

CHAPTER VII

Prelude to the New Millennium



In late 1980, President Lockwood indicated to the Trinity community his intention to retire by January 1982 in order to pursue new challenges. Within a few months of his announcement, he had accepted appointment as consultant to Prince Charles, then serving as president of the United World Colleges, the outgrowth of an initiative undertaken by Lord Louis Mountbatten, the late uncle of Prince Philip, the Duke of Edinburgh. At a small number of newly established colleges in different locations around the world, young people from various countries could pursue two years of concentrated study in a highly structured and broadly based arts and sciences curriculum leading to an International Baccalaureate degree. Lockwood's consultancy soon resulted in his appointment as head of the fourth college to be established, United World College of the Southwest, which opened in Montezuma, New Mexico in September 1982, with principal support from Dr. Armand Hammer, chairman of Occidental Petroleum.^{1†}

The Campaign for Trinity, the College's Infrastructure, and Aspects of Student Life

The Board of Trustees formed a Presidential Search Committee early in 1981 under the chairmanship of Brenton W. Harries '50. In addition to trustees, for the first time in Trinity's history the search committee included representatives from the faculty and the student body, and in addition, adopted affirmative action guidelines with regard to candidates.² Among those whose names were submitted for consideration was James F. English, Jr., Vice President for Finance and Planning, who had come to the College in 1977 after a distinguished career in banking. A prominent and highly respected civic leader in the Hartford community, he had extensive experience as a corporate executive. In the preceding two academic years, English had taught a freshman seminar entitled "Society, Business and the Individual," in the process becoming faculty adviser to some 30 students, and had most recently served as Trinity's acting president during a semester-long sabbatical that the Trustees had granted President Lockwood. During that

period, English found he enjoyed the challenges of being a college president, and feeling that he had contributed as much as he could to Trinity in his finance and planning role, was ready for a change.³ His candidacy was questioned by a number of faculty members who believed that he lacked sufficient academic background.^{4†} On June 13, 1981, the Board of Trustees, convinced that English was well-suited for the presidency, unanimously elected him as Trinity's 16th president, effective July 1.⁵

President English later recalled that he viewed the presidency as a considerable challenge, noting that even in a relatively small institution such as Trinity there were so many different areas demanding attention. One of the most important of these in his view was trying "to provide the incentives for the faculty and the students that will create the kind of academic atmosphere, the kind of quality in the educational encounter between faculty and students, that really is the *raison d'être* for the institution being there."⁶ Furthermore, English maintained, against a background of continuous and complex change that characterized contemporary higher education, college presidents exercised a leadership role resembling more closely that of a governor of a small state or mayor of a community than that of a corporate executive. This was particularly the case in dealing with diverse constituencies and contending with the pressures resulting from societal change.⁷

At his inauguration on October 3, 1981 (*VII-1*), President English placed particular emphasis on Trinity's urban location. As one of Hartford's "responsible citizens, we bear a heavy obligation," he declared, and the College would continue to cooperate with Hartford Hospital and the Institute of Living "to help those around us improve this neighborhood," and encourage faculty and staff to make their homes nearby.⁸ "Perhaps most important of all," he continued, "we will make sure that our doors are open to committed Hartford students of all ages and backgrounds . . . [, and will] seek a student body which reflects the diversity around us."⁹ The city, in turn, enriched the College in many ways, English contended, particularly but not exclusively through its varied cultural and educational resources, and its business, medical, and legal communities. Through contacts with faculty at the local graduate institutions with programs in these fields, as well as through internships, Trinity students could "test their vocational interests at first hand, and . . . bring some of the questions, and even the perceptions," developed through their study on campus "to bear on the important social and cultural issues confronted by these professions."¹⁰ Finally, "as a college community committed to the liberal arts and sciences, we are concerned . . . with man's basic questions about himself and his natural and social world. These questions are ageless, but they arise in new forms, and new contexts Science and technology expand exponentially, and they hook men, and even nations, together in a fragile fabric of interdependency. The world threatens to outrun the institutions and the value systems we have evolved for coping with it."¹¹ Ultimately, mankind had to find its own answers within the world as it was, including the challenge of addressing the complexities that life in urban communities presented.

In the course of President English's administration, the College undertook a number of initiatives and confronted complex problems. Among the initiatives pursued were: strategic planning; curricular reform; the intensification of efforts to diversify the faculty as well as the student body; a fund-raising campaign; the implementation of new information technology applications in both the academic and administrative spheres; the continued search for ways to enhance city-college relations; and the enlargement and renovation of the physical plant. Trinity also dealt with questions arising from widespread protest against apartheid and its implications for institutional investment policy, and from the aftermath of a fraternity incident.

