

Trinity College

Trinity College Digital Repository

Trinity College Bulletins and Catalogues (1824 - present) Trinity Publications (Newspapers, Yearbooks, Catalogs, etc.)

10-1-1972

Trinity College Bulletin, 1971-1972 (Report of the President)

Trinity College

Follow this and additional works at: <https://digitalrepository.trincoll.edu/bulletin>

Recommended Citation

Trinity College, "Trinity College Bulletin, 1971-1972 (Report of the President)" (1972). *Trinity College Bulletins and Catalogues (1824 - present)*. 303.

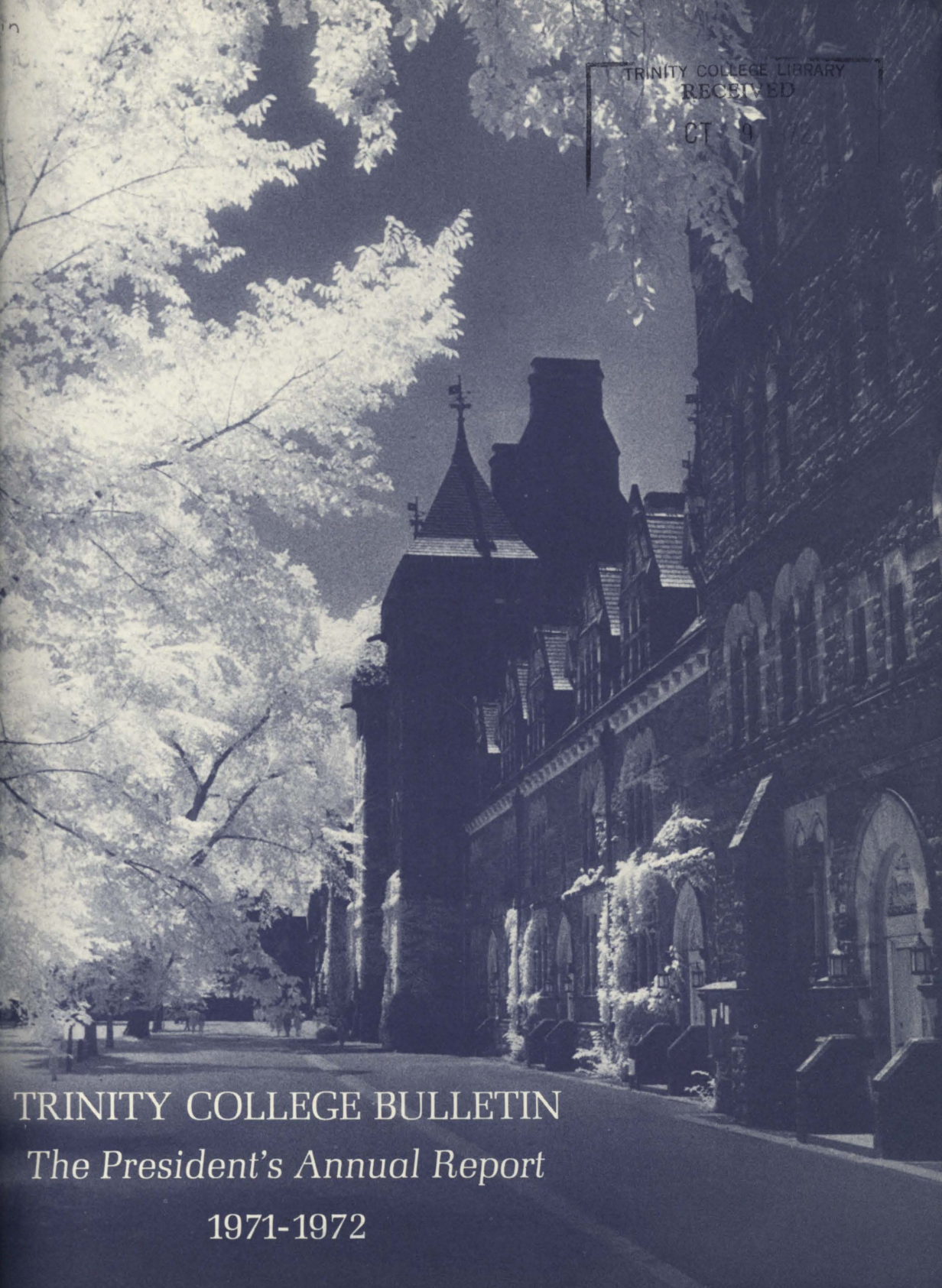
<https://digitalrepository.trincoll.edu/bulletin/303>

This Book is brought to you for free and open access by the Trinity Publications (Newspapers, Yearbooks, Catalogs, etc.) at Trinity College Digital Repository. It has been accepted for inclusion in Trinity College Bulletins and Catalogues (1824 - present) by an authorized administrator of Trinity College Digital Repository.

