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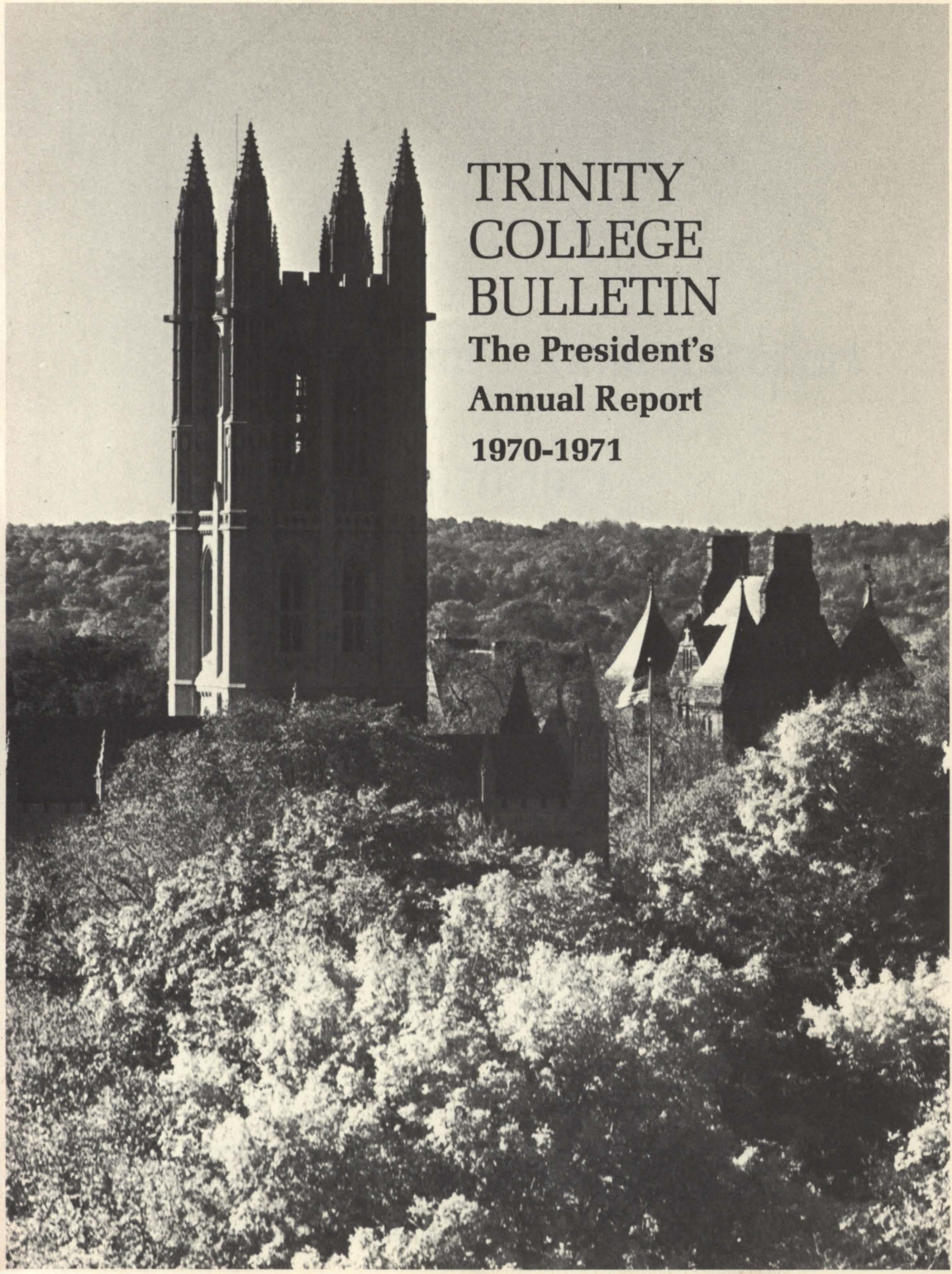
#9

