CHAPTER III

The Dawn of a New Era

Early in August 1943, just after the V-12 program began at Trinity, President Ogilby went to his summer cottage at Weekapaug, Rhode Island, for a few days of much-needed rest. On Saturday morning, August 7, while swimming, he went to the rescue of the Ogilby family maid, Mary F. O'Connor. A novice swimmer, she had suddenly found herself unable to reach shore. Ogilby supported her until help arrived, but the effort proved fatal. Stricken by a heart attack, he collapsed and died before he could be taken ashore. Ogilby’s death was a tragic loss to the College, especially so in the face of the uncertainties brought on by a nation at war. The Board of Trustees appointed as acting president Dr. Arthur H. Hughes, who had come to Trinity in 1935 as an Assistant Professor of German, and who had served as Dean of the College since the resignation of Professor Thurman L. Hood (English) (III-1) from that office in 1940.24

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

From 1943 until the end of the War, social life on campus turned away from Vernon Street and found its focus in the activities of the V-12 trainees. The fraternities discontinued pledging, and in an effort to assure their continuation, the Graduate Interfraternity Council established an organization known as Sword and Key. Undergraduate fraternity brothers who returned to the College after discharge from
military service automatically joined Sword and Key, as did new pledges whom the reactivated fraternities admitted on a quota basis beginning in February 1946. Undergraduate extracurricular organizations also became dormant as membership dwindled, but gradually revived after 1945.

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

A New Administration and Postwar Expansion

Acting President Hughes had been so successful in dealing with a range of vexing problems that many thought and hoped he would become the permanent head of the College. However, in June 1944, after an intensive search, the Trustees selected George Keith Funston '32, who was then serving in the U. S. Navy with the rank of Lieutenant Commander (III-2). Having spent most of his youth in South Dakota, Funston had worked his way through Trinity, earning election to Phi Beta Kappa and graduating with honors in history. He then entered the Harvard Graduate School of Business Administration, and upon graduation in 1934, advanced rapidly in his business career, serving by 1940 as sales planning director for Sylvania Electric Products Company in New York. In his wartime government service he was special assistant to Donald M. Nelson, Chairman of the War Production Board, and then, as an officer in the Naval Reserve (III-3), he served in the Industrial Readjustment Branch of the Office of Procurement and Material. The selection of one so young, without teaching or administrative experience in higher education, raised many eyebrows among the alumni and in the Hartford community. The selection was certainly unusual, but it was in the vanguard of the movement away from recruiting college and university presidents from the ranks of clergymen and academics exclusively. During the last half of the 20th century, it would become increasingly commonplace for institutions of higher learning to draw their presidents from both business and the military.

Although the president-elect was able to make a few brief visits to the campus, it was not until his discharge from the Navy in the fall of 1945 that he moved to Hartford. Funston's inauguration took place on February 22, 1946, and in keeping with such occasions at Trinity, it was a colorful academic ceremony (III-4). Delegates were pre-
sent from 67 academic institutions, including Harvard and Hartford Junior College. Funston’s friend, the Rt. Rev. Conrad H. Gesner ‘23, Bishop Coadjutor of the Diocese of South Dakota, pronounced the invocation and benediction. There were greetings from the faculty, the alumni, and the undergraduate body, an address by President Victor L. Butterfield of Wesleyan University, and the conferring of honorary degrees upon the three principal participants in the inauguration ceremony: President Butterfield (L.H.D.), Bishop Gesner (D.D.), and Wallace B. Donham (L.L.D.), Professor of Administration at the Graduate School of Business Administration of Harvard University, who conveyed greetings from the educational institutions of New England.\(^{11}\)

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

Funston made it clear to his audience that his intention was to pursue new initiatives that would build on the solid foundation of the College’s past. Trinity would “remain a privately endowed liberal arts college for men,” and all “energies and resources therefore must be devoted to the purpose of making Trinity the best possible liberal arts college for men.” It would neither become a university nor adopt coeducation, and would remain small. In the foreseeable future there would be no more than 575 students, and the institution would retain its focus as a “personal college.” Teaching would be the primary function of the faculty, but the College would encourage research “to enrich and stimulate the powers of each instructor as a teacher.” By appointing a full-time chaplain, Trinity would seek to cultivate each student’s spiritual growth, and strive to have religion make “a persuasive impact on as many students as possible—irrespective of their faith.” The College also would serve the Hartford community. Trinity would continue to admit young men from Hartford as undergraduates, would expand the extension and summer school programs, and “try to take an even greater interest in the life and activities of the community.” Every effort would be made to encourage undergraduate extracurricular activities, and to foster fraternity life—only, however, with the understanding that “the College comes first, and the fraternities second.” The athletic program would remain unchanged, the intercollegiate athletic calendar would “schedule colleges of our own size and type,” and intramural sports would receive more support. There would be no return to “nor-
malcy” or “the good old days,” and Trinity would maintain its “position as one of the nation’s finest small colleges,” and try to improve it (III-5).13

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

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

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

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

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

By the 1947-1948 academic year, the student list came to a total of 857 undergraduates, and rose slightly in 1948-1949 to 885, not including 16 graduate students. An additional 398 students taking one or more courses that year in the Twilight Program brought the total to 1,283. The fact that just over 400 of that total enrollment were veterans (the smallest number since the end of the War), suggested that the “G. I. bulge” had passed its peak, thereby prompting newly appointed Dean of Students Joseph C. Clarke to predict that enrollments would shrink in a year or two to 650 or 700.

The G. I. boom, the increased popularity of Trinity among nonveterans, and the need for a general administrative reorganization of the institution resulted in the creation of new offices and several important appointments to the staff. As President Funston observed later in his last official report, there were so many initiatives to carry...
out in his program for the College that “it was obvious that no one person could carry it forward. And so began the endeavor to transform Trinity from what had been a magnificent ‘one man’ organization to a many man administrative team. Young men were brought in—even today [1951] the average age of the administrative officers is only thirty-nine. Six new offices, Chaplain,54 Dean of Students, Property Manager, Placement, Public Relations, and Publications were established. The offices of Alumni, Admissions, Extension, Summer School, Dean and the Treasurer were overhauled. Despite this expansion, administrative costs percentage wise did not exceed those of other well managed institutions. Trinity was modernizing its administrative set-up and catching up with the most progressive of its sisters. The responsible officer was encouraged to run his own show, subject to written policies and procedures which he drew up . . . . The aim was to have the administrative officers operate on their own with their decisions based on policy and not on whim.”35

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

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

Many alumni favored the College’s expansion, and an alumni survey in 1945 had revealed that the majority favored a student body of about 700.44 President Funston’s observation the following year that the 927 full-time students enrolled in the fall of 1946 was “equal to 42 percent of all living Trinity graduates” undoubtedly startled
the advocates of a bigger Trinity. Larger enrollments meant that the average age of the alumni would be quite low, with an anticipated adverse effect upon their ability to contribute to the Annual Fund. Simple computations also revealed that a more numerous student body would considerably lower the endowment per student, a factor generally used as a criterion in evaluating private colleges. Nevertheless, Trinity was well on the way to expansion, and alumni, trustees, and faculty accepted the challenge of making a bigger Trinity a better Trinity.