In the summer of 1982, President English launched a strategic planning process that was designed to help guide the development of the College during the 1980s. As a first step, a task force under the leadership of Vice President Thomas A. Smith '44 conducted a summer-long review of the 1979 Institutional Priorities Council recommendations, and three major areas of concern emerged as the focus for further study: the academic program, the quality of student life, and the relationship of the College with the city (known respectively as Project I, Project II, and Project III). A year later, President English summarized the results of this scrutiny, noting that Trinity remained dedicated to its fundamental mission of helping students develop intellectually "through intense engagement with a demanding curriculum based on the liberal arts and sciences."¹² He also declared that the College was not a research university, although the faculty had an obligation to pursue scholarship "as an essential complement to effective teaching." Neither was it a vocational institution, nor would it expand in size.¹³ Various recommendations for changes in the academic program resulted in revisions to the curriculum and a modest increase in the size of the faculty, both noted in the previous chapter. In regard to the quality of student life, an issue of perennial concern, recommendations included improving student residential accommodations, providing more funding and space for student activities, fostering academically oriented special interest groups for students, and finding ways to increase informal faculty-student interaction.¹⁴ Proposals for strengthening Trinity's relationship with Hartford included further cooperative involvement with other institutions in a variety of efforts through SINA, maintenance of an open campus, and additional efforts on the part of the College to "integrate itself more fully with the cultural and intellectual life of Greater Hartford."¹⁵ Implementing these recommendations ultimately depended on the strength of Trinity's financial resources, and President English concluded his summary of the strategic planning effort by calling for a new capital campaign.

Even though giving by alumni to the annual fund had increased, and the College's endowment had surpassed the \$65 million mark in 1983, it was clear that the rising costs of providing a quality education and the need for additions to the physical plant were major concerns.¹⁶ Indeed, President English later observed that he had underestimated requirements for new campus facilities. When he took office, "we had no

plan to enlarge the size of the College in numbers of undergraduates," and he believed the situation was well in hand. "What I didn't realize," English noted, "was that we were already greatly overcrowded and simply as we added various embellishments to our programs, we would need more space."¹⁷ Mather Student Center was then undergoing a major renovation, and the conversion of the main floor of Hallden Engineering Laboratory into a computing center was nearing completion.¹⁸ A new dormitory and additional classroom and laboratory space, however, had become pressing needs.

Support of faculty positions was already being addressed in the early 1980s through gifts that endowed chaired professorships. In 1982, George M. Ferris '16, an investment banker and principal donor of the Ferris Athletic Center, endowed the Ferris Professorship in Corporation Finance and Investments, with the first incumbent of the chair becoming Professor Ward S. Curran '57. In addition, Mrs. Vernon K. Krieble and her son, Robert H. Krieble, endowed the Vernon K. Krieble Professorship in Chemistry in memory of Dr. Krieble, for many years Trinity's Scovill Professor of Chemistry, and Professor Henry A. De Phillips, Jr. (VII-2) was appointed as the first Krieble Professor. A substantial gift from Mrs. John R. Reitemeyer established the John R. Reitemeyer Professorship in Political Science as well as a scholarship fund for students from Hartford in memory of her husband, a member of the Class of 1921, a long-time trustee of the College, and the former president and publisher of *The Hartford Courant*. The Reitemeyer chair's first incumbent was Professor Walker Connor (VII-3).¹⁹ Six years later, in 1988, the number of chaired professorships was augmented by the creation of the Charles S. Nutt Professorship of Fine Arts, endowed by Roy Nutt '53 and his wife Ruth, and first held by Professor George E. Chaplin (VII-4). Also, the Allan K. Smith '11 and Gwendolyn Miles Smith Professorship of English was established by Mrs. Smith in memory of her husband, and resulted in the appointment of Professor Paul Lauter (VII-5). Finally, appointments to the faculty were made in the early 1980s in connection with two endowed chairs established late in the preceding decade. In 1980, Dr. Peter d'A. Jones became the William R. Kenan, Jr. Professor of American Institutions and Values, a chair honoring a distinguished chemist, engineer, and industrialist. Jones resigned after one year due to ill health, and his successor in 1982 was Professor Barbara Sicherman (History and American Studies) (VII-6). That same year, Professor Gerald A. Gunderson (Economics) (VII-7) was named to the Shelby Cullom Davis Professorship of American Business and Economic Enterprise endowed by the Honorable Shelby Cullom Davis, Hon. LL.D. '73, an investment banker, entrepreneur, and diplomat.^{20†}

After careful study and the establishment of fund-raising priorities, the College laid the groundwork for a capital campaign whose initial phase commenced in 1985 under the leadership of Brenton W. Harries '50 and Morris Lloyd, Jr. '60. The Campaign for Trinity launched its public phase in the fall of 1986 with \$17.8 million

of the \$42 million goal already pledged or in hand. With a terminal date of June 30, 1989, the Campaign had several priorities, three of which were central: \$15.7 million for the support of academic programs; \$6 million for a computing and engineering facility, to which Roy Nutt '53 and his wife Ruth made a substantial pledge; and \$6 million in new endowed funds for financial aid.²¹ By the spring of 1987, with the Campaign well underway, the College announced that the total of its endowed funds stood at \$100 million. During that summer, the Campaign passed the \$27-million mark; and in the winter of 1989, eight months ahead of schedule, its goal had been surpassed by \$600,000. At the Campaign's conclusion in June, the total of funds raised amounted to just over \$50 million, an extraordinary achievement.²² In addition, a \$500,000 challenge grant from the Kresge Foundation stipulating that the College raise an additional \$2 million by January 1, 1990, was successfully met under the leadership of Jason M. Elsas, Jr. '58, and helped fund the construction of the new computing and engineering building.²³