Trinity College
HARTFORD CONNECTICUT

TRINITY COLLEGE LIBRARY
RECEIVED

CT 9 1972



TRINITY COLLEGE BULLETIN
The President's Annual Report
1971-1972

Second Class Postage paid at Hartford, Connecticut. The Trinity College Bulletin is published four times a year, March, May, September, and December by Trinity College, Hartford, Connecticut 06106.

VOLUME LXIX

NUMBER 4 (OCTOBER 1972)

The Report of
President Theodore D. Lockwood

October 1972

Trinity College
Hartford, Connecticut



Official portrait of President Theodore D. Lockwood

"Borrowed From Our Children"

Hartford's Summer of 1972, beginning with the June deluge and steaming into the July heat wave, was a trying experience that only the hardiest and most responsible of individuals could tolerate. In that weather I watched our administration working, many of our faculty teaching, and summer students studying — it led me to the conclusion that the Trinity community abounds with a particularly rugged and dedicated breed of human beings. Perhaps most remarkable were the carillon concerts. We had an outstanding group of carillonneurs who, despite the rain and heat, played to large audiences on Wednesday evenings. The people who came often had no regular association with the College, but they all conveyed a respect for its beauty and an appreciation of these lovely concerts.

The dislocating effect of the weather also led me to the theme of this year's report. Trinity's campus remains attractive even in the most trying conditions because of the care that has been lavished on its physical appearance and the spirit of intellectual curiosity that characterizes those in its community. In much of the rest of America, however, we have lived on our land in a way that may undo future generations. Many voices have been raised in apocalyptic warnings about the desecration of our environment. Ecology has become the dominant theme of innumerable conferences and has even begun to invade the campus as a serious concern (though we are still hampered in our efforts to maintain an attractive greensward). It is not my intent to produce an argument in behalf of conservation, but rather to draw upon a consideration that does seem especially pertinent to education. Wendell Berry, an author concerned about the environment, called for us to observe "the life of a man who knows that the world is not given by his fathers, but borrowed from his children . . ." (Audubon, May 1971, p.9).

In education the same thought is applicable. As we who teach and govern at liberal arts colleges ponder our current situation and our future role, we would do well to recognize that we are "borrowing from our children." Perhaps this is an heretical notion for an institution about to celebrate its 150th anniversary.

sary, an institution which would not enjoy its present eminence were it not for the generosity of its many past benefactors and the stewardship of its many generations of faculty. Yet, if we think about it, tradition is but a reminder of the obligation we have to those who follow. Should we misconceive our task or misdirect our limited resources, it is our children who will be the poorer. Just as we may carelessly despoil the land so that it will not sustain those who come after us, we may also misconstrue our educational task and jeopardize the vitality and continuance of learning.

The turmoil which characterized higher education over the past five years tended to obscure these central issues. Within institutions too often the mood was defensive when it might well have been positive; among the public the criticism was, understandably, compounded of dismay and displeasure when it might well have served to bring a touch of realism to what had been an uncritical love affair with higher education. Careful evaluation had been long overdue, but the exchange need not leave permanent scar tissue. What I fear most is that colleges will continue to respond on the basis of assumptions formed during the last half-decade and not in anticipation of the opportunities of the seventies.

Now that the first wave of challenges to higher education has subsided somewhat and disruption and vulgarity appear less frequently to characterize responses on campuses, we can return to the enigmatic issues which confront us. If we are to heed the warning implied in the phrase, "borrowing from our children," we must address the dominant questions: What will man do with his knowledge? What ought he to do? What shall be his purpose in life? In liberal arts colleges we must readjust our focus so that we bring into sharper relief the great humanistic problems of life and death, justice and injustice, love and hatred, wisdom and ignorance, understanding and prejudice—in short, the basic values that give validity to life. Our obligation is not just to prepare individuals for a livelihood; it is to help them grasp the significance of existence, what it means or can mean to be a human being. Only then can learning provoke truly independent thought and criticism about issues that matter.

These warnings have prompted a determined response at Trinity. As I shall point out later in this report, the accomplishments of recent years — our curricular changes, the maintenance of a high quality faculty and student body, and budgetary solvency — give us good reason for some confidence. Last year I discussed planning for the future, for I sensed that the central question was "Where do we go from here?" The inquiry contained its own querulous tone. A year later the College has developed a "cautious certitude" about the answers.