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

The enthusiastic way in which alumni and friends of the College supported the fund-raising drive contributed to the excitement surrounding the observance of the 125th anniversary of Trinity's chartering (III-12). Festivities began on Charter Day, May 16, 1948, which, coincidentally, was Whitsunday. The morning featured a festival service in the Chapel and the blessing of a window in the Chapel of Perfect Friendship in memory of President Ogilby, commemorating his long-standing friendship with the Rt. Rev. Charles H. Brent. In the afternoon, delegates from colleges, universities, and various institutions and organizations joined the Trinity community and
the public to hear Dr. Charles Seymour, president of Yale University, and President Funston deliver addresses, and to witness the conferral of honorary degrees on four alumni: Horace R. Bassford '10 (M.S.), a distinguished actuary and insurance executive; Karl W. Hallden '09 (M.S.), industrialist and benefactor of the College; the Rev. Francis B. Creamer '23 (D.D.), the festival service preacher; and the Rt. Rev. Lauriston L. Scaife '31 (D.D.), Bishop of Western New York. The anniversary festivities carried over to Commencement Weekend and the 125th Alumni Reunion, June 18 through 21. On Class Day, June 19, Funston electrified the alumni in attendance with the announcement that the 125th Anniversary Campaign had fully achieved its goal. Alumni support of the campaign was spectacular with 66 percent of Trinity graduates contributing. Later in the afternoon, the president laid the cornerstones for Elton Hall, the dormitory named for the late John P. Elton '88, a trustee for 33 years who had died the previous March, and the Memorial Field House, commemorating the 70 Trinity men who gave their lives in World War II (III-13).

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

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

Although President Funston had made it clear at the beginning of his administration that he did not consider victorious athletic teams a measure of collegiate greatness, he was not indifferent to the importance of intercollegiate sports competition. Not an athlete himself, he had nonetheless been manager of the 'Trinity baseball team
during his undergraduate years. In Funston’s charge to the Class of 1951 at Commencement, he noted with appreciation that “outstanding athletes among you have helped to produce Trinity’s Golden Age of intercollegiate athletics,” but deplored what he considered professionalism in collegiate competition, excoriating colleges and universities that “hired” athletes and thus defeated the very purpose of amateur sports.54

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

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

The death of President Ogilby deprived the Chapel of an Episcopal priest in charge. During the War, the Rev. Dr. Arthur Adams (the College Librarian) (III-18) and several members of the faculty and administration who were licensed lay-readers
conducted the regular civilian undergraduate chapel services. The Rev. Dr. Kenneth W. Cameron (III-19) assisted as well upon his appointment in 1946 to the faculty in English. Something more than this, however, was necessary if Trinity were to continue to emphasize its Episcopal heritage and provide for the spiritual welfare of all students. Central to President Funston’s thinking regarding the College’s spiritual life was the idea of appointing a chaplain who would be responsible for directing religious activities on campus. Following President Ogilby’s death, a series of short-lived committees had attempted to define the role of chaplain in an institution such as Trinity. Consensus favored a priest of the Episcopal Church who could assume faculty rank, and who would conduct the regular chapel services, preach on Sunday, counsel students, and teach one or two courses in religion to supplement Professor Adams’s course on the history of religion. There was no thought at this time of establishing a department of religion or a religion major.

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

Chaplain O’Grady quickly assumed the teaching duties for which his position at the College called, offering courses in Old and New Testament, Christian Thought, and Christian Ethics. The remainder of his time was given over to counseling, regular pastoral duties, confirmation classes in anticipation of the Bishop of Connecticut’s annual visitation, and the schedule of chapel services. The latter was quite demanding, and in the academic year of 1947-1948 alone, for example, 422 services were conducted. Student attendance, reflecting the chapel requirement, came to 30,142. Non-Episcopalians, as well, participated in the religious life of the College. Active chapters of the Protestant Fellowship, the Hillel Society (Jewish), and the Newman Club (Roman Catholic) were established with external advisers, and these
three groups soon joined with the Canterbury Club (Episcopalian) to form the Trinity College Interfaith Council.66

The College Regains its National Character

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

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

Realizing that support for the field house was a lost cause but sensing also that the Foundation really wanted to do something for Trinity, Funston suggested the establishment of a separately incorporated Illinois organization that would endow scholarships for Illinois students interested in attending Trinity. The suggestion resulted in the creation under Illinois law of Scholarships for Illinois Residents, Inc., and today all members and directors of the corporation are Trinity alumni or officers of the College. The Walter P. Murphy Foundation made initial grants of $200,000 and $100,000 to Scholarships for Illinois Residents, Inc. in 1947. An additional and final grant of $500,000 came in 1951. The first group of Illinois Scholars arrived in the fall of 1948 as part of the Class of 1952, and since then each class has averaged from one to ten Scholars. By 1997, the 50th anniversary of its establishment, the Illinois
Scholarship Program had enabled over 300 students to attend Trinity.68†

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

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

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

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

Figure III-1
Portrait of Professor of English Thurman L. Hood by Mark Rainsford, Class of 1941

Figure III-2
Acting President Arthur H. Hughes (left) with President-elect G. Keith Funston, Class of 1932
TRINITY COLLEGE IN THE TWENTIETH CENTURY

Figure III-3
G. Keith Funston, Class of 1932, Hon. LL.D., 1962

Figure III-4
Recipients of honorary degrees at the inauguration of President Funston - February 22, 1946
Figure III-5
Aerial view of the College, circa 1946

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

Figure III-7
John A. Mason, Class of 1934 (right), with Mrs. Mason and their son, John A. Mason, Jr., Class of 1966, at Commencement
Figure III-8
Robert M. Bishop, M.A., 1955

Figure III-9
Karl W. Hallden, Class of 1909

Figure III-11
Elton Hall

Figure III-10
Hallden Engineering Laboratory
Cornerstone Ceremony for the Field House - June 19, 1948.
Left to right: A. Northey Jones (Class of 1917), Robert S. Morris (Class of 1916), Francis S. Murphy (Hon. M.A., 1947), and President Funston.

Figure III-14
The 1951 Baseball Team
Figure III-15
The 1949 Football Team

Figure III-16
The 1952 Basketball Team
Figure III-17

Figure III-18
Portrait of the Rev. Dr. Arthur (Putty) Adams, the College Librarian, by Mark Rainsford, Class of 1941

Figure III-19
Associate Professor of English Kenneth W. Cameron
Means (Philosophy) as chair, James A. Notopoulos (Greek), Edward D. Myers (Linguistics), and Morse S. Allen (English). In January 1942, the Committee delivered a preliminary report to the Trustees and the faculty, but wartime adjustments at the College delayed consideration of its findings. By April 1944, however, the Committee had released a revised and considerably expanded version of the report that contained an extensive discussion of "The Idea of Liberal Education" as well as a number of recommendations for faculty review. The Committee considered its report an "attempt to define the ideals and cultural goals of liberal education." Similar soul-searching was then underway at other institutions, including Harvard, Yale, Princeton, Amherst, and Wesleyan, and the Committee noted with satisfaction that it was in the forefront of such efforts that resulted from the atmosphere of change the war engendered. The best-known and perhaps most influential study of its kind was the "Harvard Report" (General Education in a Free Society) issued in 1945, which concerned the broader societal implications of education, and the need for "general education" requirements and an integrating or unifying principle for electives in college curricula.

