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Trinity College
HARTFORD CONNECTICUT

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NUMBER 4

Trinity College Bulletin



Reports of
The President, The Treasurer
and The Librarian



HARTFORD, CONNECTICUT

October, 1925

TRINITY COLLEGE BULLETIN

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Report
of
The President
to the
Trustees of Trinity College



October 1, 1925

ANNUAL REPORT
of
The President
to the
Trustees of Trinity College



October 1, 1912

REPORT OF PRESIDENT R. B. OGILBY TO THE TRUSTEES OF TRINITY COLLEGE

It is my desire to make the intent and the content of this report different from those of previous years. In the five years that I have been your President our thoughts have been occupied chiefly with meeting pressing, urgent problems, with only an occasional relaxation in the form of dreaming dreams and phrasing for ourselves visions attractive but unattainable. It would seem now that we have reached a stage of development of the college when the urge of vital needs has been met, and that we must enter upon a program of reasonable development which will bring us gradually to increased efficiency.

The first concern of the Trustees of the college has been our financial status. While it is obvious that the combined intelligence of the Trustees should often be focused upon other problems, the financial needs naturally must be considered first. As our Treasurer's reports show, for the last two years our total income has exceeded our total expenses by such definite figures that no longer do we have to consider problems of over-drafts, deficits, and the pathetic task of making a little do the work of much. President Angell says in a recent report to the Corporation of Yale University, "An educational institution has no more moral right than a private individual to live outside its means." We at present belong to the happy group of educational institutions that are operating upon a balanced budget.

Although an increase in the actual surplus of receipts over expenditures is always gratifying, it is clear that a college is not a corporation organized to make profits. I recommend, therefore, a prompt increase in the salaries of our teaching staff. While it might conceivably be possible to adopt an increased salary scale on the present budget, relying upon the normal increases coming from additions to our endowment and from a larger student body, I recommend that coincident with the adoption of a new scale of salaries should come an increase in the tuition fees. Our present fees are low compared with those of some institutions of our rank in the educational world, and we can do well to insure ourselves of a further increase from this source. Detailed recommendations as to the amount of the increase in fees and the nature of the proposed changes in the salary scale will come before this Board from other sources.

I would simply state that it is my conviction that the present situation demands addition to the salaries of the full professors rather than to the salaries of all the members of our staff.

We are fortified in contemplating an increase in our tuition fees by the numbers of the present student body. College opened this fall with a total enrollment of 285, of whom 106 are members of the Freshman class. An increase in tuition fees should not bring about any considerable diminution in the number of applications, but in the long run should increase the respect in which the college is held by prospective students. There is always a group of men at Trinity, as at all colleges, whose financial resources are meager or non-existent; we must take care of them. Our present endowed scholarships are not adequate for our needs and deeds of gift sometimes place restrictions on the manner of their award.

It would be well at this point for me to report that since I have been President, the Scholarship Committee has gradually raised the standards under which scholarships are granted. Demonstration of need is only one factor in the situation; the holder of a scholarship at Trinity College must maintain respectable grades. In this connection we are fortunate in having the Holland Scholarships, given by a daughter of our founder, which are a stimulus to keen endeavor among our best students. So well have the funds which support these Holland scholarships been cared for that the increase in the principal will shortly make it advisable for the Trustees to consider the establishment of other scholarships from the Holland fund for students of high grade, if this is legally possible under the conditions by which the scholarships were established. There are few other scholarships of sufficient amount to reward ability considerably beyond the average. There should be more.

The enthusiasm of the graduates at last Commencement, crystallized by an energetic and hard-working committee, has resulted in the establishment of an Alumni Fund. While the receipts from this source have not yet amounted to any considerable figure, the machinery has been set up to provide for a constant addition to our endowment fund from this source. At present the money is being contributed on the understanding that half of it is to go to the Alumni Endowment Fund of long standing and the other half is to be at the disposal of the President for the development of the athletic facilities of the college. This latter provision has already made possible the purchase of new grand stands for the athletic field, and other projects of similar nature are contemplated.

In the report of the Treasurer it will be noted that during the past year the sum of \$50,000 was received under the will of the Honorable William E. Curtis, a beloved member of the Board of Trustees. Bequests were also received from the estates of Andrew Murray Young of the class of 1882 and Walter Stanley Schutz of the class of 1894. The college is also a beneficiary under the will of Frank Chester Sumner, long a member of this Board, but his bequest is not available during the life of Mrs. Sumner. Other bequests from friends of the college are duly reported, among them one from Mrs. William Hamersley, widow of a former member of this Board. The college is deeply grateful for gifts received from this source.