Before I turn to those answers, which will be the major focus of this report, I cannot resist sharing with you one whimsical by-product of last year's planning process. Pondering the future is a difficult venture and, sometimes lacking a precise vocabulary to outline our intentions and hopes, we were forced to rely on metaphors. The following is a small collection I made: "In considering the whole ball of wax of planning for the future, our problem is to choose how to run the race, well-shod or with holes in our tennis shoes, in a ball park where the competition is tough and our angle of entry into the wave of change becomes critical if we are to devise the academic machinery to retain the quality we want for our core commitment." Now, I am pleased to say, we seem to have completed a difficult portage and, though our craft still has a few leaks, our paddles are strong, our hearts are high, and the water seems smooth. After that, let me turn to the serious aspects of this report and hope that you have retained enough fortitude to stay with me.

I

Trinity has now achieved sufficient curricular flexibility that its main task is consolidation. Through the changes made in 1969, through the creation of a series of options designed to meet the differing needs and motivations of a talented student body, and through the recently-approved Intensive Study Program and Individualized Degree Program, we have combined the rigor of the traditional academic disciplines with important educational innovations. Our curricular experiments may well anticipate future trends in higher education within a liberal arts setting.



Consolidation means a number of things. First of all, it requires a careful evaluation of the impact which curricular changes have brought. Last summer the Dean of the Faculty made an initial review and since that time we have been studying the shifts in enrollment. In very general terms the natural sciences and modern languages bore the brunt of the discontinuance of distribution requirements. To a pleasantly surprising degree, the sciences have recovered as students have sorted out their priorities. In modern languages there remains an unaccountable paradox: as more and more students spend at least a term abroad during their four years (this year there will be some 150, including our Rome campus), a smaller proportion of students prepare themselves in foreign languages. Psychology, the arts, and sociology continue to enroll more and more students. Meanwhile, interdisciplinary programs like Urban and Environmental Studies and Intercultural Studies attract a small, but intensely motivated student group. Obviously one of our important assignments is to assess these shifts, both as they reflect changing student interest and as they affect the re-portionment of faculty.

Over the years Trinity has introduced various independent study options: special projects on campus, tutorials, theses for the major, open semesters both on and off campus, and special programs overseas. We now need to evaluate these experiences, and, thanks to a grant from the Braitmayer Foundation, we shall begin a systematic review of this kind of option. Although as Professor Huston Smith once remarked, "proof is a scant garment that covers but a fraction of our intellectual nakedness," we do need some solid information, no matter how imperfect, to help us determine the academic effectiveness of independent study in its various mutations.

Consolidation might also suggest that we may now anticipate a period of calm on the collegiate front. That would be a mistake. Just as no merchant can play it safe and expect to survive, so colleges must remain alert to the implications of all that has happened in the past five years. Probably the only advantage we have over the merchant is that the position of the hemline does not change every six months. At Trinity we shall have to

determine which options make best sense and which prove less lasting. That is the advantage we have achieved: we have sufficient opportunities available and do not need to create new programs at this time, but rather to reflect carefully on what we can offer and to do those things in exemplary fashion.

As we ponder curricular patterns, we must also think about the broad academic goals which Trinity has set for itself. Even though we are inevitably preparing students for what they will do after they graduate, we should not regard the undergraduate years as an escape from the value-formulation process. We must make of those years—two, three, four, or five—a period during which we, both student and teacher, increase our awareness of ourselves, of the culture we share, of the society in which we exist, of the sweep of human life. How often the ideals which supposedly motivate the liberal arts college are lost in the false dedication to routines, in the distractions we perpetuate at the expense of joy in learning. There is uninspiring work in every profession, but it need not crowd out our commitment to liberate the mind and the soul.

II

While I continue to stress the implications of "borrowing from our children," I also wish to suggest a sub-theme, "borrowing from our teachers." At Trinity we have always prided ourselves on the great value which attaches itself to the special intellectual relationship between faculty and student. But in recent years there has been a very real increase in the obligations of faculty. Since 1969, the Trinity faculty has been most cooperative in absorbing a twenty-five percent increase in the number of student enrollments per professor. The increase extends beyond numbers; under the new curriculum professors find themselves working even more frequently with individual students both as advisers and teachers. Such individual attention demands both time and space — personal consultation requires many hours a week and prohibits the practice of doubling up faculty in a single office.

The assumed leisure of the theory class has long since disappeared. In effect, colleges are now asking faculty to become

impossibly versatile by combining increasing teaching loads with significant scholarship and with a widening range of special assignments—sometimes, alas, as special assistants to presidents. During this past year a score of Trinity professors accepted an overload to develop the Individualized Degree Program, others have been working on our computer needs, and most departments have been rethinking their basic programs. Moreover, we are asking this of a faculty less well compensated than at other institutions with which we compete.