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

Soon after President Funston's inauguration, the faculty began a thorough review of the curriculum, and took up the 1944 report of the Committee on the B.A. Degree. Contributing to the process were the responses to a lengthy questionnaire that the College had sent to the alumni in late 1944 at the request of Acting President Hughes and the Joint Committee of Faculty and Trustees. Designed to elicit the views of alumni on a wide range of issues, including the curriculum, the College's administration, the Chapel, physical education and competitive sports, and alumni relations, the questionnaire would prove useful in helping Trinity make a successful transition to peacetime. Of the 3,600 questionnaires the College sent, there were 450 responses, a good yield in view of the many alumni then in military service. In regard to the cur-
riculum, the majority of responses affirmed the previous elimination of the Latin and Greek requirement for the B.A. degree, and many alumni called for increased emphasis on modern languages and science. 81

Effective with the 1946-1947 academic year, the faculty supplemented the requirements for B.A. degree candidates not wishing to study Latin or Greek with three new courses in classical civilization: classical humanities, Roman law, and mythology. 82

The pace of revision increased in March 1948, with the elimination of the "general division" for the B.A. degree, and the designation of the remaining divisions as the "B.A. Degree with Majors" and the "B.A. Degree with Honors." 83

Subsequently, on June 1, 1949, the faculty approved general changes in the curriculum as well as in the B.A. requirements in particular. The principal revisions involved foreign languages and mathematics. All candidates for admission to the class entering Trinity the following fall had to have a minimum of two years of secondary school language credits, and every undergraduate had to complete successfully one college course in a foreign language beyond the elementary level. The faculty also abolished the requirement that undergraduates pursuing the B.A. degree who elected to study modern languages rather than Latin or Greek complete the course in linguistics. 84

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

Although no longer a requirement for the B.A. degree, Latin and Greek remained of considerable interest to some undergraduates. The study of both languages achieved a respectable enrollment level following the introduction in 1946 and 1947, respectively, of accelerated programs whereby students could take first-year Greek and Latin as six-hour courses during the fall semester. President Funston explained that the College had instituted the plan "to adjust college teaching to the decline of language in secondary schools." The basic assumption for Trinity, he added, was the "College's 124 years of strong classical tradition, and the belief that the classics would still be a force for contemporary civilization." 86 Eighteen men, 11 of them veterans, had begun Greek in the fall of 1947, and Funston noted that such enrollments "have
established New England's highest rate of students studying classical languages.\textsuperscript{87}

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

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

The V-12 program’s requirement that trainees complete courses in descriptive geometry and engineering drawing made great demands upon Lockwood, so much so that the College engaged two local men, an architect and an engineer, to assist with instruction. Lockwood built on the curricular foundation Professor Bates had established, eliminating the theory of structures course and adding a course in applied mechanics. Several teaching assistants helped with instruction in the related physics courses under the leadership of Jarvis Professor of Physics (Emeritus) Henry A. Perkins, who had retired in 1942, but who resumed teaching following the sudden death in September 1943 of Jarvis Professor of Physics Arthur R. P. Wadlund ’17.\textsuperscript{91}
The Navy as well as the V-12 trainees recognized the high quality of the instruction Professor Lockwood and his associates offered, and a number of V-12 men either returned following the end of the War to complete their studies in Trinity's engineering program, or they pursued an engineering degree elsewhere.\textsuperscript{92}

A major reason for strong postwar student interest in engineering at Trinity was the development in 1944 of a joint Liberal Arts-Engineering program with Rensselaer Polytechnic Institute in Troy, New York. Lockwood spearheaded the initiative with the assistance of Acting President Hughes, Professor Edward L. Troxell (Geology), and Vernon K. Krieble, Scovill Professor of Chemistry. The joint venture allowed a Trinity student to spend three years in the College's engineering program and two years at Rensselaer, receive a Trinity B.S. after the first year at Troy, and a B.S. degree in engineering from R.P.I. at the end of the second. Students interested in the Trinity-R.P.I. program pursued a three-year pre-engineering course sequence, while those who wished to remain at the College for four years followed a track as an engineering major and received a B.S. degree rather than an engineering degree.

Lockwood's general strengthening of engineering at Trinity enabled undergraduates to balance the goals of a liberal arts education with basic professional training, and therein lay the innovative nature of the program. His intent was to have engineering students include in their studies as many liberal arts courses as they could within the constraints of the engineering curriculum.\textsuperscript{93}

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

From the outset, the expansion of engineering in Trinity's curriculum received invaluable support from Karl W. Hallden '09 of Thomaston, Connecticut, a mechanical engineer, industrialist, inventor, patent-holder of the "flying shear" used in metal fabrication, and trustee of the College (III-23). As noted previously, he underwrote construction and subsequent enlargements of the Hallden Engineering Laboratory, and contributed generously in other ways to furthering the study of engineering at Trinity, eventually establishing the Hallden Professorship of Engineering. In recognition of his support, the College conferred on him an honorary Master of Science degree in 1948 and an honorary Doctor of Science degree in 1954.\textsuperscript{94} Hallden's regard
for the Engineering Department and his generosity to the College sometimes assumed a distinctly personal character, the most unusual example being the annual party that he hosted for the graduating seniors in engineering. At first occurring on a small scale at his home, the parties soon became grand occasions held at a nearby country club, with a luncheon, toasts and endless speechmaking. As Arthur H. Hughes recalled: “Champagne flowed freely, starting about noon, and attitudes were altered and joviality was increased so that by the time all were seated for luncheon, the toasts, and the speechmaking met mostly receptive ears. One was expected to speak … it was generally late afternoon before the affair came to an end.”

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

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

By this time, Ogilby was giving serious thought to plans for a fine arts building. Writing to the chairman of the Board of Fellows, he announced that he had “available a sketch for a Fine Arts building which some day should be added to our equipment. We could use a building with a small theater for the Jesters and the presentation of lectures in Fine Art at the gallery attached for exhibition purposes.” This effort soon
became a casualty of World War II. There was no place for art history or studio arts in the V-12 curriculum, and the civilian student body was insufficiently numerous to warrant their continuation. Taylor devoted his energies temporarily to V-12 course instruction, and Austin left Hartford in 1945 to direct the Ringling Museum in Sarasota, Florida.

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

Music also fell by the wayside during the V-12 years, and Professor Watters found himself in the unusual position of teaching Freshman English.

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

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

Another development with curricular overtones grew out of the establishment of an Air Force Reserve Officers' Training Corps unit at Trinity (III-27). Although the College's experience with the military had ended with the disbandment of the V-12
unit in 1945, the hundreds of veterans who attended Trinity had done much to keep the spirit of service alive. There was no serious antiwar agitation such as had disturbed many campuses following World War I, nor was there any real question of an undergraduate’s responsibilities Pro Patria. President Funston, several administrators, and a considerable number of junior faculty had recently experienced military service, many of them as commissioned officers. In view of the large number of officers in World War II who were college-educated men rather than graduates of the service academies, many believed the citizen soldier, particularly one with a fundamental education in the liberal arts, could well serve the nation’s military needs. Also, there were alumni who had served in the enlisted ranks, and felt that they had been at a disadvantage in matters of promotion compared to men who had attended colleges with Reserve Officers’ Training Corps programs. The Trustees could find nothing in an officers’ training program incompatible with the liberal arts. Indeed, the Trinity community generally favored implementing such a program.

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

One direct result of the establishment of the R.O.T.C. unit at Trinity was the organization of an official College band. As soon as the program began, the College engaged Merle Walker, a professional bandsman with many years of experience, to create an appropriate musical organization. Early in the fall of 1948, some 25 men were learning to play marches and other types of band music. Walker faced several obstacles, however. Many of the Trinity undergraduates came from preparatory schools and generally lacked the band experience at that time largely available only through public high school music programs. Also, some students, veterans in partic-
ular, who had once played an instrument had long since given it up, and others who wished to learn to play had no instrument available. Walker was willing to undertake personal instruction, provided instruments could be found. He thus appealed to the alumni to provide, new or used, "one pair cymbals, two B-Flat clarinets, one trumpet, one flute or piccolo, one Sousaphone or double B-Flat tuba, one alto horn, and one snare drum." Trinity at last had a real band, one with full institutional support, which could play for R.O.T.C. functions, football games, and other College events. Certainly, Walker's band was a far cry from the Royal Egyptian Banjo Band and the Mandolin Club of the late 19th century.