It is the feeling of your President that it would be well for the Board of Trustees to take some opportunity to suggest to all alumni of Trinity College the desirability of including the college in their wills. While many of our graduates do not leave an estate of such proportions as would warrant a bequest to an institution, on the other hand the attention of others could well be called to the inclusion of the college in a will, if not for large sums, at least for smaller ones, or even for books for the college Library.

In general, then, I should like the Trustees to consider the finances of the college not so much from the point of view of present needs as in terms of continued future development. Our endowment is well invested and the recent consolidation of the securities supporting most of our funds has been a wise move. Great credit should be given to the Treasurer and to the Finance Committee of the Board of Trustees for the general condition of our investments and for the opportunities which have been taken advantage of to purchase bonds and stocks of sterling value. The services of Mr. Charles G. Woodward in this connection are of a value beyond appraisal. We trust that a Treasurer's report such as the one included in this pamphlet will so meet the approval of men of affairs that there will come to the college a constant supply of new funds to enable us to strengthen still further our enviable position and to develop along new lines.

A report upon the fabric of the college cannot be made in terms of actual achievements. Certainly much has been done the past few years to keep in better repair the buildings and to develop the beauty of the campus. The personal interest of Mr. Charles Lathrop Pack in our trees, reinforced by constant gifts for their care and renewal, is showing itself in the general appearance of our property. We have not yet, however, begun to consider the possibilities of our site. The report of the Committee appointed to consider a plan for future building should

be awaited with interest by this Board. In the meantime the situation in the chemical laboratories is reaching a stage of impossibility. It was necessary this year, in order to make room in the main chemical lecture room, to move the demonstration desk back so far, in an endeavor to get additional seating capacity, that the professor lectures crowded against his blackboard. The main laboratory, enlarged to double its capacity five years ago, is again inadequate, and several students were barred this fall from courses in chemistry by sheer lack of room. It is to be hoped that endeavors now under way to provide for a new chemical laboratory will be rewarded with success in the near future, otherwise this important department of the college must stand still.

We turn now to the problems of the college as an educational institution. These should naturally be considered both from a general and also from a local aspect.

We share with all American colleges these days a grave problem. The great increase in the numbers of students going to college is not due to a sudden thirst for learning. The increasing prosperity of almost all classes of American life has made it possible for many a family to do without the earnings of the young men of the family after their graduation from High School and even perhaps to contribute something to their continued education. The result has been a great widening of the college constituency. What draws many of them to college, however, is not a thirst for learning but an undefined desire to get something of mysterious worth called "a college education". Consciously or unconsciously this makes its appeal in social terms. It holds out a vision to many a family of a rise in social standing if the sons are able to go to college. Anyone stating that the American college of today is a social rather than an educational institution would be sure to be misunderstood, but an examination of the situation makes it obvious that we can use the word social in this connection as a reflection of an economic situation.

The first consideration in the problem, then, is the large number of youth who go to college with no clearly formed desire for increasing their mental capacity and who throughout their college course never have their intellectual ambitions awakened. Their presence in an educational institution may drive into timid obscurity those whose brain power should entitle them to the highest honors that a college has in its power to give.

Another side of the general situation which affects many colleges has to do with the group of students who are headed for a definite profession. They come to college with a clear-cut

ambition which is defined in terms of the requirements of the professional school which they hope to enter. The preparation for the law school or the theological school is not so clearly outlined as to cause any serious difficulty in the arrangements of the course of study for students headed for these professions, nor is the competition for entrance into those professional schools severe. As far as the medical course is concerned, colleges are caught between two millstones. On the one hand, the medical schools are demanding more and more in the way of prerequisites and are able to enforce their demands through strenuous competition. It is exceedingly difficult these days for students to get into any high grade medical school. On the other side, the colleges are receiving from the High Schools applicants whose preparation is such that it is increasingly difficult to put upon them the greater burden of pre-medical work. Constant pressure is being brought upon the colleges to accept as a preparation for college work credits of very little value. We have in no degree yielded to that pressure at Trinity College, but indications are that the material which the colleges receive is lower in quality.

With these two aspects of the general educational problem in mind, we turn now to a consideration of what Trinity College can do. The Faculty are rightly jealous about the standards of the Trinity degree. Our requirements for that degree have always been high in the amount of work required, and recent action on the part of the Faculty stipulates that a student in order to secure a degree must have the equivalent of an average of 72% in his work. This is as it should be. The recognition given to the high worth of the Trinity College degree in graduate schools should be gratifying to all those connected with the college, and we must maintain that standard.