Another issue related to the College's financial situation during this period was investment in corporations conducting business in South Africa. The protest in the United States against the South African government's longstanding policy of apartheid resulted in a groundswell of moral outrage, and caused many institutions to reexamine their investment strategies. In October 1985, the Trustees voted to divest almost \$1 million worth of stocks in corporations not directly adhering to guidelines for the conduct of business in South Africa, and called for the administration to mount an educational program for the College community on apartheid. In the spring of 1986, South Africa having made little progress in achieving change, the Trustees authorized an orderly elimination of all investments in this connection, then about six percent of the College's holdings, and full divestment was completed by the summer of 1987. In witness to the need to continue a firm stance against racial injustice in all of its manifestations, the Rt. Rev. Desmond M. B. Tutu (*VII-8*), Anglican Bishop of Johannesburg and Nobel Peace Prize Laureate, visited Trinity in January 1986 to receive an honorary Doctor of Divinity degree, and delivered an address on the theme of reconciliation.^{24†}

In addition to completing successfully a capital campaign that included new construction among its priorities, the English administration moved to strengthen various aspects of the College's infrastructure, including staffing, communications, and information technology, and the structure of the Board of Trustees. Efforts were made to increase the number of women holding administrative appointments, and for the first time in the College's history a woman occupied a senior post, Constance E. Ware becoming Vice President for Development in 1983. A new telephone system was installed, and the College implemented further computer applications in administrative data handling under N. Robbins Winslow, Jr. '57, Director of Administrative Data Systems. In the academic sphere, Professor August E. Sapega (Engineering) supervised the installation of a VAX computer 20 times more powerful than the machine it

replaced. The reorganization of computing services during 1986-1987 under Dr. John A. Langeland resulted in the creation of the Computing Center and heralded the advent of widespread computer use on campus by students, faculty, and staff.²⁵

In 1982, the Board of Trustees changed the length of members' terms and established a new structure of committees. Previously, there had been three categories of membership: charter trustees, elected by the Board for service until retirement; term trustees, elected by the Board for single, eight-year terms; and alumni trustees, elected by the alumni for six-year terms. The new system eliminated the category of term trustee, and charter trustees elected thereafter served five-year terms, and could hold no more than two terms in succession. This arrangement effectively ended lifetime service as a trustee. Furthermore, the Chairman of the Board, elected annually from among the members, henceforth could serve in that position no more than five consecutive years. A newly created Committee on the Board became responsible for recommending the election of members, overseeing procedures, and dealing with structural issues, and a Committee on Institutional Development assumed oversight for fund raising and external relations in general. The revised term limits made the obligations of service as a member more manageable and helped increase turnover, allowing the College to draw more effectively on the rapidly growing alumni body and the increasing ranks of Trinity friends. The new committee structure streamlined the work of the Board, redefined the missions of committees, and helped trustees serve more productively.²⁶

During the 1980s, the admissions situation at Trinity remained favorable. In the spring of 1985, the College reported a record number of applications for the Class of 1989, the total of 3,329 received by January exceeding the previous record of 3,270 set in 1977. An expanded admissions staff helped increase visits to areas of the country where applications had been at low levels for many years, and efforts to attract applicants from California were intensified.²⁷ Noted for many years in various guides to highly selective colleges and universities as a national liberal arts institution of considerable stature, the College also began to appear in ratings lists. For example, a *USA Today* article appearing in the December 15, 1986 edition placed Trinity 31st among the most selective colleges in the country. By 1998, it was ranked 23rd among the top 25 national liberal arts colleges.^{28†}

Increasing the diversity of the student body remained a primary goal of the College's admissions program, and various means were adopted to accomplish this. During the 1970s, the enrollment of minority students had declined slightly from its peak at the beginning of the decade. Hampering recruitment was the belief among many minority undergraduates that more progress had to be made in developing an atmosphere that would encourage them to become full participants in campus life. Helping address this issue, the Trinity Coalition of Blacks (known later as the Pan African Alliance, and, in 1997, as Imani) and the Trinity Coalition of Black Women Organization continued to foster appreciation of black culture, and utilized 110-112

Vernon Street, which the College designated the Black Cultural Center in 1970, for social activities and as a meeting place. Subsequently called Umoja House, the building was relocated to 74 Vernon Street and refurbished in 1997 (VII-9). In addition, the Asian Students International Association (A.S.I.A.) and La Voz Latina served to support cultural programs and promote awareness in connection with Asian and Hispanic students, respectively. In 1982, with the support of the President's Council on Minority Affairs, undergraduates formed a Trinity chapter of Society Organized Against Racism (SOAR), an organization represented at eight other New England colleges and dedicated to the eradication of racism on primarily white campuses.²⁹