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

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

**Popular Lecturers and the "Full Professors"**

One of President Funston's priorities was to expand the College's service to the Hartford community. Ways to accomplish this included broadening the extent of courses available in the evening and graduate programs, continuing the popular series of organ recitals Professor Clarence E. Watters and other concert artists were giving in the Chapel, and increasing the number of public lectures by both regular and visiting faculty as well as outside speakers. One noteworthy lecturer during this period was Field Marshal Lord Wilson of Libya, a distinguished British military leader and head of the British Joint Staff Mission in Washington, D.C. During the War, Wilson had directed several successful campaigns, and in January 1944, he succeeded General Dwight D. Eisenhower as Supreme Allied Commander in the Mediterranean Theater. On November 20, 1946, Wilson discussed "The Strategical
The arrival in Hartford the previous spring of a distinguished British scholar set the stage for an extremely popular lecture program that substantially enhanced the place of the College in the community. Sir Alfred Zimmern, Hon. '47 (III-31), a retired Oxford University professor and founder of the Geneva School of International Studies, came to the city in 1946 to visit friends at the urging of Professor George B. Cooper (History), Hon. '83 (III-32). Zimmern was a charismatic figure, and soon gained a devoted following among Hartford’s civic and intellectual leaders. As a result of several well-received public lectures that Zimmern gave in Hartford, the College invited him to join the faculty as a lecturer on international affairs. As Visiting Professor of International Relations for 1947-1948, Zimmern’s responsibility was to conduct a seminar limited to 12 students in the fall, and present a series of public lectures throughout the academic year. Zimmern and a number of distinguished visitors alternated in giving the lectures fortnightly on Thursday evenings, and in this connection Zimmern gave the College the benefit of his wide circle of internationally known friends and acquaintances. Among those who appeared were Alexander Kerensky, the first president of the Russian Republic; Norman Cousins, editor of the Saturday Review of Literature; Henry J. Cadbury, Professor of Biblical Literature at Harvard; Homer A. Thompson, Professor of Archaeology at the Institute for Advanced Study at Princeton; and Hanson W. Baldwin, Military Editor for the New York Times. The local radio stations WDRC and WCCC, and the Trinity student station, WRTC, broadcast several of the lectures, which were so popular that the Connecticut Company ran special buses from downtown Hartford to the Trinity campus on the appointed evenings.

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

Lectures at Trinity were not the sole province of distinguished visitors. Members of the faculty were speaking frequently before local civic, religious, and service organizations, and early in 1948, the College published a list of faculty speakers to increase awareness of their availability for public appearances. Such activity helped foster
town-gown relations as did a program the College began early in 1948 to invite leaders of Hartford's business and professional community to the campus for discussions with undergraduates regarding vocational opportunities in their various fields and to meet with members of the senior class.131

The Trinity community in the late 1940s was becoming increasingly aware that changes were occurring in student interests, both academic and professional. As reflected in choice of major, the humanities were facing stiff competition from the social sciences and the sciences. In first place during 1948-1949 was economics with 120 majors, followed by general arts with 114, and in the sciences, engineering was in the lead with 79. A postcard survey of Trinity alumni, 1,200 of whom responded, yielded statistics about their occupations that many a turn-of-the-century alumnus would have found surprising. Careers in business and administration accounted for 57 percent; education, 11 percent; medicine and dentistry, 10 percent; law, 8 percent; the ministry, 7 percent; communications media, 6 percent; and other occupations, 1 percent. Business as a vocation had totally replaced the traditional "learned professions"—law, medicine, and theology—a development remarkable for graduates of a college that had always eschewed professional training, and that did not have a Department of Business. It was probably this report that led Dean Arthur H. Hughes to lament that too few pre-theological students were coming to Trinity, and to propose that the College seriously recruit students intending to study for Holy Orders.134

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

The late 1940s witnessed the heyday of student academic-interest clubs, and virtually every discipline was represented, including an Art Club, a Chemistry Club, a Physics Club, a Pre-Medical Club, a Political Science Club, a Spanish Club, and the Atheneum Debating Society. In February 1947, WRTC, the "Radio Voice of Trinity," made its first broadcast from the campus (III-33). A member of the Ivy Network of the Intercollegiate Broadcasting System, WRTC depended for financial support on a College subsidy and advertising revenue, and offered a varied program including classical music, sports, interviews with faculty, and readings, etc.137†
addition, there were the public lectures previously mentioned, as well as Professor Cameron’s lectures, his late-evening seminars devoted to religious and literary subjects, and his annual pilgrimage to literary Boston and the places associated with Emerson, Thoreau, Hawthorne, and Longfellow. There were also informal discussion sessions on a variety of subjects held until closing time at the Trinity Room in the Heublein Hotel downtown. Each club, formal or informal, had a faculty adviser, but what seems by later standards to have been quite unusual was that weekly or monthly meetings were well-attended and that other members of the faculty came in considerable numbers. Trinity was still the “Personal College,” and there were perhaps closer ties between students and faculty than existed both before and after the postwar student influx. Many of the younger faculty lived on Vernon Street in houses or in an apartment building that the College had purchased to accommodate them as well as married students.

Despite all this activity, the undergraduates found time to bring out student publications of high quality. The Tripod achieved new standards, each issue carrying general news of the College as well as of events and club activities, photographs, reviews of concerts and recitals at the Bushnell, book reviews, humor columns, letters to the editor, and from time to time, special reports on formal dances (usually including guest lists). For creative writing there was the Trinity Review, dormant since 1941, but revived in 1947 (III-34). Issues contained verse, short stories, and serious essays, and some of the pieces were the work of individuals who later became well-known. The Trinity Review of November 1947, for example, carried a short story, “Friends For Dinner,” by Edward F. Albee ’50, Hon. ’74 (III-35), and an essay on English history by Theodore D. Lockwood ’48. A member of the faculty, usually from the English Department, would critique each Review issue for the Tripod, and most of the offerings received favorable comment. The same, unfortunately, was not the case with the Trinity Harlequin (III-36), a humor magazine patterned on the Yale Record and the Columbia Jester. Unlike the Trinity Review, faculty critics viewed the Trinity Harlequin unfavorably, and it appeared in only four issues during 1948 and 1949.

The Funston years, in a way, retained something of the spirit that had characterized the College under Ogilby. This was true of the social side of life on campus, and collegiate social events continued on the calendar as they had in the past. A new spirit of “collegiality,” however, arose from the large number of faculty who lived on or near the campus, and in the frequent gathering of the younger faculty at informal discussion sessions with students. Several of the newer instructors even asked undergraduates to address them by their first names. President Funston himself enjoyed the informality, and took delight in having students refer to him as “Prexy,” as had been customary with Ogilby. Senior members of the faculty were shocked, however, when Funston began addressing them by their first names. What drew the junior faculty so close to the undergraduates undoubtedly was the matter of age. The senior faculty were men in their 60s, while most of the instructors were in their 20s,
and many junior instructors found themselves younger than the students they were teaching, most of whom were veterans. Furthermore, many of the young faculty were themselves students, working for their master's degree at Trinity or completing a doctoral dissertation.145

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

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

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

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

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

The rank of full professor was open only to a department head, although not all department heads were full professors. An associate professor could advance only
when his chairman died, retired, or resigned. As previously noted, President Ogilby had described the rank of associate professor as one indicating limited success and few prospects for promotion. Advancement from assistant professor to associate professor was an equally imposing hurdle, and a perusal of Trinity Catalogues for this period indicates that the former rank had the largest number of incumbents. Most assistant professors hoping for advancement already held doctorates. In 1946, President Funston noted that the practice was to promote a faculty member to an associate professorship only after he had been at the College for several years. The numerous instructors included short-term appointees, part-time men, and tenure-track men with doctoral degrees. Those with the most minor rank held the position of “assistant.” The latter were studying for the M.A. or M.S. degree at Trinity or for a Ph.D. at a university, and teaching one or two sections of an elementary course. Almost invariably, an instructor who had recently received the Ph.D. would be advanced to assistant professor.