TRINITY COLLEGE BULLETIN

The President's Annual Report 1970-1971



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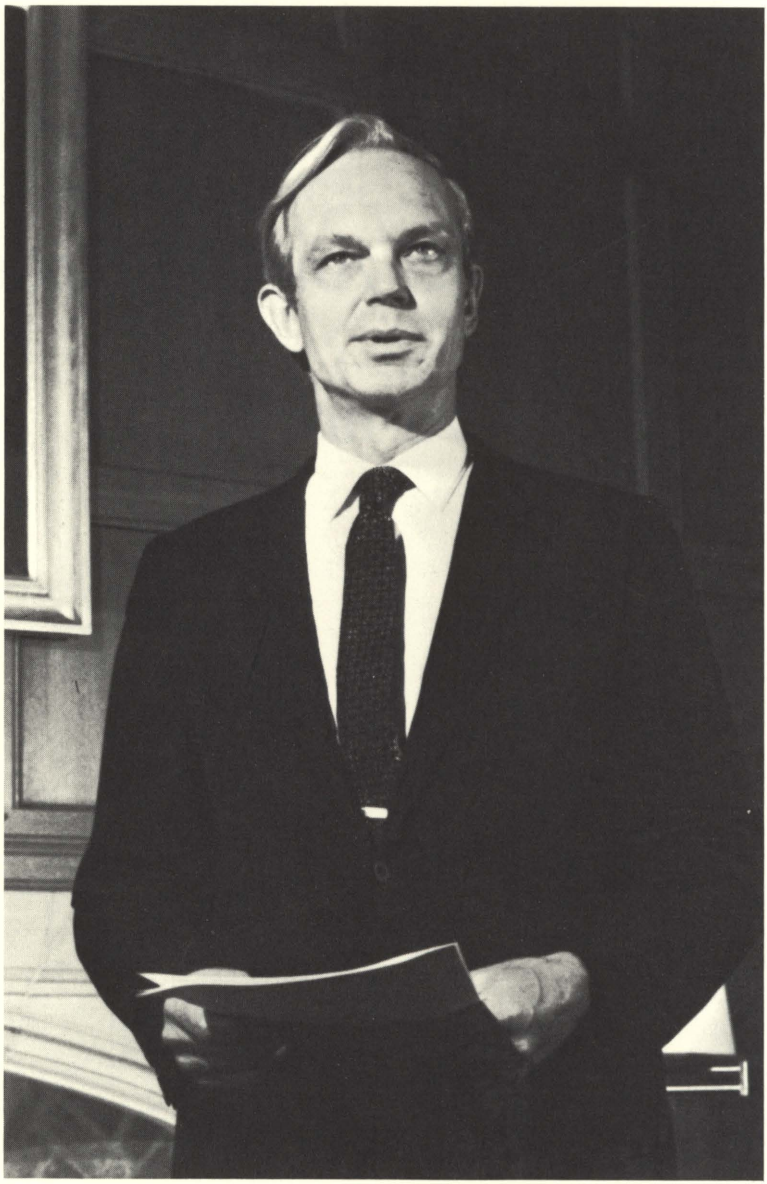
VOLUME LXVIII NUMBER 4 (OCTOBER 1971)

The President's Annual Report

1970-1971

Trinity College Hartford, Connecticut



"New Challenges – New Insights"

At its April meeting the Board of Trustees adopted a resolution which provides an appropriate theme for this year's report. That resolution reads:

> We, The Trustees of Trinity College, feel the need for a continuing review of the objectives, priorities and functions of the College. While we can state our broad central goal in terms of providing education in the unique setting of a high quality private liberal arts college, we have seen very substantive changes in the more specific objectives and priorities over the past two years.
>
> At this point in time we are cognizant of new challenges facing the College which call for a searching reevaluation of our objectives and our ways of doing things. Paramount to these considerations is the economic viability of the College. No less crucial is the need for quality in the faculty, the student body, and the style of their relationships to each other and to the larger Trinity College community. Therefore be it
>
> RESOLVED, That in establishing our plans for the seventies, we, The Trustees of Trinity College, call on the administration of the College to establish a college planning function and to prepare a clear statement of alternatives available to us. This should be done by drawing upon and including in the planning function the various elements of the Trinity College community, including trustees, faculty, administrative staff, students, alumni, and parents. In particular, we ask the President to call upon the faculty to play a key role in this planning function. We have made significant progress in the past two years in addressing the demands of a rapidly changing environment. We need new insights and greater clarity in addressing the challenges of the years to come.

Quite properly this resolution recognizes that planning for the future of Trinity College has assumed the highest priority, both because the dramatic changes in education during the past decade

call for a reassessment and because the financial plight of independent colleges requires tough decisions now. The academic community has learned that many traditional assumptions no longer hold. No longer can we assume that a stable student body will follow well-worn educational paths and cherish older patterns of collegiate life: that has been one of the lessons of the sixties. We should not be surprised. We need not apologize for the changes which have occurred and will occur. Colleges and universities in this country have contributed too much and have responded too effectively to society's needs to react defensively. Our problem now is to design an approach which will meet known needs and at the same time permit continuing renewal as fresh challenges arise.

That task prompted the title of this annual report. We shall need "new insights" to accommodate the "new challenges." Among the steps already taken by the Board has been its own reorganization. Recognizing the vastly expanded demands now made upon the time and energies of trustees, the Board voted to introduce a retirement age of 72, to substitute eight term trustees as vacancies occur for what were formerly eight life trustees, and to establish the manner in which this rearrangement of membership would occur. Under the new provisions Mr. William R. Peelle '44, Mr. Winthrop W. Faulkner '53, and Mr. William M. Polk '62 were appointed term trustees at the May meeting. At the same meeting, the Board elected Mr. Barclay Shaw '35 as chairman to succeed Mr. Lyman B. Brainerd '30, who chose to retire from the chairmanship but to remain as a trustee. It is always a pleasant task for a president to recognize extraordinary service: Mr. Brainerd has been a distinguished and dedicated chairman whose devotion and attention to college affairs will be difficult to match.

I

Obviously Trinity is not alone in pondering how best to plan ahead. Numerous recommendations have appeared in print. Perhaps the most provocative is a Carnegie Commission study entitled "Less Time, More Options," which calls for a drastic revision of education beyond the high school. So seminal is this study that Trinity has

joined with the University of Connecticut, Yale, and a number of other institutions, including public and private high schools within the State, to discuss the implications which such proposals hold for the future. Similarly striking is the report sponsored by the American Academy of Arts and Sciences bearing the title, "The Assembly on University Goals and Governance." Although its 85 theses hardly qualify as bedtime reading, the dominant themes are instructive and have colored my own thinking in preparing this report.

As any newspaper reader recognizes, independent higher education faces a most unclear prospect. Each college must determine its own role. For that reason we commissioned the John Price Jones Company to conduct a study of Trinity's present posture, particularly with respect to our ability to elicit additional financial support. Completed last December and submitted to the Trustees for their review, that study echoed most of the warnings which those of us in education began sounding during the late sixties. Colleges must set their goals ever more clearly. They must decide what they can do within the resources likely to be available. They must strive to make their contributions distinctive as well as distinguished in order to preserve that diversity within American higher education which has been central to our success as a nation.