To expand the number of minority applicants to Trinity, the admissions staff made more visits to urban secondary schools with higher percentages of minority students, involved Trinity undergraduates and alumni in the recruitment process, held receptions for minority applicants and their parents in key cities, enlisted minority alumni in an admissions support program, and began hosting minority weekends on campus for prospective candidates. By the mid-1980s, minority enrollment numbers began to rise, and in the fall of 1987, black and Hispanic students comprised 11 percent of the Class of 1991, twice the level of the previous year. Including Asian and Native American students, the total representation of minorities in the freshman class was 17 percent, a new high for the College.³⁰ In 1989, the figure for all black undergraduates enrolled exceeded for the first time the mark set in 1970, while the number of Hispanic and Asian students rose dramatically during the same period. The total number of minority students enrolled that year was 264 out of an undergraduate body of 1,926, or 13.7 percent.³¹

The general quality of life on campus was a perennial concern for the administration, and increasingly became the focus of interest on the part of the student body during the 1980s as the College continued to adjust to coeducation and to a more diverse undergraduate population. The fraternities remained the dominating force in campus social life. Quality of life on a college campus is broader than social gatherings, and encompasses the full range of human interaction. The issue of respect for others, whether in regard to general civility, race relations, gender relations, social life, or life in the dormitories, found an outlet in the early 1980s in the observance of Awareness Day, during which students, faculty, and administrators shared their views on such issues as the use of drugs, inappropriate sexual conduct, and the consumption of alcohol. Shortly thereafter, students established the Trinity Alcohol Awareness Program (TAAP), and in the fall of 1986, the College instituted an Alcohol Awareness Week to draw attention to this aspect of substance use and abuse. Efforts to improve life in the dormitories resulted in the strengthening of an undergraduate Resident Assistants Program and the introduction of a faculty and graduate student Mentor Program, the latter "designed to integrate faculty and graduate students into Trinity's residential life" by "expanding intellectual and cultural activities" through a variety of programs and events.³² Also enhancing undergraduate cultural life during 1988-1989 were the

new Trinity College Gospel Choir and the Trinity Community Orchestra.³³

As for the College's academic life, in the spring of 1982, the faculty reinstated an Honors List to recognize undergraduate academic accomplishment,³⁴ and during the decade, unusual events occurred on campus that engaged the attention of students, among them a medieval festival, and a festival and associated conference on Iranian culture. The medieval festival (*VII-10*) took place throughout the spring of 1984, and included a lecture series, performances and banquets, a symposium on medieval drama, and a culminating outdoor celebration on the Quad. In April, students in the English and the Theater and Dance Departments, under the direction of professors Milla C. Riggio (English) and Roger C. Shoemaker (Theater and Dance), staged *Wisdom*, a medieval morality play, as a banquet masque. Also that month, with support from the Connecticut Humanities Council and the President's Discretionary Fund (endowed by the William and Flora Hewlett Foundation and the Andrew W. Mellon Foundation), the College hosted a Wisdom Symposium, which brought to the campus a number of distinguished scholars on medieval drama. Finally, in early May, the festival concluded with an outdoor gala featuring performances of *Wisdom* and other medieval plays, maypole and morris dancing, concerts of medieval instrumental and vocal music, demonstrations by jugglers, acrobats and fencers, and games, food and drink.³⁵

The second festival, *Ta'Ziyeh (VII-11)*, which occurred in late April 1988, focused on the culture of Iran through the disciplines of literature, drama, religion, political science, and art history. Under the direction of Professor Milla C. Riggio (English), scholarly and general conferences explored the differences between Shi'ism and Sunnism, two opposing sects of Islam. Topics examined included political and religious issues connected with the sects, women in contemporary Iran, Iranian drama and culture, Western perceptions of Iran, and a variety of arts events consisting of musical and dramatic performances, an exhibition of cultural artifacts, films, and a slideshow. There were six performances of a traditional Persian passion play, *Moses and the Wandering Dervish*, the first production staged in the United States, and the first production in English worldwide. Directed by Mohammed B. Ghaffari, an exiled Iranian director/actor who was a Visiting Lecturer in Theater and Dance at Trinity during 1987-1988, the play was based on the Persian tradition known as *ta'ziyeh*, elaborate musical dramas associated with the annual Shi'ite ritual of mourning during the festival of Muharramn. Co-sponsored by the Hartford Seminary Foundation, the *Ta'Ziyeh* festival enjoyed national and international acclaim.³⁶

Undergraduate academic activities of an exceptional nature during this period include the founding of two campus newspapers of commentary, *The Trinity Observer* and *The Trinity Questioner*, the former serving as a forum for conservative points of view, and the latter devoted to examining a wide range of issues from perspectives ranging across the political spectrum.³⁷ In addition, the previously mentioned inauguration of the *Trinity Papers* in 1982 called attention to achievement in

undergraduate scholarship through the annual publication of a selection of exceptional research papers in various disciplines. The concept of the *Trinity Papers* grew out of the President's Fellows, created by President Lockwood in 1974 to honor the outstanding senior in each academic department on the basis of scholastic accomplishment.^{38†} Despite such signs of initiative, toward the end of the decade, the general level of academic motivation among students became an increasing concern on the parts of many faculty, and an *ad hoc* committee chaired by Dr. Jan K. Cohn, Dean of the Faculty, began to investigate ways to stimulate further the undergraduate intellectual climate.³⁹