Unquestionably, such a Byzantine system created an atmosphere of frustration and uncertainty. Deplorable situations arose. In the spring of 1948, Edward F. Humphrey retired as Northam Professor of History and Political Science, a position he had held for 34 years. On March 4, the Executive Committee of the Board of Trustees voted that “Assistant Professor [D. G.] Brinton Thompson [be] appointed acting Head of the History Department until July 1, 1949, or until a full professor is appointed to succeed Professor Humphrey, it being understood that such appointment in no way confers any commitment with respect to the ultimate designation of a full professor.” A relative newcomer to the College, Thompson had accepted appointment to the faculty only three years before, and found himself in a rather uncomfortable position. Certainly he had no illusions at the time that one with the rank of assistant professor would be made successor to Professor Humphrey, and yet he became very much a part of the faculty search. As candidates for the chairmanship (and presumably the full professorship) came to the campus to be interviewed by the Joint Committee on Appointments and Promotions, they were given over to Professor Thompson’s care, and it was he who met them at the railroad station, escorted them about campus, and entertained them at lunch, usually at his own expense. In this instance, however, patience had its reward, for Thompson received promotion to full professor and head of the department, effective July 1, 1951.

Perhaps the clearest instance of the peculiarity of the one-professor-per-department policy can be seen in the case of Sterling B. Smith, who had come to Trinity in 1923 as an instructor in chemistry. When Smith received his Ph.D. from New York University in 1927, he advanced to assistant professor, and received the rank of associate professor in 1938. During these years, Smith’s Trinity colleagues came to respect him highly and regarded him as an extremely effective teacher. He became one of the most popular professors among the undergraduates, and in the academic and scientific world beyond Trinity attained an enviable record as the author
of numerous scholarly publications in scientific journals.\textsuperscript{163} Most of the faculty undoubtedly would have been pleased to see Smith advanced in rank, but good wishes were to no avail. Eventually, however, Dean Arthur H. Hughes, Smith's long-time friend and admirer, and the one man on campus with sufficient influence to question the system, ended the Full Professors' domination.\textsuperscript{164}

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

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

\textit{Support for Research and Trinity's Response to National Uncertainty}

Prior to the 1950s, longevity had clearly been the prime factor in promotion at Trinity, and such later criteria as productive scholarship and community service carried little weight with the Full Professors or with the Joint Committee on Appointments and Promotions. Nevertheless, the College had frequently gone on record in support of scholarly research. As early as 1896, the Trustees had declared themselves "desirous of promoting original research in the various departments of the College. With this end in view [...] they will gladly print from time to time the record of the same as they may be supplied by members of the Faculty and with its approval."\textsuperscript{166} This pronouncement came at a period when Trinity had a most remarkable assemblage of distinguished professors in the various scientific departments: Professors Robert B. Riggs in chemistry (III-39), William L. Robb in physics (III-40), and Charles L. Edwards in biology (III-41).\textsuperscript{167} Each of these men was a widely recognized researcher and a prolific author of scientific books and articles, and several of their studies appeared in separate issues of the \textit{Trinity College Bulletin}.\textsuperscript{168} As these scientists retired or moved on to other institutions, their successors tended to be men who had little interest in either scholarly research or teaching advanced courses.\textsuperscript{169} During the Depression years, however, professors Thomas H. Bissonette (Biology) and Vernon K. Krieble (Chemistry) continued the emphasis on scientific research as an essential obligation of the academic profession. Each of the members
of their departments received encouragement in their research, and Kriebel, as one who always tried to narrow the gap between the sciences and the humanities, felt that other departments should assume a similar responsibility.170

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

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

When G. Keith Funston took office, he promised that his administration would encourage research, “to enrich and stimulate the powers of each instructor as a teacher.”174 This was no idle promise, and Funston immediately took steps to enable Trinity faculty to widen their horizons. Faculty at all levels received encouragement to attend professional meetings, and had access to substantial travel allowances that were especially generous for those who went as participants.175 There was also encouragement to join the professional societies of the various disciplines, and many faculty became active in these organizations. Professor Notopoulos was New England Editor of the Classical Journal, and others served on boards and held office, usually in regional professional organizations, particularly those devoted to the teaching of a subject.176 Faculty publication also flourished, as indicated in the Dean’s annual reports,177† and the College took considerable pride that, from the 1930s on, four
Figure III-20
Rev. Gerald B. O'Grady, Jr.,
Chaplain of the College

Figure III-21
Professor of Engineering
Charles E. Rogers

Figure III-22
Hallden Professor of Engineering Harold J. Lockwood
Figure III-23
Karl Hallden, Class of 1909, standing atop one of his “flying shears”

Figure III-24
A. Everett (Chick) Austin, Jr., Hon. M.A., 1930

Figure III-25
Associate Professor of Government
Laurence L. Barber, Jr.
Figure III-26
Northam Professor of History D. G. Brinton Thompson

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

Figure III-28
McKim, Mead & White Memorial Field House perspective
Figure III-29
Dedication of the Memorial Field House, February 12, 1949. Just behind the unveiled plaque is Chaplain O'Grady, and at the far right is Professor of Geology Edward L. Troxell.

Figure III-30
One of the cannons from the U.S.S. Hartford.

Figure III-31

Figure III-32
Northam Professor of History George B. Cooper, Hon. L.H.D., 1983.
The Dawn of a New Era

FIRST ROW: Jenkins, R. T.; Thomas, D. M.; Shirpy, D. E.; Stroquin, J. W.; Gorman, D. T.
SECOND ROW: Grimes, J. W.; Casey, W. V.; Paddock, J. O.; Bacon, R.; Holljes, H. R.; Pinney, W. G.

Figure III-33
The WRTC staff, 1947-1948

Crinily
Review

Figure III-34
The inaugural issue of the revived Trinity Review. The cover is by Theodore D. Lockwood, Class of 1948, the Trinity Review's art editor.

Edward F. Albee
Class of 1950, Hon. Litt. D., 1974

Figure III-35
The Trinity harlequin
Spring Issue 20¢

Figure III-36
Inaugural issue of the Trinity Harlequin

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

Figure III-38
Professor of Chemistry Sterling B. Smith
The Dawn of a New Era

Figure III-39
Scovill Professor of Chemistry Robert B. Riggs

Figure III-40
Jarvis Professor of Physics
William L. Robb

Figure III-41
J. Pierpont Morgan Professor of Biology Charles L. Edwards

Figure III-42
Jarvis Professor of Physics F. Woodbridge Constant, Lawrence G. Barrett, Class of 1951, and the cyclotron
Figure III-43
Assistant Professor of Chemistry
Evald L. Skau, Class of 1919, M.S., 1920

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

Figure III-45
Seabury Professor of Mathematics and Natural Philosophy
Harentune M. Dadourian
professors had received prestigious Guggenheim Fellowships: Odell Shepard and Thurman L. Hood for literary studies, Evald L. Skau '19, M '20 in chemistry (III-43), and James A. Notopoulos in classics.178

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

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

Another sensitive problem in regard to faculty was the matter of retirement. In the College’s earlier years, there was no set policy for retirement, and it was not until 1940 that the Trustees, realizing that several professors were advanced in years, adopted a definite retirement age. On June 14, the Board voted to “reserve the privilege of one-year appointments after a member of the Faculty attains the age of sixty-five.”183 Although the new policy would enable professors to continue teaching after age 65, the responsibility for initiating the one-year renewal fell upon the individual faculty member, a situation the senior faculty regarded as demeaning. Several of the latter
spoke openly against the rule, and the Joint Education Committee took up the matter. The Committee did not champion the interests of the senior faculty, and in its report to the Trustees in October 1942, noted that by July 1, 1943, Professors LeRoy C. Barrett (Latin), Horace C. Swan (Physiology and Medical Director) (III-44) and Edward F. Humphrey (History) would be past 65 years of age. The Committee recommended that the Trustees retain the professors only on a reduced scale. The Trustees referred the Committee’s report to the Executive Committee of the Board for consideration. The Executive Committee subsequently recommended to the full Board that after age 65, professors “shall hold their office during the pleasure of the Trustees.” Barret retired quietly, Swan reserved comment, but Humphrey decided to fight, insisting that it was his legal right to teach until he was 70. On his behalf, attorney Anson T. McCook ’02, Hon. LL.D. ’52, son of the late Professor John J. McCook ’63 (Modern Languages), brought suit against President Ogilby and the Trustees.