The conclusion of the John Price Jones Study is both brief and encouraging:

> Trinity exemplifies a type of institution—the 'small,' independent, liberal arts colleges—which makes a particular kind of quality contribution to our educational system, which is in danger from the twin factors of a greatly proliferated system of public institutions and staggering cost rises, and which deserves to be perpetuated by the only source which can perpetuate it—the 'private' sector of society, meaning principally alumni, parents, corporations, foundations, and families of great wealth . . . We believe [the case for Trinity] to be a generally sound and strong case which should be amply able to carry the College's appeal for support . . .

The first step is to identify the key issues at Trinity and to prepare alternative solutions. Two task forces, composed of faculty

and students, began work this summer and will report to the community in the fall. One is working on academic programs; the other is reviewing the relationships among size, residential life, and physical facilities. As the discussion progresses this fall, we hope that alumni will contribute their ideas. For Trinity will prosper only when there is confidence in the institution's planning and when there is a broad commitment to its purposes.

Among the dominant themes running through every commentary on higher education is the academic obligation. It sounds self-evident, and yet we have become uneasy about our sense of intellectual direction. In part, that uneasiness springs from the disillusionment which occurred during the sixties; in part, it emanates from the unevenness of our response to the questioning which has taken place on campuses, much of which assumed a political character. I am also persuaded that the very generosity with which colleges responded to society's demands in the quarter century after World War II caused a dispersion of effort which inevitably suggested a deemphasis of purely academic concerns. During those years, colleges accepted ever-growing numbers of students of increasingly varied social and educational backgrounds and aspirations; they altered curricula to meet new social and professional aspirations; they undertook research vital to the attainment of national goals; and they began, however belatedly, to relate themselves to their communities in ever more imaginative and helpful ways. It was right (and probably necessary) that colleges do these things. But in the process they obscured to some degree their primary dedication to learning. Now it is time to reaffirm that obligation and to redefine the means by which it is to be fulfilled. Fortunately, students appear to have already anticipated this need. During the past year many Trinity faculty members detected a new and heartening seriousness about academic matters among many of their students—a seriousness manifested in the notable increase in the quality and quantity of work being done in courses. The combination of a new curriculum at Trinity and a decline in distractions may account for this more sustained interest in learning. And it is also true that the incorporation of material formerly reserved for advanced study into undergraduate courses has heightened the prospects of significant study.

But the problem is subtler than implied. I am impressed with an observation by President Levi of the University of Chicago: "I believe our educational system requires a reaffirmation of the reality and validity of the truth-finding process, intellectually based, with the acceptance of the requirements of civility, criticism and integrity." Without attributing special perspicacity to presidents, I concluded that this observation merits reflection. As a nation we are inching perilously close to viewing higher education as a commodity to be purchased—often on an installment basis. That trend implies that a college education is simply training for a job, a kind of winnowing process whereby we determine who is acceptable for more training at the graduate level, for immediate job placement, or for less sophisticated tasks. Public institutions have performed this function admirably; and, of course, it remains part of the obligation of such private institutions as Trinity. But it would be devastating to the institution's highest purposes if this utilitarian consideration were to supplant truly free inquiry as our primary task. As we assess our academic obligation, we shall need to reaffirm the value of rigorous intellectual understanding as preparatory to a lifetime of learning.

The need for such a reaffirmation is multiplied in light of the argument that colleges are morally obligated to transmit a single set of predetermined values. This view, which has been espoused with mounting fervor in recent years, jeopardizes traditional concepts of academic democracy (a phrase I use reluctantly, but prefer to "academic free enterprise"). Hence it is to be deplored. The growth in popularity of this view is, however, understandable. For our faith in academic democracy and the virtue of free inquiry has been deeply shaken by recent developments. First, there has been a noisy and rather widespread attack on rationality. Our inability to use science and technology as successfully as we had once hoped has led to much fascination with occult convictions, emotional solutions, and, in general, the putative value of the irrational. Called to battle against such phenomena, academicians have sometimes tended to forget their own best principles and to embrace the style of their adversary. This tendency must be resisted. A college remains true to itself only when it meets such threats with the same rational detach-

ment and intellectual honesty which it brings to its other tasks.

The second development threatening the spirit of free inquiry has been the fervid concern for contemporaneity (or relevance-mongering, as some have called it.) Many students and faculty have been justifiably concerned with urgent contemporary issues. Unhappily, this concern has often led to an intense preoccupation with resolving these issues on the campuses. To do otherwise was to be branded irrelevant—a fate worse than death and taxes! In extreme cases there have been insistent demands that colleges become political instruments, dedicated almost exclusively to the eradication of social and economic abuses. No college which cares about its academic integrity can permit that to happen just as on the other hand, no college can be so irresponsible as to spurn altogether a role in the search for new methods by which to attack these problems. Ironically, some who have trenchantly criticized the politicization of colleges on behalf of a new orthodoxy have had few qualms about shackling them to an older orthodoxy. The point is, however, that liberal education is incompatible with orthodoxies of any vintage. What is needed is not to formulate an academic morality closely attuned to the pressures of the young or the old, the radical or the conservative. Rather, it is to rediscover and reinforce our belief in free and rational inquiry—a belief badly shaken by involvement in emotionally charged issues on and off the campus. Trinity must not become the creature of any ideology or philosophical system; it must retain its academic obligation to search for the truth in a free and open environment, independent of but not insensitive to transient concerns.