Certain aspects of student social life had also become problematic during the 1980s, in particular the fraternities. At the beginning of the decade, only six of the 11 fraternities that had existed in 1970 remained, and for a brief period improved College services and facilities reduced pressure on the fraternity houses. Following a resurgence of student interest, one fraternity and two sororities had been established by 1972.⁴⁰ Eight years later, the Lockwood administration, concerned about issues related to the fraternities such as membership, community service, racism, and sexism, encouraged the revitalization of the Interfraternity Council "to establish guidelines for conduct and disciplinary procedures" for the fraternities and sororities on campus.⁴¹ Previously, in late 1979, President Lockwood had requested the Board of Fellows to examine the role of fraternities at Trinity, membership in the Greek organizations then standing at about 275, or approximately 16 percent of the student body.⁴²

As a result of their study, the Fellows concluded that, collectively, the fraternities contributed positively to the quality of life at Trinity and they should continue as long as undergraduate interest was sufficient to sustain them. However, the Fellows noted a growing perception among those who were not fraternity members that fraternities had become an obstacle to realizing the College's objectives regarding minorities and women. Having adopted a *laissez faire* approach, the administration intervened in situations only when fraternity activities interfered with the rights of other students. Furthermore, the fraternities overemphasized social life, often at the expense of the intellectual development of their members, and did little to improve the tone of life on campus. The Fellows called for the administration to push the IFC to formulate a code concerning the rights and responsibilities of the fraternities in regard to membership, hazing, initiation, social functions, academic studies, and regulations for the personal conduct of individual members. While the fraternities had much to contribute, the Fellows maintained, the administration had to make clear its expectations for a suitable working relationship. Subsequently, the IFC prepared new guidelines.⁴³

During the spring semester of 1981, an episode of sexual misconduct that occurred at the Alpha Chi Rho (Crow) house, allegedly involving one woman and several brothers and other male students, provoked an intense reaction on the part of the Trinity community. President Lockwood indicated that the College would not toler-

ate such behavior, and the Dean of Students placed the fraternity on indefinite social probation, denying it use of College facilities, and preventing it from holding social functions at its house.⁴⁴ An editorial in the *Tripod* criticized the IFC's ineffective response to the "Crow Incident" and called for the abolition of fraternities. At its May 12, 1981 meeting, the faculty directed the Faculty Conference to appoint an *ad hoc* Committee on the Fraternity System and Its Alternatives, charging the latter to examine the role of fraternities at the College and to consider "whether that role would be modified or abolished."⁴⁵ Chaired by Professor George C. Higgins, Jr. (Psychology), the Committee included two student members and undertook a thorough investigation of fraternities at Trinity, reaching "the unanimous and unequivocal opinion that Trinity College would be a healthier place than it now is, both socially and intellectually, if fraternities and sororities were to be abolished on this campus."⁴⁶ Accordingly, the Committee recommended in its report of November 18, 1982 that "the fraternity system at Trinity College be phased out over the next three years." The faculty adopted this recommendation at its meeting on December 14.⁴⁷

In response, the Trustees established an *ad hoc* committee to study the fraternity/sorority system, and the Board unanimously approved its report, submitted on May 20, 1983. The committee concluded that: organized student activities should be open to all students, regardless of race, sex, or religion, as a matter of principle; Greek organizations would be allowed to remain single-sex in their membership if 75 percent of their members so voted at least once every three years, with any exemptions from this policy to be made at the president's discretion; new Greek organizations had to extend full rights of membership to men and women; hazing or harassment in connection with initiation must cease; and discriminatory conduct in regard to race, religion, or sex on the part of any student organization was grounds for withdrawal of its recognition by the College. Finally, the committee indicated that the Greek organizations should be strongly encouraged to become fully coeducational.⁴⁸

The faculty reaffirmed its position in a vote on May 21, 1983, expressing frustration at the Board's unwillingness to take stronger action, and proceeded to establish an Interim Committee on the Fraternity/Sorority Question. The latter submitted a report in the fall, questioning the reasoning underlying the Trustees' position on the continuation of fraternities at Trinity. Mindful, however, that the Trustees were the ultimate arbiters of the matter, the faculty voted at its September 13, 1983 meeting to create an Advisory Committee on Fraternities and Sororities as a means of monitoring the situation, and the Committee has continued to issue an annual report. The Board also remained mindful of the Greek organizations, and in keeping with the 1983 trustee committee's intent that a periodic review be conducted, in May 1991, established a committee to reexamine the role of fraternities and sororities.⁴⁹