Ogilby died before the lawsuit was initiated, and the matter fell to Acting President Hughes for solution. The mere threat of a lawsuit angered the Trustees, while the faculty fully supported their colleague. Hughes was able to persuade the Trustees to allow those then on tenure to go on teaching to age 70. When President Funston assumed office, he expressed his belief that full professors and associate professors should retire at 65, and although he did nothing to rescind the promise Hughes had made in 1943, he insisted that a 65 retirement-age clause be put in the contracts of all faculty subsequently appointed. Professors Swan and Humphrey retired in 1948, Swan after 43 years of service and Humphrey after 34. A year later, Seabury Professor of Mathematics and Natural Philosophy Haroutune M. Dadourian retired at age 70 (III-45), and Professor Arthur Adams retired at the same age in 1951.

Despite such concerns, the Trustees, the administration and the faculty enjoyed generally harmonious relations on the campus during this period. Harmony did not prevail, however, across the country, and events were unfolding, internationally and domestically, that alarmed vast sectors of the American public, and contributed to national political turmoil that caught colleges and universities in its crossfire. In a postwar world fraught with uncertainty, the result largely of the Soviet Union’s hostile intransigence, its domination of Eastern Europe, and the beginning of the Cold War, many Americans came to believe that the forces of international Communism were insidious adversaries, that Soviet spies had infiltrated the federal government, and that the academic community had become a hotbed of radicalism and un-American ideology. This also was the period of China’s fall to Communism, North Korean aggression in South Korea, the development of Russian nuclear weapons capability, the East-West confrontation in Berlin, the Alger Hiss case, the Rosenberg trial, the House Un-American Activities Committee hearings, and the rise of Senator Joseph R. McCarthy. Leading the hunt for alleged Communists and Communist sympathizers in all sectors of American society, McCarthy utilized demagogic tactics on the national stage, including “unproved allegations, name calling and innuendo, character assassination,
institutional slander, guilt by association, and manipulation of publicity to smother opposition.”192 In reference to education, McCarthy himself observed at the time that “the thing that the American people can do is to be vigilant day and night to make sure they don’t have Communists teaching the sons and daughters of America.”193 Once the country was “covered with a network of professors and teachers who are getting their orders from Moscow, from an organization that wants to destroy this nation, that wants to corrupt the minds of youth, then . . . we’re rapidly losing the battle.”194 McCarthy’s views and tactics resulted in a climate of intimidation that, on the local level, encouraged attacks on freedom of thought, and in some instances, particularly at state institutions, led college boards of trustees to require loyalty oaths of their faculty members.195

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

Trinity undergraduates were also mindful of the issue of academic freedom. A *Tripod* column of April 29, 1950, titled “Campus Tides,” reported on developments regarding academic freedom and loyalty oaths at various colleges and universities including Williams198, and that spring, a seminar, consisting of 24 freshmen and 12 faculty members, discussed in groups “What Constitutes a Free Society?” The *Tripod* regarded the seminar as a success, noting editorially that it brought together “some of the most capable members of the freshman class.”199 Late the following fall, an Atheneum Society debate broadcast on radio station WDRC resulted in the conclusion that perhaps loyalty oaths were not altogether out of place in state-controlled colleges and universities, where the governing boards were, by their very nature, “political.” In contrast, private institutions had the right to support whatever goals and principles they might choose.200 Even the Jesters found themselves reflecting the times, when, in November 1950, they presented *The Male Animal*, a comedy by James Thurber and Elliott Nugent dealing with a conflict over academic freedom at a midwestern university.201
Another issue that directly challenged Trinity was the so-called “Bowles Committee” controversy in the spring of 1949. Shortly after taking office as governor earlier in the year, Chester Bowles of Essex, Connecticut, prodded the Connecticut Inter-Racial Commission to charge that the state’s private, nondenominational colleges (Yale, Wesleyan, Connecticut College for Women, and Trinity) were guilty of discriminatory practices in the admission of students, particularly on the basis of religious belief. Each of the institutions reacted with astonishment. Bowles was a Yale alumnus, and as Connecticut’s governor, an ex officio member of the Yale Corporation. During Funston’s administration, Trinity enjoyed friendly relationships with Bowles’s predecessors in office, Raymond E. Baldwin, James L. McConaughy, Hon. LL.D. ’26, and James C. Shannon, and at the Opening Convocation each year, it was customary for the Governor, in company with the Mayor of Hartford and the Episcopal Bishop of Connecticut, to give brief greetings to the incoming freshmen.

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

The Governor’s reaction to the whole affair was unexpected as far as Trinity was concerned. At the Freshman Convocation the following fall, Governor Bowles, along with Acting Mayor Joseph V. Cronin, marched in the academic procession and gave the traditional welcoming remarks. No mention of either report occurred in any of the
speeches nor in the reporting of the event by The Hartford Courant.207 The following year, Bowles again appeared, this time in company with Mayor Cyril Colman,208 and on several other occasions he addressed various groups on campus.209 Less than two years later, in March 1951, the press reported what must have seemed, in the context of the Bowles incident, an ironic occurrence. B'nai B'rith presented its Gold Hillel Key award to Chaplain Gerald B. O'Grady, Jr. in recognition of his "unique service in promoting better understanding and interfaith relations." The ceremony took place at Emmanuel Synagogue in Hartford, and significantly, O'Grady was the first person from Hartford to receive the honor.210

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

The New York Times, evidently using the Tripod editorial of March 15, 1950 as a point of departure, soon declared that a considerable portion of the Trinity student body could not fully participate in the College's undergraduate life, and noted that, according to Trinity's Interfraternity Council, the fraternities in their selection process denied men of all faiths admission to membership.215 On March 22, the Tripod issued a mild rejoinder to the New York Times article, arguing that the fraternities were no more discriminatory in their membership policy than were the Canterbury Club or the Hillel Society.216 The whole affair ended on a lighter note when, on April 1, 1950, the Tripod carried an editorial declaring that Phi Beta Kappa practiced "the most vicious form of discrimination"—that of the intellect217
Endnotes


2. A specialist on Robert Browning, Professor Hood accepted appointment to the faculty as a member of the English Department and as Dean of the College in 1928. In the latter capacity, he was involved with the administration of admissions, course registration, and the student advisory program. Hood's stern but effective manner in the classroom and his sometimes overbearing demeanor were legendary, and he engendered a host of “Hood stories” prized by alumni. He was twice the recipient of a Guggenheim Fellowship to pursue his studies on Browning, and retired from the College in 1959. Thomas A. Smith ’44, “Ne Glorietur Accinctus Aeque Ut Distinctus. Thurman Los Hood,” *Trinity College Bulletin* LXVI (May 1959): 3-5.


5. During the winter term of 1945, only 215 undergraduate students (including 138 V-12 men) were enrolled. The summer term of 1945 had only 196 (including 139 V-12 men), and the fall term of 1945-1946, only 356 (including 139 V-12 men). *Catalogue of Trinity College, 1945-1946*, 147.


13. *The Inauguration of George Keith Funston*: 17-23. These objectives had already been circulated in a four-page document, “Policies for the Future Administration of Trinity College,” January 24, 1946, and had been fully discussed with both the Trustees and the faculty. Copy with enclosures in possession of Glenn Weaver.