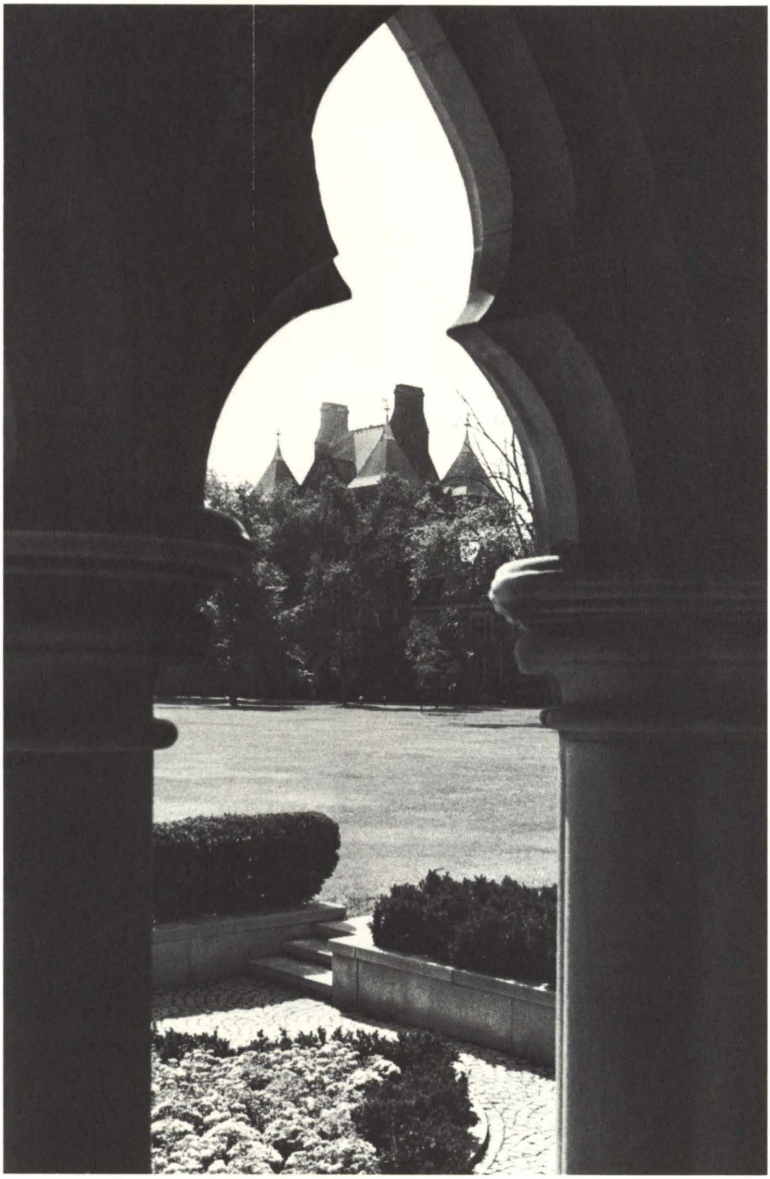
These are philosophical considerations, but they bear upon specific situations. For example, Trinity has introduced a program in urban and environmental studies. It will build out from a solid academic consideration of economics, political science, sociology, and the natural sciences and will represent an experiment in interdepartmental education. It will turn to the community largely for project analysis and research opportunities. The program will not attempt to develop Plan XYZ for the new Hartford! The College has also recognized the growing interest in non-traditional curricula by enlarging the possibilities for intercultural studies. The faculty

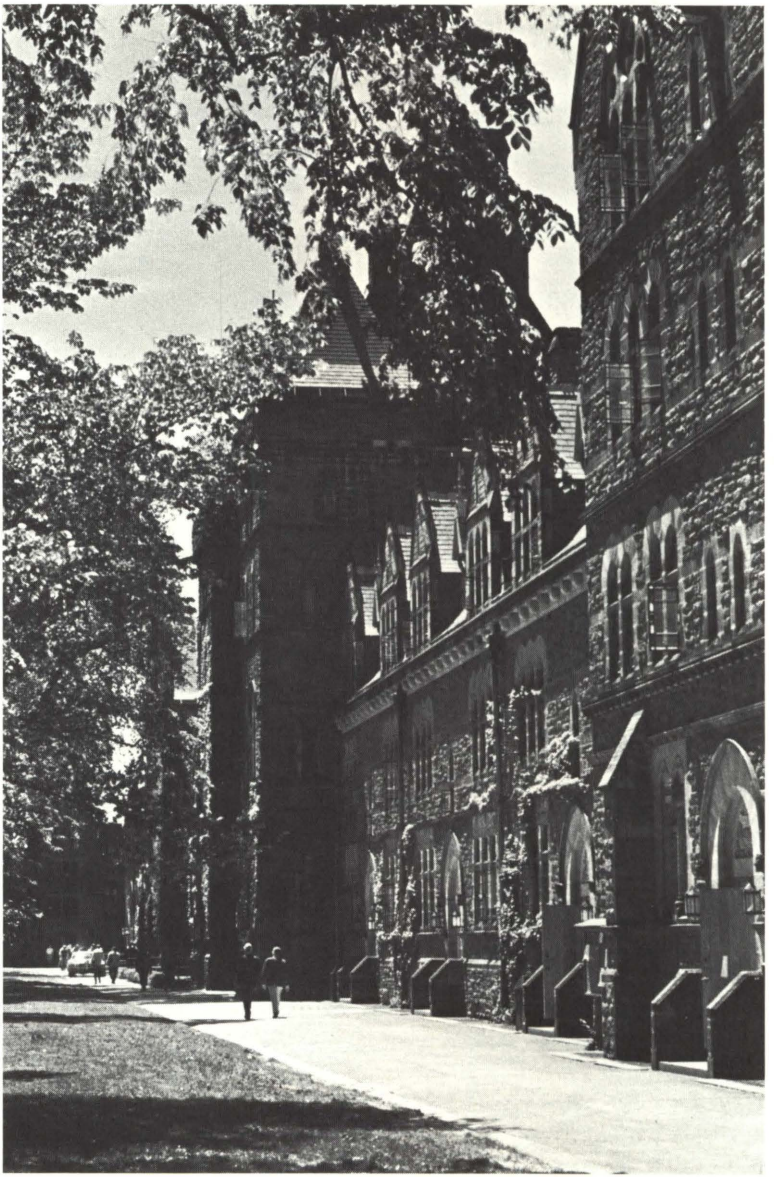
participating in that program will still be associated with the regular departments and teach the majority of the time in their traditional disciplines. I cite these examples to indicate how we have sought to balance new academic interests with long-term institutional assumptions.