At its September 1992 meeting, the Board approved several recommendations that the trustee committee made after reexamining the fraternity/sorority situation. The recommendations called for: mandatory adoption of coeducation by the Greek

organizations no later than 1995; the creation of an advisory board for each fraternity and sorority, consisting of at least one faculty member, one administrator, and one alumnus/alumna; the maintenance of the houses to the standards of both the city and the College; and preparation by the administration of mandate compliance guidelines and target dates for presentation to the Board in March 1993. An implementation committee, composed of faculty, administrators, students, and alumni/alumnae, formulated a number of proposals, taking into consideration the broader context of residential life at the College. The Board accepted the proposals in March 1993, and held firm to the deadline of September 1995 for compliance with mandatory coeducation.⁵⁰

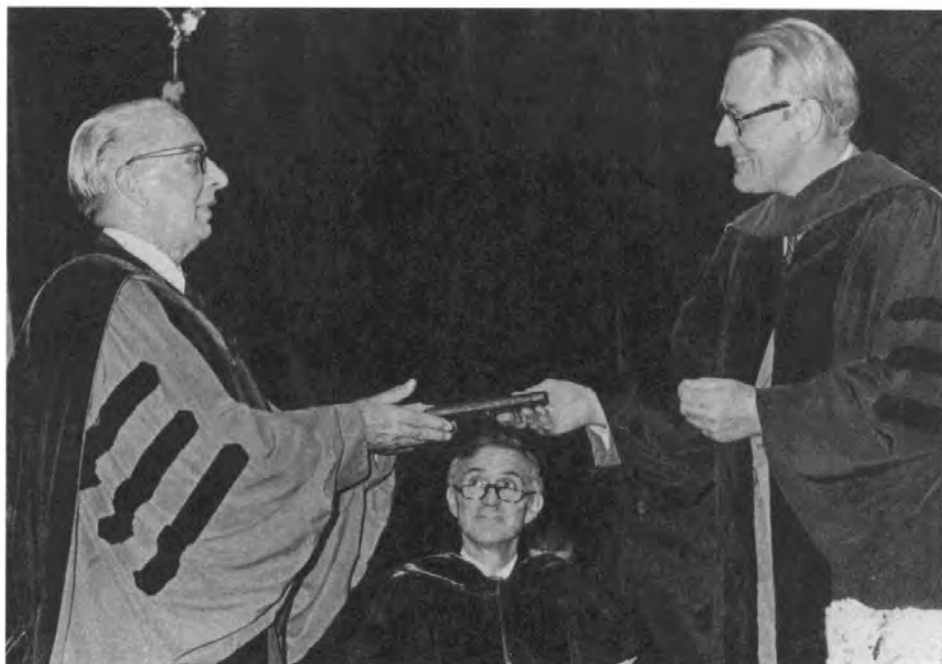
Although the Trustees sought to prohibit single-sex Greek organizations, their mandate has not been completely effective. Single-sex fraternities in the old sense no longer exist at the College. A few organizations have disappeared, others have lost their national charters, and some have merged. No longer dominating social life on campus, the Greek organizations that remain exhibit varying degrees of coeducation, ranging from full compliance to those that are slowly moving forward. As of the fall of 1995, Trinity recognized seven organizations: The Fire Society (formerly Alpha Delta Phi and Tri Delta); The Raven (formerly Alpha Chi Rho); The Columns (formerly Psi Upsilon and Kappa Kappa Gamma); Delta Psi (St. Anthony Hall); Cleo (formerly Delta Kappa Epsilon); Delta Phi (St. Elmo); and Lockwood (formerly Sigma Nu). Pi Kappa Alpha refused to accept women and dissolved as a national fraternity, having lost its recognition by the College. The future of the Greek organizations depends on whether the Trustees and the administration press the mandate to the fullest extent. For the present, those organizations with houses and alumni support will likely continue to exist. It remains to be determined what impact the College's efforts to increase the number of alternative social activities on- and off-campus will have on the fraternity situation at Trinity.⁵¹

Participation in sports remained a popular activity among students during the 1980s, and Trinity teams continued to distinguish themselves in intercollegiate competition. In men's sports, the swimming team, coached by Chester H. McPhee, enjoyed its first winning season in 1980 after almost two decades. That same year, the men's basketball team, under Coach Daniel E. Doyle, Jr., had its first winning season since 1976, compiling the best win-loss record in 10 years. The team went on to win the ECAC championship in 1984, 1985, 1986, and 1989. Also, in Michael R. Darr's first year as lacrosse coach, the 1980 team achieved its best season up to that point, and made its first appearance in the ECAC finals. The crew team capped a successful season in the spring of 1981 by winning the small college national rowing championship, and in the summer ventured to Henley where the heavyweight eight advanced to the final four in the Ladies' Plate, losing in the semi-finals to the University of Washington. The hockey team also enjoyed success during the 1980s under Coach John M. Dunham, and in 1986, 1987, and 1988 became the ECAC North/South

champions. The football program was successful as well during this period, and Coach Donald G. Miller continued to preside over winning seasons.^{52†} The women's teams were also highly competitive, especially in lacrosse and field hockey under Coach Robin L. Sheppard. The lacrosse team became the 1985 NIAC champions, while the field hockey team had a perfect 14-0 record in 1986 and captured the NIAC championship for the third year in succession, repeating yet again in 1987. The softball team won the NIAC title in 1987, while competition in soccer, which began in 1980, improved steadily, the 1989 team defeating Bowdoin to win the ECAC title. The teams in basketball, which began as a competitive sport in the early 1970s, also had winning seasons, Trinity taking the NIAC Championship in 1982 and 1983, and earning an ECAC berth in 1989.^{53†}