19. Ibid., 66-68.
20. Remarks made by Thomas A. Smith ’44 at a panel discussion on “Twenty-Five Years of Coeducation at Trinity College,” Trinity College Reunion, June 1995. See videotape of panel discussion, Trinity College Archives, Trinity College, Hartford.
22. In contrast, there were 356 undergraduates in the fall of 1945, 139 of whom were V-12 trainees. Catalogue of Trinity College, 1945-1946, 147; “President’s Message,” Trinity College Alumni News VIII (October 1946): 3; Catalogue of Trinity College, 1946-1947, 158.
23. Transcript of Recorded Interview with Dr. Theodore D. Lockwood ’48 conducted by Peter J. Knapp, Pt. 1, May 5, 1981, 9, Trinity College Archives, Trinity College, Hartford.
26. Ibid.
27. Ibid.
34. See the discussion of the Chapel and the Chaplaincy later in this chapter.
35. Report of the President of Trinity College, September, 1951, 15.
45. Report of the President of Trinity College, October, 1947, 3.
46. Henry, Challenges Past, Challenges Present, 91.
51. *Trinity College Bulletin* XLV (July 1948): 3-4. The 125th Anniversary Campaign contributions, in addition to an increase in the annual tuition charge from $500 to $600, enabled the College to operate without a deficit, despite enlargement of the physical plant and increases in the staff. *Trinity College Bulletin* XLVI (May 1949): 8.
52. Memorandum from Richard E. Noble '80 to Glenn Weaver, August 15, 1989.
53. *Hartford Times*, 5 December 1951; *The Hartford Courant*, 9 January 1952. The press reported that Goralski came to the graduation platform amid wild cheers from the crowd and with "only a trace of a limp." *The Hartford Courant*, 8 June 1953. For his own account of his experience see *My Last Run—Back to Avon* (Avon, CT: Bill Goralski, 1991). At Reunion 1997, the Class of 1952 announced that it had established a scholarship in Goralski's name.
59. Before Ogilby's death, he was assisted by the Rev. Dr. Robert B. W. Hutt of the psychology faculty, an Episcopal priest. Hutt, however, had left the College in the spring of 1943. See Ogilby's correspondence with Hutt in the Ogilby Papers, Trinity College Archives, Trinity College, Hartford.
60. "Job Description: Director of Religious Activities, Trinity College," undated [ca. 1946]. Funston Presidential Papers, Trinity College Archives, Trinity College, Hartford.
62. *Trinity College Alumni News* VIII (February 1947): 4. President Funston had always insisted that the Trinity Chapel was under the control of the president of the College and not the Episcopal Bishop of Connecticut, but, in fact, the Bishop has authority over all canonical and spiritual matters relating to the Chapel. Funston did not question the ritual or ceremonial practice current within the Diocese of Connecticut. The prevailing middle-ground liturgical norm of the Book of Common Prayer avoided the extremes of High or Low Churchmanship. On one point, however, Funston was insistent—there would be no incense! Conversation of Glenn Weaver with G. Keith Funston, April 1, 1960.
65. Report of the President of Trinity College, October, 1948, 12. Students also participated in
retreats Chaplain O’Grady sponsored, including the February 1950, Ash Wednesday
retreat led by the Rev. Robert C. Smith of the Cowley Fathers, Order of St. John the
66. Report of the President of Trinity College, September, 1951, 21-22; Report of the President
of Trinity College, October, 1947, 10. In 1951, Chaplain O’Grady introduced at Trinity an
adaptation of a program called Embassy that appealed to a wide audience of students seri­-
ously interested in religious matters but not necessarily considering ordination to the
ministry. In the late 1920s, several students at Bowdoin had developed Embassy in an effort
to relate Christianity to the problems of daily life and to encourage interest among larger
numbers of undergraduates. Outstanding young ministers in the East were invited to
Bowdoin for two days to lead group discussions concerning a variety of issues. The effort
was successful and was soon adopted at other New England colleges. Usually held in
the late winter and broadened to include different faiths, Embassy at Trinity served through
the mid-1960s as one aspect of the Chapel’s Lenten program. Program for the Third
Annual Trinity College Embassy, March 12, 1953, in Embassy Folder, Files of the Office
of the College Chaplain, Trinity College Archives, Trinity College, Hartford.
67. Report of the President of Trinity College, September, 1951, 22-23.
68. The money received was invested in a diversified portfolio that has had phenomenal
growth. By June 30, 1995, the market value of the portfolio stood in excess of $5.5 mil­
on. The authors are indebted to Professor Ward S. Curran ’57, himself an Illinois
Scholar, for information on the Illinois Scholarship Program. A member of Trinity’s fac¬
culty, Dr. Curran is the George M. Ferris Professor of Corporation Finance and
Investments. Another Illinois Scholar is the Pulitzer Prize-winning columnist and author,
George F. Will ’62. See also Peter J. Knapp ’65, “Creating the Illinois Scholarship
73. Report of the President of Trinity College, September, 1950, 1.
74. Trinity College Summer School Catalogue for 1951 Session; Trinity College Bulletin XLVII
(March 1951): 3.
75. Report of the President of Trinity College, September, 1951, 31.
76. “Report of the Committee on the B.A. Degree,” Trinity College Bulletin XLI
(April 1944): iv.
77. Ibid., v.
Colleges Bulletin XXXI, no. 4 (December 1945): 592.
80. Ibid., 23.
1945): 7-9, 12, 14-16.
82. Catalogue of Trinity College, 1946-1947, 46, 75-76.
83. Faculty Minutes, March 9, 1948.
84. Faculty Minutes, June 1, 1949; Trinity College Bulletin XLVI (November 1949): 3.
86. Hartford Times, 2 September 1947.
87. Ibid.
88. Faculty Minutes, June 1, 1949; Trinity College Bulletin XLVI (November 1949): 3.
89. For course descriptions in engineering, see various issues of the Catalogue of Trinity College for the period. The observance of the 100th anniversary of engineering at Trinity occurred in November, 1997. See the illustrated commemorative booklet A Century of Engineering at Trinity College (Hartford: Trinity College, October 1997).
90. Professor Lockwood was the father of Theodore D. Lockwood ’48, future president of the College (1968-1981).
91. Memorandum of Arthur H. Hughes to Glenn Weaver, March 7, 1987. In the prewar period, the College considered the courses in engineering only as a partial preparation for an engineering career.
92. Among the latter was Karl W. Hallden Professor of Engineering August E. Sapega, who joined the Trinity faculty in 1951 after completing his engineering studies at Columbia University. August E. Sapega to Glenn Weaver, February 18, 1988.
93. Memorandum of Arthur H. Hughes to Glenn Weaver, March 7, 1987; Catalogue of Trinity College, 1944-1945, 45, 51-52; Report of the Acting President and Dean of Trinity College, October, 1944, 12.
98. Report of the President of Trinity College, November 1, 1930, 17.
99. There are several class lists in the A. Everett Austin, Jr. File, Ogilby Papers.
100. Catalogue of Trinity College, 1930-1931, 105.
102. Report of the President of Trinity College, October, 1941, 9.
105. Report of the President of Trinity College, October, 1932, 9; Catalogue of Trinity College, 1932-1933, 56.
106. Report of the President of Trinity College, October, 1947, 6-7.


111. The Hartford Courant, 16 December 1948.

112. Trinity College Bulletin XLV (November 1948): 20. In the spring of 1946, Professor Watters had announced plans to organize a string orchestra, but nothing came of the initiative. Trinity Tripod, 10 May 1946. In October of the same year, Watters announced that a “military band” was being formed to play at the remaining football games. Trinity Tripod, 19 October 1946. As it turned out, this was a “pick-up” group under the student leadership of Kenneth Wynne, Jr. ’48, although the Ivy for 1950 noted that a formal band had been in continuous existence from that time. Trinity Tripod, 15 October 1947. Wynne had been the director of Trinity’s V-12 unit band.


114. Peter J. Knapp ’65, “Trinity’s Tribute to Its Civil War Veterans,” Trinity Reporter 25 (September 1995): 81. One-hundred-five Trinity men served in the Civil War—81 in the Union forces, 24 in the Confederate forces. Sixteen men gave their lives. The “torpedoes” to which Farragut referred were mines.