The obvious conclusion is that Trinity must improve its faculty salary scale. We are pleased to have been able to continue annual increases each year despite the fiscal pressures; but we have not gained as much ground as hoped when, four years ago, we converted to annual merit raises. I emphasize this point, not only as justification for the support we must have from friends and foundations, but also to counter the cliché that faculty teach less and less for more and more money. Now the challenge is to find ways to continue to hold down the unit cost of education while appropriately rewarding those who teach. I might add that the same argument applies to the administrative staff at Trinity, a remarkably dedicated and able group of people whose salaries often lag behind those at comparable colleges.

III

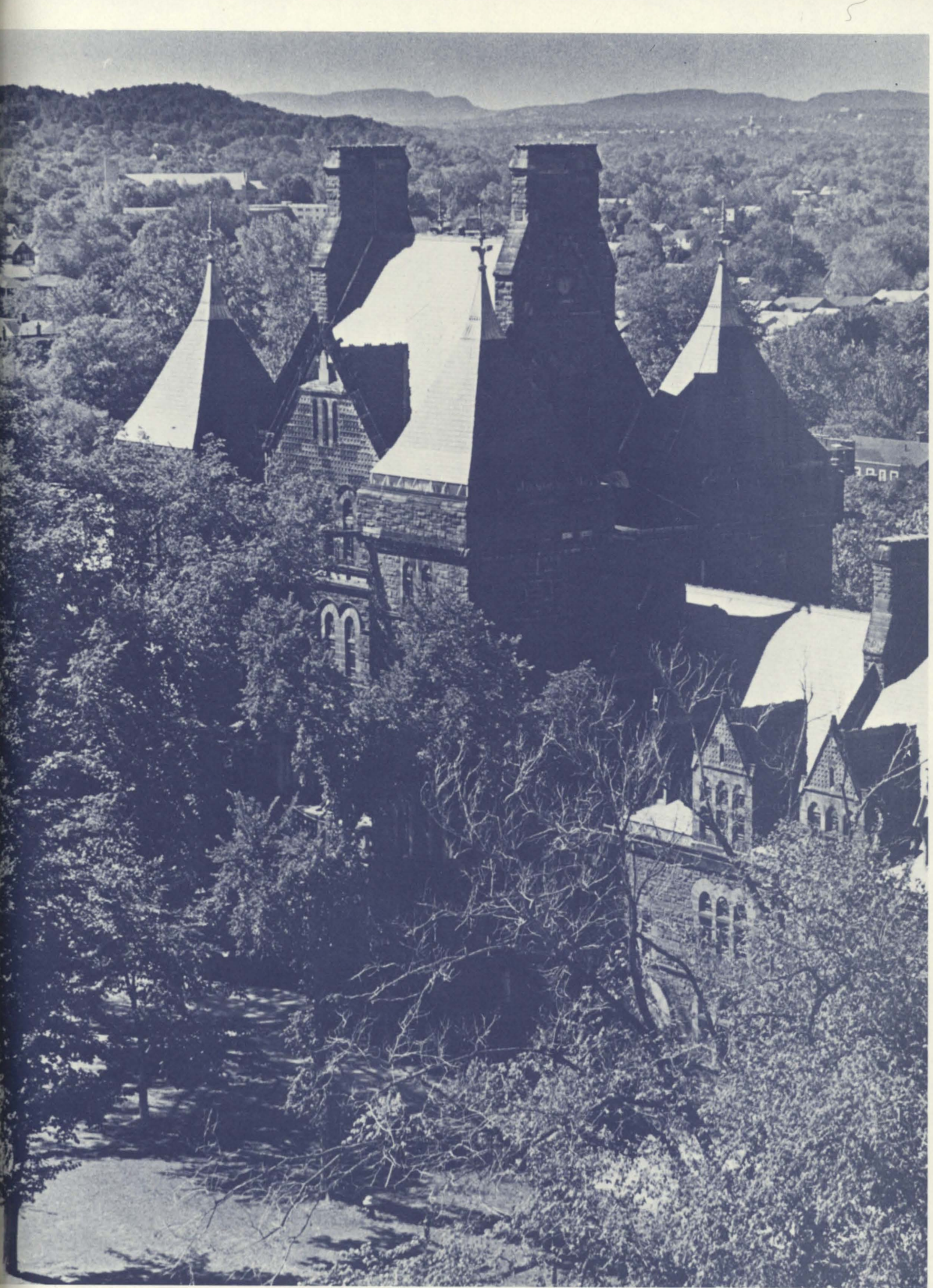
The problem of compensation leads naturally to a discussion of Trinity's fiscal situation. We closed the 1971-72 year in the black; we are confident that this year we can complete our third year of balanced budgets. This accomplishment runs counter to the experience of most colleges and universities and is a source of reassurance, both to those who serve Trinity and to a public increasingly uneasy about the deficits so frequently reported in the press. A detailed survey of the budget appears in a special section of this report.