Although intercollegiate sports heightened spirit among the student body, the College was increasingly aware of the need to foster a greater sense of undergraduate class identity, which had lessened partly because of the societal turbulence of the 1960s, the advent of coeducation, and the gradual increase in the size of incoming classes. As one response to this situation, President English revived the passing of the Lemon Squeezer, one of the College's oldest traditions. In 1857, the graduating seniors, under the leadership principally of William W. Niles '57, later Bishop of the Episcopal Diocese of New Hampshire, instituted the handing down, from class to class, of a large wooden lemon squeezer as part of Class Day ceremonies preceding Commencement. Niles and his classmates found their inspiration in the squeezer that Professor Jim, the College's venerable and beloved general factotum, used in preparing the punch for the graduating class each year on Class Day. The class entrusted with the squeezer's care was to present it the following year to a rising class "whose aggregate excellence in scholarship, moral character and the qualities requisite to popularity was the highest."⁵⁴ The novel idea appealed to the undergraduates and led to spirited rivalry. The first recipients, the Class of 1859, passed the squeezer to the Class of 1861, who in turn passed it to the Class of 1863. Between Class Days, members of the honored class hid the squeezer so that it would be safely preserved.⁵⁵

In an article that appeared in the Summer 1969 issue of the *Trinity Alumni Magazine*, Robert S. Morris '16 recorded in detail the escapades involving the lemon squeezer during the period from the end of the Civil War through the 1950s. Instances occurred in which a rival class seized the squeezer during the Class Day ceremony and spirited it away before it could be entrusted to the desired recipients. Perhaps the most celebrated incident took place in 1895 when the Class of 1896, offended that the Class of 1897 had been designated to receive the squeezer, abducted it on Class Day and carried it off on horseback. The result, although unintentional, was the squeezer's absence from campus for more than half a century, and this gave rise to the introduction of substitute squeezers. The tradition lapsed during World War II, but President Funston reintroduced it in the late 1940s. The original squeezer was returned in 1948, and presented by the graduating class at Honors Day in the



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Fig. VII-1

The inauguration of James F. English, Jr. as 16th president of the College, October 3, 1981. Dr. George B. Cooper, Northam Professor of History and Secretary of the College (left), presents President English the "Book" that is placed in the hands of every Trinity graduate at Commencement. Dr. Andrew G. DeRocco, Dean of the Faculty, looks on.



Fig. VII-2

*Vernon K. Kriebel Professor of Chemistry
Henry A. DePhillips, Jr.*



Fig. VII-3

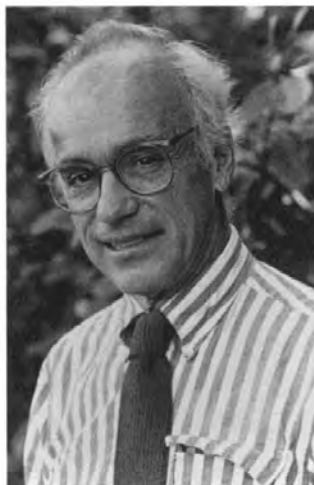
*John R. Reitemeyer Professor of
Political Science Walker Connor*



Jonathan Lester

Fig. VII-4

Charles S. Nutt Professor of Fine Arts George E. Chaplin (center) with Gwendolyn Miles Smith Professor of Art History Alden R. Gordon, Class of 1969 (left), and Roy Nutt, Class of 1953 (right), who established the Nutt Professorship

*Fig. VII-5*

Allan K. Smith and Gwendolyn Miles Smith Professor of English Paul Lauter

*Fig. VII-6*

William R. Kenan, Jr. Professor of American Institutions and Values Barbara Sicherman

*Fig. VII-7*

Shelby Cullom Davis Professor of American Business and Economic Enterprise Gerald A. Gunderson



Jonathan Lester

*Fig. VII-8
The Most Rev. Desmond M. B. Tutu, Hon. D.D., 1986,
Anglican Bishop of Johannesburg,
later Archbishop of Cape Town*



*Fig. VII-9
Umoja House shortly after its
relocation to 74 Vernon Street*



Jonathan Lester

*Fig. VII-10
The Medieval Festival, spring 1984*



*Fig. VII-11
The Ta'Ziyeh Festival, April 1988*



Jonathan Lester

*Fig. VII-12
Lemon Squeezer banner of the Class of 1991 displayed by class officers (left to right) President Robin E. Halpern, Vice President Andrew A. Halpern, and Secretary Seana E. M. Hayden. The flag flew at Commencement in 1991.*



Jonathan Lester

*Fig. VII-13
The organ case, completed in 1986 and designed by Charles L. Nazarian, Class of 1973, a gift to the College from the Stone Foundation in honor of Paul W. Adams, Class of 1935*