There are other aspects to our academic obligation. This year we have begun seriously to consider how we may introduce greater flexibility without diminishing the coherence which an undergraduate education should still embody. We expect that alternative patterns of learning will become more common in higher education. Already the ability to participate in programs within the Twelve-College Exchange, to join our programs in the Philippines, Uganda, and Rome, or to take a year off for work, offers sufficient flexibility to Trinity students that they need not feel constrained to follow the normal residential pattern of four years on 87 acres. We have begun experimenting selectively with deferred admissions and, in cooperation with the Braitmayer Foundation, with interrupted undergraduate education. We are exploring the three-year degree option. Certain corporations in New England have responded, for example, to these ideas by offering to employ students for a year between their junior and senior years as a way to acquaint them with business. If the draft law changes and the economy improves, it will become much easier to consider such alternatives. In addition, we have been experimenting with inviting adults to return to complete their undergraduate degree programs. In short, we sense that a comparatively open system may accommodate more successfully to students' varying paces and may also utilize more effectively the resources available at Trinity and available to Trinity.

II

A discussion of academic trends leads naturally to observations about faculty and students. In the light of extensive public misunderstanding, it may be well to begin with an ungracious comment: both faculty and students now realize that there are justifiable scarcities; colleges can no longer provide all the amenities and solve all the problems in one year's time. It has been a tribute to the under-





standing of both groups that they have accepted with a mixture of stoicism and good humor the changing financial picture. Faculty realize that they must teach more students; and the students (and their parents) have accepted the inevitability of tuition increases with an understanding that passeth all expectations.

Faculty are concerned, however, about a number of things. The scarcity of academic positions adversely affects the morale of the young instructor. He has fewer opportunities in teaching, and he faces the constriction which tenure places upon his prospects of remaining since we have stopped the expansion of faculty. He is genuinely perplexed as to how best he should spend his time. Should he put all his efforts in attaining professional eminence as quickly as possible, or should he become deeply involved with his college's affairs beyond the classroom and his academic discipline? I have been pleased with the response of tenured faculty to this dilemma, so far less acute when faculty were in short supply. Since the College has limited the total faculty to 130, the impact of this situation becomes very real if we are simultaneously to hold the number of professors on tenure to approximately 60 percent, our present proportions. For that reason the faculty has appointed a special committee to review the tenure provisions to see what variations may be desirable.

Behind this concern lies a deeper question. For years the smaller, independent college has been proud of the sense of commitment which faculty have brought to the well-being of the institution. They have taken seriously their obligations both inside and outside the classroom. Events during the late sixties inevitably took their toll, and now many of us wonder whether faculty will renew their traditional involvement. On the one hand, at Trinity we have shared more information with the faculty than was true in the past. For instance, budgetary information is available to all, and the new financial affairs committee of faculty and students has spent many hours pondering the implications of our present fiscal situation. Yet, on the other hand, I think it fair to say that the present complexity of college business may well have dissuaded faculty members from exploring in depth those matters which are not directly related to teaching and learning. To some observers this is a welcome con-

traction, and there is a valid argument that a division of labor in managing college affairs has become mandatory—especially as the pace of change proves unrelenting.

But I sense in this acceptance of a delegation of authority an ominous note. The ideal of a university has always included a real sense of the intellectual community. That may be lost if our response to the overdose of unanticipated participation in the late sixties is an erosion of genuine involvement in the future of the College. The tasks we face are too immense for us to afford any diminution of faculty concern for the purposes to which we may commit ourselves as an institution. Judge Learned Hand expressed this worry with disarming bluntness: "Any organization of society which depresses free and spontaneous meddling is on the decline, however showy its immediate spoils. . . . " Admittedly external pressures have taken their toll, and in any time of troubles there is the seductive attraction of unilateral decisions authoritatively imposed—so long as they work. Even those affected—students, faculty, and administrators—seem too eager to welcome instant resolution of complex issues deserving careful reflection. Acceptance of messianic deliverance in the academy can only bring mediocrity and dullness to both the intellectual and collegiate life of the institution. Even though accountability is the new watchword of education, an accountability to which students, faculty, alumni and the public are entitled, I hope that we do not move toward a conformity which will only diminish the responsibility which individuals, especially the faculty, must retain in an academic community.