118. The Hartford Courant, 9 August 1947.


120. The Hartford Courant, 6 November 1947.

121. The Hartford Courant, 7 March 1947.

122. The Hartford Courant, 14 January 1948.


124. The Hartford Courant, 16 October 1948.


136. For club notices, see the *Trinity Tripod* issues of 29 October 1947, 23 March 1949, and 23 May 1949. Membership lists for each organization appear in the issues of the *Ivy*.


Among the students responsible for establishing the station were: Charles E. Saunders '45, station manager and treasurer; Donald E. Shippy '48, chief technician; Lewis A. Reutershan '45, assistant technician and secretary; Edwin G. Higgins '48, program director; and David L. Schroeder '47, special events director.

138. See the representative notebooks students maintained regarding the Cameron tours in the Trinity College Archives, Trinity College, Hartford.

139. *Trinity Tripod*, 5 March 1947. There was almost too much of a good thing. As F. Scott Billyon '50 wrote in the *Tripod*, there was a "piling up of scheduled events," especially on midweek afternoons and evenings, so much so that students were unable to benefit from all the intellectual attractions available.


142. Andrew H. Sourwine (Psychology) probably started the trend. *Trinity Tripod*, 28 September 1947. Mitchel N. Pappas, a member of the fine arts faculty and coach of the golf team, was universally known as "Mitch."

143. Remarks of President Funston at the President's Dinner for the Class of 1953, September 16, 1949, Funston Presidential Papers.

144. Conversation of Glenn Weaver with Professor Eugene W. Davis (History), February 23, 1988.

145. In 1962, Doubleday & Company published Laurence Lafore's novel, *Learner's Permit*. A junior member of Trinity's history faculty in the early 1940s, Lafore reportedly drew to some extent for inspiration on his experiences with senior faculty of the College. Lafore dedicated the novel to his friend, George B. Cooper.

146. For example, see *Catalogue of Trinity College*, 1947-1948, 10-17.

147. Salaries can be traced through the Trustee Minutes.

148. Ogilby did not mention that an occasional appointment was at the rank of full professor. Only once had there been two full professors in a single department. In 1905, Professor Karl W. Genthe (Biology) was given the rank of full professor along with Professor Charles L. Edwards. Both resigned in 1908. See Glenn Weaver, *The History of Trinity College*, Vol. 1 (Hartford: Trinity College Press, 1967), 261.

149. Remsen B. Ogilby to Dr. Robbins B. Barstow, president of the Hartford Seminary Foundation, January 18, 1939, Ogilby Papers.

151. Ibid.

152. Ibid. The issues of the *Catalogue of Trinity College* include lists of faculty committees for any given year.


154. Faculty Minutes, February 10, 1948.

155. Arthur H. Hughes believed that this procedure enabled "department heads to make uncomfortable decisions about their younger teachers with the support of an anonymous group which could be blamed when the inevitable confrontation took place." Memorandum of Arthur H. Hughes to Glenn Weaver, December 15, 1986.

156. G. Keith Funston to Dr. John P. Seward, April 4, 1946, Funston Presidential Papers. A member of the faculty at Boston University, Seward had applied for an assistant professorship of psychology at Trinity.

157. The term was not then in use, but it has been used here to indicate a faculty member whom the College regarded as having long-range prospects.

158. See issues of the *Catalogue of Trinity College* for any given year.


160. Executive Committee Minutes, March 4, 1948. At the same time, Laurence L. Barber, Jr., Assistant Professor of History, received the designation of Associate Professor of Government, "it being understood that the description in no way implies any commitment with respect to the establishment of a Department of Government." A month later, however, the Executive Committee of the Board "voted: to establish a separate department of government, it being understood that such action in no way implies any intention of ever having the department head [be] a teacher with rank above that of assistant professor." Executive Committee Minutes, March 4, 1948, and April 1, 1948.

161. Interview of Glenn Weaver with D. G. Brinton Thompson, March 1, 1960.

162. Executive Committee Minutes, June 7, 1951.


166. Trustee Minutes, June 23, 1896.


168. See the issues of the *Trinity College Bulletin* for the early 1900s.


170. Address given by Dr. Robert L. Burwell, Jr., Professor of Chemistry, Northwestern University, at the 50th Anniversary celebration of the opening of the Clement Chemistry Building, Trinity College, October 31, 1986. Typescript in possession of Glenn Weaver.


173. Trustee Minutes, June 16, 1940.


177. See various issues of the annual Report of the Dean.


179. Trustee Minutes, January 11, 1941.

180. Executive Committee Minutes, April 8, 1946, and April 26, 1946; Trustee Minutes, June 14, 1946; Interview of Glenn Weaver with Odell Shepard, March 14, 1960.

181. Trinity Tripod, 10 May 1946. The Tripod was correct in its characterization of Shepard as "the champion of unpopular causes." In the aftermath of World War I, he had been one of the chief instigators of the movement to fire Professor Edward F. Humphrey (History) in connection with a controversy involving Professor Wilbur M. Urban (Philosophy), Hon. L.H.D. '37, and he was the most vocal faculty defender of the Jewish students during the period from 1918 to 1920. In 1939, while addressing a group of social workers, he attacked "the profit motive inherent in the capitalistic system of production." One trustee resigned, and the Board referred the matter to the Trinity chapter of the American Association of University Professors. After a full consideration of Shepard's case, the chapter decided he "had gone beyond the privileges conferred upon him." Shepard made a rather vague explanation of what he had meant by his statement, and the Trustees accepted it as an apology. Trustee Minutes, October 28, 1939; The Hartford Courant, 28 October 1939.

182. Memorandum of Arthur H. Hughes to Glenn Weaver, October 24, 1986; Interview of Glenn Weaver with G. Keith Funston '32, April 1, 1960. The Board granted sabbatical leaves to: Professor Vernon K. Kriebel (Chemistry), Executive Committee Minutes, January 12, 1948; Professor Thurman L. Hood (English), Executive Committee Minutes, June 7, 1951; and Professor Laurence L. Barber, Jr. (Government) to accept a Fulbright Fellowship to Luxembourg, Executive Committee Minutes, July 5, 1951. Sabbaticals thereafter became common practice. See also Trustee Minutes, July 13, 1947, and April 1, 1950.

183. Trustee Minutes, June 14, 1940.

184. Trustee Minutes, October 31, 1942.

185. Executive Committee Minutes, April 1, 1943, and April 22, 1943; Trustee Minutes, May 14, 1943.


187. Ibid.

188. Ibid.; Executive Committee Minutes, January 4, 1951.


190. Trinity Tripod, 9 March 1949; Executive Committee Minutes, July 7, 1949. Professor Dadourian had served on the faculty at Yale University for several years before accepting appointment at Trinity in 1919 as Assistant Professor of Physics. Four years later, he became the Seabury Professor of Mathematics and Natural Philosophy. Renowned for
hurling chalk and blackboard erasers in class as an outlet for impatience with students who did not apply themselves in their work, he was highly respected by undergraduates. Off campus, Dadourian had a reputation as a skilled mountain climber, and enjoyed the challenges of New Hampshire's White Mountains. For a profile at the time of his retirement written by Professor Morse S. Allen, see *Trinity College Bulletin*, XLVI (May 1949): 4-5. See also “Four Classes of Fools,” a tribute to Professor Dadourian on his 80th birthday, by Alonzo G. Grace, Jr. '49, that appears in the *Trinity College Bulletin* LV (February 1958): 8-10. Grace was a member of Trinity's engineering faculty from 1976 to 1996.

194. Ibid.
197. Ibid.
199. Ibid.
201. *Trinity Tripod*, 15 November 1950. Written in 1940, *The Male Animal* was in part a response to the House Committee to Investigate Un-American Activities' probes of subversive groups in the United States prior to World War II. Established in 1938 largely through the efforts of Martin Dies, a Democratic member of the House from Texas, the House Committee to Investigate Un-American Activities was known also in its early years as the Dies Committee.


214. Ibid.