What gives us cause for thought is the content of our college curriculum. Too many of our students obtain simply an introduction to various subjects which they never master, and rarely succeed in getting a thorough grasp of even one. The adoption of the group system at Trinity College has compelled every student to focus his endeavor upon a single department, but even there he does not always continue far enough to challenge his best intelligence. The one problem that looms large to the teaching staff of our colleges is how to awaken in the minds of the students an interest in the development of their minds. College education cannot be simply a continuation of secondary school methods of assigning to classes detailed tasks and requiring the completion of them. Most colleges are still employing the vicious method of phrasing the requirements for a degree as

if they could be satisfied by getting a passing mark in a certain number of courses. The various metaphors suggested by this single word "pass" all show the unfortunate result of our modern system upon the undergraduate mind. A student passes a course and thinks he has passed by it, and goes on his way rejoicing at having successfully clambered over or dodged around an obstacle that lies between him and a degree. There is little in our system which brings to the fore the indisputable truth that the only true education is one in which the student educates himself.

Trinity College has made here one contribution to college education in the new Reading Course set up by the Faculty. The interest this course has aroused among educators all over the country indicates its worth. The course is based upon the assumption that the student should educate himself first and foremost by the intelligent use of books. From a carefully selected list of books arranged in groups according to their subject, he selects a certain number in accordance with certain regulations of concentration and diversification. Machinery is provided for registering whether he has read these books intelligently. If he has done so, he has completed a certain part of the work required for the Trinity degree.

The list of books prepared for this course is of itself an achievement of no small value. It was prepared largely under the direction of Professor Costello, and it contains in addition to the list of titles a line or two of exceedingly suggestive criticism or comment. Demands are constantly coming into the college office for copies of this pamphlet, which was printed as a regular number of the Trinity College Bulletin. Aside from the intrinsic worth of the book, the contribution to education made by the establishment of the course may prove to be large. It is still an experiment and we shall watch its development with interest.

Trinity College should go further than this. So far we have not borne our share in meeting the problems of college education, but have been content to follow the lead of other institutions whenever they have reached conclusions of definite value. In matters of content of the curriculum we have been exceedingly conservative, perhaps wisely so. It is the conviction of your President that the whole range of subjects which are generally called "cultural" is exceedingly valuable and should not be dropped or put into a subordinate position solely in the interests of material which has a greater appeal because it is labelled as practical. In the related problems of the requirements for a degree and the methods used to stimulate the intellectual life of our students we should be more active. It is to be hoped that

the greater freedom of time given to the President because of the recent appointment of a Dean will enable him by consultation with educational authorities to block out a definite policy for the college. As the present Faculty of Trinity College is made up largely of young men, keenly alive to the problems of American education, further endeavor may well be expected by which Trinity may make its contribution not only to the solution of our own local problems but also to the larger issues involved. The first step to be taken is to rescue from the burden of required courses our most promising students, in order that they may have freedom to pursue under direction their chosen subject further than the average student is able to go.

The teaching staff of the Faculty received a severe blow last March in the death of Professor Carpenter, J. Pierpont Morgan Professor of Biology at Trinity College for twelve years. So perfect was the tribute rendered to him by one of his colleagues to be entered upon the minutes of the Faculty, and since printed in the annual Necrology, that it is not necessary for further words to be added in this report to express the deep loss that Trinity has suffered in his premature death. His successor, Professor Thomas Hume Bissonnette, undertakes his task with a keen realization of all that Professor Carpenter did and is endeavoring to place his own work upon the foundations so well laid. Professor Bissonnette is a Canadian, coming to us from Coe College, Cedar Rapids, Iowa. He is a master of his subject, an enthusiastic teacher, and has already added much to the life of our institution.

The President reports with some satisfaction that the staff of the Physical Training department has been strengthened by two new appointments. Henry W. Clark, who graduated from Harvard with distinction in 1923, comes to us to take a permanent place on the teaching staff of the college. For his first year he will be in charge of Freshman English, expecting later to transfer to the History department, his chosen field. During the fall Mr. Clark has been coaching the football team, with a success gratifying to every lover of Trinity. His ideals of sport are high and his equipment for the position of coach is absolute. Among the various conflicting notions that are annually expressed about the position of football coach in the American colleges, there is general agreement upon the desirability of having a permanent member of the teaching staff in charge of the coaching of football. Under Professor Gettell Trinity acquired a splendid reputation among New England colleges by reason of her well trained and usually victorious teams. It is to be hoped that Mr. Clark will build up a regime at Trinity equally praiseworthy.