That community has suffered other strains. Students have, for a variety of reasons, become disenchanted with student government. Ironically, at a time when our bitterest critics suggest that students run the college, it has become very difficult to find effective ways in which to elicit student judgments. Increased communication among groups at the College has not stemmed the tide away from active participation. The experience of the Trinity College Council (composed of eight elected faculty, seven elected undergraduates, one graduate student, three administrators, two alumni members of the Board of Fellows, one member of the parents association, and one

representative of the non-professional staff) illustrates these problems. Although the student members have been interested, general campus response has been at best sporadic. In my judgment the absence of strong support for the TCC is regrettable, for it has been a most helpful body. Admittedly the President's office affronted the TCC when it reached the conclusion that the College could no longer afford to get along without specific regulations relating to drugs. The failure to act previously left us no alternative. Naturally, the problem of effective initiative and review by any body becomes more difficult as the achievement of a consensus proves elusive.

In essence, the problem of governance on college campuses persists both because of the change in attitudes among faculty, students, and the public and because on some matters of policy we have yet to recapture broad agreement. One of the best examples has been the judicial system at Trinity. Ever since 1968, we have struggled to find an approach which assured the requisite fairness in handling offenses and which also acted firmly and quickly. Enormous amounts of legalistic rhetoric have circulated, yet we have made precious little progress toward designing a system to which students and others can confidently bring matters to adjudication and the decisions of which will enjoy widespread support. Unless one is prepared to forsake a fair hearing in favor of arbitrary authority exercised solely by the administration, it is clear that it will require continued experimentation (not to say patience) to construct on campuses procedures which work fairly and effectively and which are consistent with the purposes and needs of colleges.

In other respects the students this year have contributed substantially to the life and progress of the College. Through such groups as the Trinity Community Action Center and the Od Squad, as well as through individual initiatives, students have served the State legislature, the Hartford municipal government, and many community projects. These efforts have substantially heightened the regard which the community has for Trinity. They have also helped to plan and run such campus activities as the student art show, dramatic presentations, lectures and symposia. The Trinity Coalition of Blacks put on a special weekend program; Cinestudio, the student-operated film society, continues to draw large crowds to

its regular fare of movies; and certainly the record of the intercollegiate athletic teams has been impressive. Both men and women have joined together in everything from frisbee aero-dynamics to softball to tennis, and the crew's return to Henley was one of many highlights. Trinity is no longer a "suitcase college." No doubt coeducation has been partly responsible, but also individual students have taken great initiative in seeing that a lively social life is available at the College. After a regrettably difficult fall opening last year, life in the dormitories settled into the patterns which justify a residential community.

Such characterization should not, however, hide the fact that unsatisfactory conditions have persisted. To provide the informal counselling which has been lacking, the College has decided to return to residential undergraduate counsellors in numbers adequate to the task. Although we have never been strict about pets, it became clear that the increase in livestock 'neath the elms necessitates an understanding as to the limits in kind and in care! Nor have students shown sufficient responsibility in the maintenance of their residential halls. I mention these details because they explain why we have also decided to divide the office of community life so as to assure higher standards of living in our dormitories and better attention to personal problems. Obviously a main part of that problem has been the inability of the College to expend the funds necessary to repair and renovate residences when they needed attention. To that I shall refer again later.

All of these comments bear upon our planning for the future. Clouded as the crystal ball may be, we are trying to place these changes in student and faculty response within the perspective we hold of Trinity during this decade. We have done well; we can do better. We must diligently seek to identify and analyze our problems, even though the process will often be painful. Of course it can be argued that time will solve many of these problems—that if we can only "sit it out" until a new generation of students arrives, most of the vexing issues of today will recede. That assertion is of questionable accuracy. But even if it were true, is that the course a college should take? I, for one, think not. For surely it would be unbecoming for an institution that espouses the virtue of reason and intellect to flinch from applying those faculties to its own problems.

III

That is one more reason why I welcome planning for the future. We have become captive of the notion that there are no reasonable alternatives to proceeding directly from high school through four years of college. Such an assumption neither makes good sense educationally nor frankly recognizes differences in student motivation. That is why, as I mentioned earlier, we are experimenting with the pace at which students complete their degree. We have believed for some time that certain students would profit from a leave of absence to work. We hope now to test this thesis more systematically.

Part of our concern derives from a feeling that the articulation between the various levels of education has been poor. Admissions has always been a difficult process, and I am quite aware that some alumni feel that we have not been as considerate as we should of their sons and daughters. Actually, our record has been good in giving special consideration to alumni offspring. Our choice among an applicant pool of freshmen and transfers, which has remained approximately the same this year (3000 in total), has depended heavily upon the recommendation of the secondary school and actual classroom performance. We now sense that new factors will make appropriate selections more hazardous unless we can set up ways in which to stay well informed about changes in the secondary schools. They, in turn, want to know more about our expectations. A similar problem persists at the graduate level. The introduction of a three-year degree program could run afoul of the competition for admission to advanced study, now more intense than ever as graduate universities cut back on fellowships and openings. There are many other changes occurring at the graduate level which may ultimately affect what students do in their baccalaureate work.

Once again, we feel that Trinity should do everything it can to remain abreast of these reformulations, to participate in efforts to improve relations among the high schools, colleges, and universities, and to join in planning for alternative avenues. As the Carnegie Commission Report remarked, "Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students v. workers

and of youth v. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all members of the community valued both study and work and had a better chance to understand the flow of life from youth to age." ("Less Time, More Options," p. 2)

If these trends of conceiving education in terms quite different from what we have known persist, they will make it imperative to find new ways in which Trinity may serve. We know that continuation of many of our present academic and other programs will increasingly endanger our financial stability. But, any decision will involve risks. We intend to exploit the contributions which nearly 150 years of service have conveyed, but we know that the limits of our resources require us to plan anew.