Relief over our financial status should not mislead us. Trinity still has a substantial backlog of deferred maintenance. We are making progress, thanks in no small part to the efforts of the

staff responsible for maintaining our physical plant, now valued at some 44 million dollars. But expenses continue to crop up: replacing our transformer station, redesigning a post office no longer adequate, and reconstructing public facilities at Jessee Field. More serious has been the necessity of holding down our grants of financial assistance to needy students. We could help only 13% of the entering class this September and have had no scholarships available for the growing number of excellent students wishing to transfer to Trinity. We have had to curtail expenditures in the Library even though book costs rise annually about 11%. In short, even with fiscal solvency we have serious difficulties and strong challenges for the future.

Contributions to the College, however, do help to brighten that future. We are pleased that Annual Giving reached record heights this year with a total of \$440,421. Eighteen percent more alumni gave than did last year; 2,925 alumni contributed \$248,944. Parents continued to show their appreciation of the College by donating \$88,099. From foundations we received \$18,700. Most encouraging also were the results from business and friends of Trinity. Corporations, largely in the Hartford area, gave \$60,714 and friends donated \$23,964. To Andrew Onderdonk, William Brown, Trustees Enders and Smith, and the many individuals who worked relentlessly on this year's campaign we express our deepest appreciation. In addition we have received certain other monies for endowment, including the generous bequests of Mrs. Helen Blake, Mrs. Elsie Burks Brainard, Mr. Charles A. Lewis '93, the Reverend and Mrs. Charles B. Spofford, Jr. '16, and Mr. John H. Pratt, Jr. '17.

The Trustees have been cognizant of the need to use our endowed funds as effectively as possible. To that end they have engaged the services of A. G. Becker to make a ten-year analysis of our portfolio. The Finance Committee has also been studying the guidelines under which we manage our funds. For it remains our goal to hold down as far as possible the trend toward ever-rising costs in education. I should mention that Trinity has won national recognition in its efforts to achieve long-term financial stability through budgetary balances and fiscal projections.



Statement of Revenues and Expenses. . .

The fiscal year 1971-72 produced another balanced budget. The continued rise in total revenues made it possible for the College to meet the inexorable increase in basic expenditures. A glance at our income figures shows dramatically the importance of annual giving as well as the relationship of tuition to our total revenues.

On the expense side, three items deserve special explanation. Student aid has essentially levelled off for the past three years, an unfortunate but necessary step to preserve a balanced budget. The slight increase derives primarily from a sharp rise in "tuition remitted" to sons and daughters of College staff eligible to attend Trinity. Maintenance costs reflect most severely the impact of inflation; they also represent an effort by the College to proceed as rapidly as total funds permit with long needed repairs and renovations. "Other Educational Programs" appears separately so as to give visibility to the opportunities we are providing through our Rome Campus and other facilities, for which there is also offsetting revenue.

For the next year, 1972-73, we project a balanced budget. Careful internal control over expenditures, increased tuition income, and cautious optimism with respect to the economy permit the College to assume that next summer we shall again report a favorable statement of the financial status of Trinity.

Revenues	1969-70	1970-71	1971-72 ^a
Tuition and Fees	\$3,423,957	\$3,991,570	\$4,485,154
Endowment Income	1,098,733	1,144,225	1,255,508
Gift Income	507,976	570,384	598,182
Other ^b	172,461	186,837	194,221
Total Educational and General Revenues	\$5,203,127	\$5,893,016	\$6,533,065
Total Auxiliary Enterprises	1,150,997	1,470,786	1,692,077
Total Effective Income	\$6,354,124	\$7,363,802	\$8,225,142
Expenses			
Instruction	\$2,006,754	\$2,063,415	\$2,199,325
General Administration	229,135	226,351	253,277
Student Services	415,843	423,608	437,105
Public Services and Info.	323,485	301,486	351,136
General Institutional	307,092	301,683	308,387
Library	277,867	299,627	314,815
Maintenance	690,390	879,256	987,274
Student Aid	690,615	696,556	723,692
Graduate and Summer School	369,211	320,148	346,850
Other Educational Programs	-	10,530	71,842
Athletics	63,343	65,898	69,299
Other ^c	-	133,366	285,156
Total Educ. & Gen. Expenses	\$5,373,735	\$5,721,924	\$6,348,158
Total Auxiliary Enterprises	1,300,862	1,641,878	1,876,984
Total Expenses	\$6,674,597	\$7,363,802	\$8,225,142
	(320,473)	(000)	(000)
Undergraduate Educational and General Expenses	\$5,004,524	\$5,290,321	\$5,723,628
Full-time equivalent students ^d	1,353	1,476	1,519
Educational and General Expense per full-time equivalent undergraduate^e	\$3,699	\$3,584	\$3,768

a Unaudited figures as of August 14, 1972.

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.

