 6.

167. Ibid.

168. Ibid.


177. Henry, Challenges Past, Challenges Present, 14.

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.


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.


189. By 1937, the productive funds had grown to $3,278,153.98. Report of the Treasurer of Trinity College, 1937, 6.


192. See the Report of the Treasurer of Trinity College for these years.


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 G. 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.


200. Report of the President of Trinity College, October, 1936, 10.

201. Ibid.

202. Ibid.

203. Ibid., 9.

Greater Things in Store


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 Koži 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.


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.


217. Ibid., 27.

218. Catalogue of Trinity College, 1941-1942, 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.

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.


Ogilby, Trinity College Archives, Trinity College, Hartford.

Memorandum from Arthur H. Hughes to Glenn Weaver, December 15, 1986.

Knapp, "Trinity and World War II: The V-12 Program," Reunion Lecture (June 1996), Trinity College Archives, Trinity College, Hartford.