IV

The mention of resource limitations acts as a natural bridge to a discussion of finances. Although the Treasurer will submit his report later in the year, I have included in this summary a brief outline of our budgetary situation.

We finished the 1970-71 year with a balanced budget. Many factors account for this happy consequence. First, by a substantial redressment of our expenditures over two years, we have reduced the long-range impact of rising educational costs. We have held faculty constant as enrollment has increased. We have levelled off our financial aid commitment. We have held general service expenditures to the minimum and eliminated unnecessary costs. Secondly, we have planned our expenditures on the basis of deliberately conservative income projections, thereby increasing the likelihood that expenditures and income will balance. In estimating tuition income, for example, we try to arrive at an average student enrollment figure for the year. We have been delighted to find that, due to our cautious approach, this estimate runs about ten students lower than our actual average enrollment.

But most important, our annual giving totalling $400,526 in gifts

and pledges, has exceeded its goal substantially. It is a tribute to the alumni that we went well over the top in that section of our fund-raising effort. Two thousand four hundred and eighty-nine alumni gave $242,838, a new high in both participation and dollars. Parents have been conspicuously generous, even in the face of rising costs, by donating almost $85,000. Business and industry have been especially helpful through their contributions, as have the many friends of the College in the Hartford area. To all of these, and especially to the Trustees who so graciously accepted the challenge to take the lead in annual giving, the College is deeply indebted. And to all those who helped to raise annual giving to new heights in these economically uncertain times, we are most grateful.

The budget projection for 1971-72 is also balanced. Beyond 1972 the prospects become murkier. To be repetitious, that is why we are plotting our alternative routes. Fortunately, Professor Ward Curran of the Economics Department agreed to take a two-year leave of absence to serve part time as Director of Institutional Planning. His cost analyses, in combination with the efforts of the Treasurer and Budget Director, will help us anticipate future fiscal pressures and, we trust, find ways to meet them.

Yet, since this annual report is not merely a summary, I think we must recognize some of the implications of the economic crunch for colleges like Trinity. For example, colleges have acquired impressive and handsome physical facilities. Maintaining properly the excellent, but in some measure, also old plant at Trinity costs far more than any income readily available to repair and to renovate on a reasonable schedule. In addition, we would very much like to restore to their historic beauty sections of Seabury Hall. Understandably we have deferred as long as possible essential repairs. Thus we are accumulating sizable renovation costs for the simple reason that we cannot afford them now. The Board of Fellows has drawn attention to the risk of delay in desirable maintenance. Yet, for example, without redoing the lighting in the chemistry building or repainting many areas now in distressingly poor condition, our maintenance costs still rise annually at a rate of 10% or more. Oil prices alone rose 96% this past year. Insurance rates rise. Personnel costs have gone up. All these costs are unavoidable.

Statement of Revenues and Expenses . . .

Following two years of deficits, the fiscal year 1970-71 was marked by a balanced budget. This dramatic turnabout is largely the result of a set of particular forces. Between 1968 and 1969 the number of full-time equivalent students rose from 1273 to 1353. Tuition per student, however, remained unchanged. The increase in enrollments plus other sources of income, that is, endowment income, gifts, etc., failed to cover the increase in salaries and other expenses. As a result educational and general costs per student rose $112 and the deficit widened.

For the fiscal year 1970-71, however, tuition was increased $200 per student. Enrollments rose still further. Educational and general expenses, while increasing, rose at a slower rate. As a result, the cost per student declined for the year.

For the present academic year we project a balanced budget for three main reasons. Cost increases have been held to a minimum; tuition will rise by $200; and the student body will increase by approximately twenty.

Revenues	1968-69	1969-70	1970-71[a]
Tuition and Fees	$3,199,646	$3,423,957	$3,991,570
Endowment Income	1,043,760	1,098,733	1,143,850
Gift Income	528,313	507,976	570,384
Other[b]	166,141	172,461	186,837
Total Educational and General Revenues	$4,937,860	$5,203,127	$5,892,641
Total Auxiliary Enterprises	1,056,409	1,150,997	1,470,786
Total Effective Income	$5,994,269	$6,354,124	$7,363,427
Expenses			
General Administration	$ 223,606	$ 229,135	$ 226,351
Student Services	380,014	415,843	423,608
Public Services and Info.	293,845	323,485	301,486
General Institutional	310,252	307,092	301,308
Instruction	1,818,436	2,006,754	2,063,415
Library	255,729	277,867	299,627
Maintenance	595,527	690,390	879,256
Student Aid	611,337	690,615	696,556
Graduate and Summer School	362,790	369,211	320,148
Athletics	62,733	63,343	65,898
Other[c]	32,800	—	143,896
Total Educ. & Gen. Expenses	$4,947,069	$5,373,735	$5,721,549
Total Auxiliary Enterprises	1,133,333	1,300,862	1,641,878
Total Expenses	$6,080,402	$6,674,597	$7,363,427
Deficit	(86,133)	(320,473)	(000)
Undergraduate Educational and General Expenses	$4,566,479	$5,004,524	$5,289,946
Full-time equivalent students[d]	1273	1353	1476
Educational and General Expense per full-time equivalent undergraduate[e]	$3,587	$3,699	$3,584

a Unaudited figures as of August 16, 1971.

b Includes income from athletics, short term investments, State of Connecticut Tuition reimbursement, etc.

c Includes contingencies, reserves, unemployment compensation, State of Connecticut Tuition reimbursement, etc.

d Full-time equivalent student equals total undergraduate tuition divided by tuition per student.

e Educational and general expense per full-time undergraduate equals undergraduate educational and general expenses divided by full-time equivalent undergraduate students.