These developments, especially as they are fortified by the generosity of donors in the future, permit some degree of optimism. But two other items force me to end this survey of our financial situation on a more ominous note. The first concerns the allocation of our resources. Over the years, colleges have assumed a wide range of services in response to student and parental expectations. These services are expensive and the brunt of the cost is borne directly by the student. Increased efficiency only counters inflationary trends. If we are to hold down the total cost of education, the community of learning may have to assess how many auxiliary services it can support. There is no easy resolution of this dilemma, but it bears mention because it directly relates to the functioning of the institution.

Even more serious is the possibility of taxation by state and municipal authorities. Faced with horrendous obligations which property taxes cannot meet, cities have looked ever more systematically at the non-taxed lands and institutions within their boundaries. There are, of course, strong arguments in favor of maintaining the non-taxable status of institutions of higher education: a college president can speak forcefully about his institution's contribution to its community as sufficient grounds for tax exemption, and it is politically astute to remind the city fathers of the many non-taxed state and federal properties within the city. But these arguments will not solve the urban financial problem. Only a new approach to taxation at all levels will overcome the dilemma. Our hope is that careful long-range planning will prevail over short-range predatory instincts. For, if independent colleges have to pay taxes, the Trinitys of this world will go out of business.

IV

When I attend a luncheon or an alumni gathering or sit on a plane beside a businessman, the inevitable question is: what are the students like these days? Fortunately, the question lacks the acidic tone which had characterized it in the late sixties. But misgivings and suspicion still persist, prompted by long hair or sloppy clothes or, more seriously, distaste for what

is viewed as the "new morality." Student styles of dress or coiffure deserve no more attention here than an argument about Washington's peruke or Grant's beard. The new morality argument does merit some commentary. College administrators are often defensive about this issue, in part because the "life styles" they observe among students are often as different from their own as they are from those who ask about today's students. Since I have never regarded an Annual Report as a place to gloss over real issues, I would like to speak plainly about this subject, whatever the risks of angering those, young and old alike, who have already reached firm conclusions.

In the first place many people assume that unorthodox student life styles correlate with unorthodox political views. The past several years have shown this to be untrue; the new morality in personal conduct is found among the politically conservative and the politically apathetic just about as often as it is among students of more radical persuasion.

I suspect there is even greater apprehension about the implications of the new morality for sexual behavior. Some outsiders fear libertinism is rampant among students. Although this fear is greatly exaggerated, it is true that the past decade has witnessed important shifts in sexual attitudes, especially among the young. Several observations are in order about this phenomenon. First, it was inevitable that these changes would be particularly conspicuous on the campuses, not only because colleges gather together the new generation, but because their academic need to be open to all ideas makes them the freest institutions in society. Thus colleges are quick to register forms of dissent or disaffection that have arisen in the larger society. Many people decry this fact, forgetting its positive side; namely, that one of the functions of colleges and universities in a democracy is to offer salient clues about new attitudes which may shape the future. Of course, it is impossible to assess the long-term significance of the new morality, largely because student attitudes themselves change so rapidly; an undergraduate "generation" may last no more than two years. And even if changes in sexual attitudes do persist, they may constitute a necessary adjustment to altered social realities rather than a deterioration of morals.

At Trinity we are concerned with a deeper problem, broadly termed the quality of life at the College. The Board of Fellows has probed many aspects of the problem during the past two years, and we will continue to give it careful attention. The Dean for Community Life and the Dean for Student Services have prepared reports dealing with the subject. Before turning to them, however, I would like to state that while there are a few vulgar and irresponsible individuals in our midst, as there always have been, the vast majority of Trinity students continue to impress me with their seriousness, honesty and high intellectual commitment.

Dean Ronald Spencer has tried to assess such matters as drug usage, security, student involvement in institutional governance, black-white relations and the sense of community at Trinity. I will transmit his conclusions to you directly.

"Drug usage—particularly marijuana—continues to be commonplace here, as it does at most campuses. However, members of the Drug Advisory Council and other informed observers have detected several trends during the past two years which, if they continue, provide some grounds for encouragement. In the first place, there appear to be fewer students who will even experiment with drugs other than marijuana. Secondly, those who continue to use highly psychoactive drugs are better informed about the dangers they entail. Hence they tend to use them less recklessly. Finally, there appears to be less of an ideological commitment to drug usage than there was in the late 1960's. There is less conspicuous consumption of drugs and less flamboyant rhetoric about their use, largely because the shock value of such behavior has diminished, as has the felt need of students to be shocking." Drugs remain a regrettable indulgence. Although we think the situation is improving, we will continue our efforts to reduce their use.