Doctor Swan is back at the college after a profitable sabbatical leave. He has under him as instructors in the Physical Training department: Mr. Ray Oosting, who, in addition to his duties in the department, coaches the Freshman football team, the basketball team, and the track team. Mr. John Merriman, Jr., also an instructor in the department, who has been assistant coach of the football team and who will take charge of the baseball team in the spring, and Mr. Stanley Leeke, one of our own graduates of the class of 1920, who gives most of his endeavor to intramural athletics. The combination of these four men is most happy. Your President is a member of the Association of College Presidents for Conference on Athletics, and he is glad to be able to report that Trinity College has for some time fulfilled all the standards of the policies recommended by that group, especially in the matter of having the coaching of teams in charge of men with permanent positions on the staff. When three or four such young men of high ideals are closely associated with each other, not only in the coaching of our teams, but also in the development of all our students, we may feel confident that that phase of the welfare of our student body is in good hands.

At the beginning of the college year a very thorough physical examination was given to all our new students. A number of leading physicians of Hartford, everyone a specialist in his own line, gave up a busy morning in the last of September to aid us in our physical examinations. Heretofore these examinations have been given by Doctor Swan at his own convenience, with the result that they dragged out until after Thanksgiving. Now each new student before he begins his work passes in succession through the hands of the best doctors in our community, who give him advice upon his physical development as well as detect and diagnose any matters requiring definite treatment.

There are a few other changes in our staff to report. Mr. John F. Jost has been engaged as an instructor in the German department to aid Professor Spaulding. Professor Humphrey is absent for the first half of this year on sabbatical leave, and his work is being carried on by Mr. T. D. McCormick. Mr. McCormick will remain the second half of the year to assist Professor Humphrey, and will then return to Yale to complete his work for the Doctor's degree. Mr. Paul S. Parsons, one of our own graduates, for four years a member of the Faculty first as an instructor in French and later in the English department, leaves us to accept a position as Headmaster of the girl's department of Loomis Institute. His place in the English department is being taken this year by Mr. Henry W. Clark. Professor Galpin is away for the whole year on sabbatical leave. The French department is being conducted by Assistant Professor Louis H.

Naylor with assistance from Mr. Tilton. Mr. Howard C. Wiley, a teacher in Drawing at the Hartford Public High School, has been engaged as a part-time instructor to aid Professor Rogers by taking charge of our classes in Mechanical Drawing. Professor George R. Wells of the Hartford Theological Seminary is again giving part of his time to Trinity College, teaching certain courses in Psychology under the direction of Professor Costello.

I am glad to be able to report upon the success of the extension courses established by Trinity College this last year. For a long time we have been content to have our educational obligations of this nature to the community in which we are located covered by a cooperative agreement with Hillyer Institute. That has met only the most elementary part of the problem, since courses are taken there only in the evening by young men who are employed in the city of Hartford. Hillyer students are admitted to the examinations given in certain courses at Trinity College, and if their work is satisfactory, they receive credit for such work towards a college degree.

There is another group of people in Hartford, however, who have a right to look to Trinity College for some provision for their intellectual needs. These are the teachers in our city schools. This year we announced a certain number of extension courses, designed especially for school teachers and also for such members of the general public in Hartford as desired opportunity for study of some subject from a college's point of view. Not all the courses offered were elected in such numbers as to justify their being given. There are, however, seven courses now being conducted, with the total enrollment of 85 students. Two of these courses are simply lecture courses, one by Professor Shepard, "Readings from Contemporary Poets", and one by the President on "The History of the Pacific Ocean." The five remaining courses are more specialized, and those taking them will receive credit for a degree, possibly for a Master's degree. Professor Allen is giving a course in Biblical Literature and one in English Composition. Professor Foglesong is conducting a course in Chemistry, Mr. McCormick one in History, and Professor Wells one in Educational Psychology.

The fees raised from these courses are paid in to the college. The Professors giving the courses are reimbursed by the college in addition to their stipend, the Treasurer retaining a certain balance to cover the expenses of advertising and of administering the courses. Great credit should be given to Professor Burkett, who has been acting as director of the extension work without compensation. He has done much to increase the esteem in which Trinity is held in Hartford. In the course of a year or two, it may be that this work will grow to considerable dimensions.

Since my last report we have lost by death two loyal and effective members of this Board — Frank Chester Sumner and George Dawson Howell. Mr. Sumner's service to the college was a natural result of his interest in all of the institutions of his city. His wise counsel and his unfailing gentleness will be greatly missed in the meetings of this board.

Mr. Howell, an alumnus of Trinity College, was a valued member of this Board during the years of his residence in Hartford. His stubborn devotion to the college at all times, quickened by his interest in the education of his three sons here, continued in spite of his removal to a distant city. His services to the college will be the longer remembered because they were given at a time when they were most needed.