Inevitably people look to the costs of instruction for possible economies. Can not faculty teach even more students as a way to assure balanced budgets? It is true that many institutions have cut faculty. Trinity has increased its student body as an alternative, but we may well have reached an upper limit in the size of the student body. The problem with this discussion of the faculty-student ratio, now 1 to 12 at Trinity, is that normally by "increased productivity" we mean increases in the same "product" without altering quality. Can we be sure that the quality of a Trinity education would not decline were we to spend a lower percentage of our total dollars on faculty? I remain sufficiently skeptical that we shall try other means first. There is another reason for my concern. If the percentage we spend directly on instruction, including the library, declines with regard to total educational and general expenditures, we shall by implication convey a message that is worrisome; namely, that services, maintenance, and other commitments are more important. Admittedly it is hard to dissociate one area of expenditure from another, but at Trinity we shall strive to place the maximum dollars possible directly into the academic areas. That may mean cutbacks elsewhere. I can only repeat from last year's report: "We do not wish to realize a decline in our educational excellence by budgetary compliance just as we cannot afford fiscal irresponsibility in the name of academic overcommitment." We shall thread the needle somehow.

Necessarily related to these observations are two other questions. First, will independent colleges transfer more of the cost directly to the student? Frankly, we lack analyses to determine the upper limit, but from what we do know it appears unwise to assume that we can accelerate the schedule of annual tuition increases now projected. Demand could shift very quickly to the lower cost public institutions. Furthermore, as we already face the unattractive prospect of reducing significantly the amount of financial aid available to needy students unless new funding enters the picture, we would sharply shift toward a college open only to those who can pay. To seek to solve the financial problems of independent higher education by raising tuitions precipitously, or to put that cost on a pay-as-you-earn basis, runs far too many risks for Trinity and may

not, even on economic grounds, be a viable solution.

The second question is: What are the prospects of state or federal assistance? Prior to any answer is the philosophical dilemma such aid poses for the private college. In general, Trinity has not felt threatened by the forms in which aid now comes to the College. For example, scholarship assistance has been free of everything except unavoidable red tape now that the disclaimer clauses have been removed. Institutional grants have not posed a problem of unacceptable control thus far. But inevitably, if the proportions were to rise, we might find ourselves under increasing political pressure. Probably the worry is somewhat academic, however; for it is fairly clear that neither the State of Connecticut nor the Federal Government will be able to give adequate assistance to independent institutions over the next few years. Moreover, I am persuaded that, when and if the day of large subsidies to private college arrives, we shall need different formula than those presently followed. Meanwhile Trinity will redirect its resources by eliminating that which it cannot afford to retain, by continuing to exercise internal economies, and by increasing its efforts to attract private funds. The next few years will be difficult, but through astute planning and with the continued support of alumni and friends we can meet this fiscal crisis.

V

We should not underestimate either the difficulty or the desirability of assuring a distinguished future for Trinity. The process occurs in an atmosphere quite unlike any we have known. The crisis of confidence which besets us as a nation, however temporary, is real and affects every campus. Our institutions are, as John Gardner observed, "caught in a savage crossfire between uncritical lovers and unloving critics. On the one side, those who [have] loved their institutions [have] tended to smother them in an embrace of death, loving their rigidities more than their promise, shielding them from life-giving criticism. On the other side, there arose a breed of critics without love, skilled in demolition, but untutored in the arts by which human institutions are nurtured and strengthened and made to flourish." The lamentable fact is that these positions

reinforce one another and, as I pointed out in a Commencement address at the University of Connecticut last year, make responsible and rational action difficult. And yet, I have always felt that things were never as bad as the critics claimed nor as good as the apologists hoped.

At Trinity, we are persuaded that we must continue to seek that community of learning in which intellectual concerns are central. From that commitment can come a new center of conviction about what is worthwhile in life. As the students, faculty, administration, and trustees ponder the future, I am confident that we shall find answers; for Trinity has never lacked the imagination and determination to remain a truly distinguished College. We know that a college education is still the best route to developing that sense of humanity, that attentiveness to truth and justice, that dedication to wisdom without which we cannot serve any good purpose. In this process Trinity can help us as persons to regain our purchase on events. By insisting upon a community of learning bound together by common goals and understandings, and preserved because of its service to the individual, the College can be an instrument through which democracy renews itself. I know of no greater task to set ourselves.

Special Note

Although it is not my custom in an annual report to recite the comings or goings of staff, with this year we have lost the services of three extraordinary persons. Professor Arthur H. Hughes has retired after having been at Trinity since 1935. Chairman of Modern Languages, a teacher of German, Dean of the College and Vice President for many years, and Acting President on two separate occasions, Professor Hughes has brought his tempered and wise judgment to college affairs across more than three decades of astonishing growth and development.

The College also lost an alumnus and administrator beloved by many generations of students and alumni, John F. Butler. His death on October 11, 1970 was an occasion for both sorrow and

recognition, sorrow that future Trinity students will not know his wit and wisdom and recognition that he served an impressive number of individuals as they sought counsel and assistance.

Professor Alexander A. Mackimmie elected to retire early as professor of education and chairman of the department. His role in rebuilding that program has been formidable and it is regrettable that poor health this year has prevented his fully enjoying the fruits of his labor.

Theodore D. Lockwood

Summer 1971

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