We know we have made progress in improving security. "There was an encouraging 50 percent decline in dormitory thefts in 1971-72. This decline was primarily the product of increased security consciousness on the part of students — a growing realization that elementary prudence is required of students

attending an urban institution." It also resulted from the efforts of Mr. Alfred Garofolo, the Director of Campus Security, and his staff to improve our security systems. The task now is to maintain the heightened awareness of the problem which we achieved last year.

In Dean Spencer's view, "the past two years have witnessed a relative decline in general student interest in having a voice in institutional decision-making. However, elected students have continued to play useful and significant roles on Faculty committees, on the committees which administer the Student Activities Fee and on the Trinity College Council." The Student Executive Committee which was created last year to conduct elections may develop into a full-fledged student government. There have continued to be periodic flurries of interest in national political issues, although nothing that would compare with the Spring of 1970.

On October 1, 1972, a new law goes into effect in Connecticut making 18 the age of majority. As this is written, we are attempting to determine what implications the law will have for the College's operation. The fact that virtually all of our students will now legally be adults reinforces our decision of several years ago to abandon the doctrine of *in loco parentis*. It makes us all the more determined to base our academic and non-academic relations with students on the assumption that they are mature and responsible individuals. I suspect that in the long run the students' new legal status will cause them to want a larger role in institutional affairs, although it is difficult to determine when the full impact of this factor will be felt.

As the College's adjustment to coeducation has proceeded apace, women students have been increasingly active. Through weekly meetings open to the entire community, the newly formed Trinity Women's Organization did much to focus campus attention on the issues being raised by contemporary feminism. Particularly noteworthy was Women's Week in February, which featured lectures by Betty Friedan, author of *The Feminine Mystique*, and by Ruth Bader Ginsberg, first woman full professor at the Columbia University Law School, as well as various

other lectures, panel discussions and cultural activities dealing with the roles and problems of women in America. I was pleased to learn from Mrs. Paula Robbins, the Director of Placement and Career Counseling, that the women in the Class of 1972 did "unusually well" in terms of post-graduate opportunities, with a number accepted into good graduate programs and several getting upper-level jobs in such previously male-dominated occupations as banking. Although the small number of women graduates (39) makes it unwise to draw sweeping conclusions, the general trend is encouraging.

The situation of minority students is both complex and fluctuating. According to Dean Spencer and others, there are now sufficient numbers of blacks at the College for them to feel that they exist as a viable group rather than as isolated and vulnerable individuals. The consequent increase in confidence has contributed to a tendency for black students to participate more fully in many aspects of campus life. Of course, problems persist. A disproportionate number of black students have experienced serious academic difficulties. We hope to alleviate this problem through a new orientation and adjustment program for the black students in the Class of 1976. As for the socio-economic problems, we can only try to cope with them as best we can within our limited resources, in anticipation of the day the nation achieves more equitable relations between minorities and those with an established position in society.

It is a very positive sign that black students in the Class of 1972 faced what Mrs. Robbins termed an "unbelievable" market. "We received numerous attractive job openings for our black graduates," she states. "As it turned out, almost all of minority graduates are going on to graduate school. Most of them had a good choice, and they are amply armed with fellowship funds."

White-black relations have been more troublesome. Our goal is a healthy respect by each group for the cultural preferences of other groups—in short, cultural pluralism. The goal is far from being attained. Many white students are indifferent, and some even hostile, to their black counterparts because they assume blacks have received preferential treatment. Some do





not accept the obligation to understand others and to appreciate perspectives different from their own. The problem is compounded by our growing inability to maintain true diversity of social and economic backgrounds in the student body—the result primarily of inadequate financial aid resources. Having acknowledged these problems, however, I cannot help but share Dean Spencer's cautious optimism that we are making substantial progress in opening up to all students fuller participation in the life of the College.

Dean Spencer notes that many of the more thoughtful students deplore the lack of a "sense of community" at Trinity. While it is often difficult to determine precisely what they mean, it presumably has something to do with a lack of camaraderie, the absence of a feeling of mutual responsibility among the persons who study and live at the College. These yearnings for community may in part reflect only a nostalgic wish for a simpler, pre-industrial social order. Yet the goal of community is worth pursuing. A sense of community can be built, however, only when there is broad agreement about community values, or at least a continuing and forthright debate about which values ought to prevail. The recent past, with its repeated calls to "do your own thing," was inimical to the development of shared values. As the old standards of undergraduate behavior disintegrated, they were replaced by the notion that practically everything was permitted. Some evidence now suggests that the pendulum has begun to swing away from the extreme individualism of recent years toward a richer appreciation of individual and collective responsibility for the community's welfare. If the trend continues — and we shall attempt to foster it — then it may once again become possible to speak of a meaningful sense of community here.

Certainly there was no absence of shared events on the campus. Mr. Del A. Shilkret, Dean for Student Services, found that there were more major activities during academic 1971-72 than at any time in the preceding five years. It was with something akin to disbelief that I read his statistical analysis: there were 2,608 scheduled events (catered and non-catered). Dean

Shilkret included one delightful understatement in his annual summation: "The year was a busy one." Particularly pleasing is the fact that there has been increased use of college facilities on weekends. All in all, as Dean Shilkret observed, "1971-72 was a renaissance year for student activities; many nearly defunct organizations found a new burst of energy, and new special interest groups were born regularly."

The new Resident Assistant program, in which 18 carefully selected upperclassmen were assigned to work with freshmen in the residence halls, got off to a promising start. Dean Shilkret reports that the feedback from freshmen was generally favorable. As a result we are doubling the number of R.A.'s this year.

Before closing this section of the Report, I would add this comment. We remain convinced that all of these activities must contribute to the academic goals of the College. They should help us achieve that community of learning in which ideas predominate, judgments are tested rationally, and understanding reaches that depth which permits us to hope that we can create a more tolerable world in which to live.

V

It is impossible to cover every significant aspect of the College in a report of this length. But at least two other topics must be discussed, albeit briefly. The first involves our relation to the Greater Hartford community. The Director of our Community Affairs Office, Mr. Ivan T. Backer, states that for many reasons, including the operation of his office, "the relationship between Trinity College and the Hartford community is changing. Although Trinity still has the image of being exclusive and isolated, this description is heard less frequently and with less vehemence." Trinity has been the site for community forums; it has worked with the public school system to prepare teachers of Puerto Rican students; it held the first open meetings for Greater Hartford Process, Inc., on its plan for the future of the region; and it has continued its summer recreation programs. Students and faculty have joined in field projects with the State Legislature, the Mayor's office and the Urban Corps, and many have done volunteer work at numerous public agencies.

Trinity's role in helping to found the Greater Hartford Consortium for Higher Education also reflects our interest in the Hartford area. Funded by the Hartford Foundation for Public Giving, the Consortium is an experiment in inter-institutional cooperation which involves the University of Hartford, St. Joseph College, Hartford College for Women and the R.P.I. Graduate Center as well as Trinity. We hope the Consortium will not only assist in providing more efficient educational services for Trinity students, but also help to meet the overall educational needs of central Connecticut. Certainly it could have sizable significance for a community seeking to widen opportunities for its citizenry. We are particularly pleased to be able to participate in endeavors such as this, in view of the generous support extended to us by so many of the area's residents, businesses and philanthropic institutions.

The second subject I wish to mention in this section of the Report is the Library, so essential to our academic programs. With both sadness and pride I must report that Professor Donald B. Engley has accepted the position of Associate University Librarian at Yale University. He has been so instrumental in the building of Trinity's collection and in preserving the highest standards of library service that it is impossible to praise too highly his contribution to the College. The fact that Yale selected him to coordinate all of its libraries testifies eloquently to his achievement. As we welcome Professor Engley's successor, Professor Ralph Emerick, we use the occasion to emphasize how important it is for Trinity to continue properly nurturing its Library. This is a solemn obligation we have to the children of tomorrow.

VI

Even a casual reading of this Report identifies three areas which will be the focus of future efforts to rally support: increased financial aid resources, additional money to invest in our academic programs, and special support for the Library. These are the targets as we embark upon our 150th academic year. In a sense, it is reassuring that these are our needs, for they involve not bricks and mortar, but, instead, those elements which are central

to the quality of learning at Trinity. Thus the challenge of meeting them is all the more invigorating.

At the outset I suggested that we look at Trinity not solely as a legacy to be preserved, but as a borrowing from our children. Thinking in those terms, I strongly feel that now is the time to reaffirm the possibility of a disciplined intellectual search for understanding. Our task is not to impose a particular set of standards on our children, for that would lead only to a kind of power struggle antithetical to reason. Rather, we must continue to proclaim and to demonstrate that in education there is no substitute for rational discourse and free inquiry. We must not lose sight of the fact that what we do today will shape tomorrow's disposition toward learning. Education is not simply a private opportunity; it is a public necessity if democracy is to survive. We can preserve an open society only if young people, in the words of Dr. Frank Stanton of CBS, are given the opportunity to weigh the facts, to measure "things as they are against their concept of things as they ought to be." As I stated in last year's Report: "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." We owe that much to our children.

* * * * *

With sadness I conclude this Annual Report with a tribute to the distinguished service which Mr. Barclay Shaw, Class of 1935, gave to the College. His death in February deprived the College of the vigorous leadership which he always exhibited as a Trustee and particularly as Chairman of the Board. His dedication to Trinity, his conviction that the independent college plays a critical role in our society, and his unquenchable faith in young people brought to our deliberations a rare mixture of common sense and enthusiasm. To his memory I dedicate this year's Report.

Theodore D. Lockwood

Summer 1972