*Fig. VII-14
Charter Trustee Emerita Virginia Gray and Charles L. Nazarian, Class of 1973, with the Bishop Gray Memorial Entryway to the Chapel in the background*

spring of 1952 to the Class of 1954. However, several members of the Class of 1955, learning of its resting place in the Chapel, obtained the squeezer clandestinely, and for the second time it disappeared from circulation. E. Wade Close '55, Secretary of the Class, eventually was successful in persuading his classmates to return the squeezer to the College. Accordingly, at Reunion in May 1969, during the Alumni Association's luncheon, Close, accompanied by Louis R. Magelaner '55, placed the squeezer in the hands of President Lockwood. Prepared in advance for its return, Lockwood promptly handed the relic to Karl Kurth, Jr., Director of Athletics, who took it to an unrevealed place of safety, "while members of his staff covered his retreat."⁵⁶

At convocation ceremonies held in the Chapel in the fall of 1981, the original lemon squeezer, brought forth from its secure refuge, once again made a public appearance. As John Rose, College Organist, played the stirring theme from *Star Wars*, Peter J. Knapp '65, College Archivist, presented the squeezer, cushioned on a brocade pillow, to President English. He entrusted it to the care of the Class of 1982, later characterizing the lemon squeezer as "an agreeably zany, but essentially serious recognition of social responsiveness."⁵⁷ Subsequently, in the spring of 1982, Llewellyn P. (Lynn) Snodgrass '82, on behalf of the Senior Class, passed the lemon squeezer to the Class of 1985 in the person of Kathleen E. O'Connor '85.⁵⁸ The transfer has continued since that time (*VII-12*), and was last carried out successfully by the Class of 1993 to the Class of 1995. However, the lemon squeezer vanished from its storage place on campus in 1995, and its present location is unknown.^{59†} Unquestionably, it continues to be one of Trinity's most celebrated and distinctive traditions.

In addition to devoting attention to various internal issues, the College continued to be concerned with matters beyond the campus, especially its relationship with Hartford. During the 1980s, the English administration sought new ways to strengthen Trinity's involvement with the neighborhood community and with the city in general. As President English observed, "having grown up in Hartford and knowing Hartford pretty well, I recognized that Trinity was physically somewhat on the periphery of the city [,] and it was sometimes hard for it to be perceived as being fully a part of the city."⁶⁰ In connection with the College's strategic planning initiative conducted during the early 1980s, the Project III Committee, under the leadership of Gerald J. Hansen, Jr. '51, Director of Alumni and College Relations, devoted its efforts to preparing recommendations about Trinity and Hartford. In its report, issued in March 1983, the Committee identified several actions the College could take that would have a positive impact on its relationship with the city. These included: 1) establishing an Office of Urban Affairs, which would centralize all community relations activities, both academic and administrative; 2) providing incentives to encourage members of the faculty and administration to take a more active role in community service activities; 3) improving the physical aspects of the College's immediate neighborhood by helping renovate housing stock in the one-block area surrounding the campus; 4) assuming a more visible role in the life of the city, accomplishable

through various means ranging from the involvement of city officials in Trinity ceremonies such as Matriculation and Commencement, and the participation of College officials in city ceremonies and functions, to keeping Hartford civic leaders abreast of campus activities and developments, and offering tuition remission to city employees interested in taking courses at the College; 5) extending Trinity's facilities and academic and cultural resources to the neighborhood; 6) serving as a conference center for community-related groups and gatherings; and 7) increasing the involvement of the College with the Hartford public school system.⁶¹

Based on the Committee's recommendations, and working closely with SINA, the College undertook a number of initiatives during the 1980s and early 1990s directed at enhancing city-college relations. In 1983, Francis X. Hartmann, former Director of the Hartford Institute for Criminal and Social Justice, accepted appointment as assistant to President English with responsibility for strengthening "Trinity's working ties with the city of Hartford, and [helping] the College take advantage of, and contribute to, the educational, cultural and civic life of the region."⁶² In addition, working through SINA, Trinity helped support such efforts as: a mortgage program for employees of SINA institutions interested in purchasing homes in the immediate neighborhood; the rehabilitation of housing stock directly as well as through a Neighborhood Housing Improvement Program, continued involvement with the Broad Park Development Corporation, and the formation of the Park Street Development Corporation; the establishment of the Frog Hollow Revitalization Committee; streetscape improvements; enhancement of public safety; prevention of redlining by banks; development of a secretarial training program for clerical workers seeking advancement; and involvement with local public schools.⁶³

The working relationship with the public schools represented, in President English's view, the particular aspect of Trinity's involvement in the community that spoke to the College's mission as an educational institution. As he later noted, Trinity was "inextricably connected with the city by our location [,] and the city brings many benefits to us, cultural advantages, opportunities for internships On the other hand, we in return have an obligation to the city [, that,] like any modern 20th-century city in this country, has lots of urban problems [,] and we have an obligation to do what we can to help alleviate them, particularly it would seem to me, where the problems relate to our main business, which is education. So I have felt that our main obligations to the city were in education . . . helping in the public school system, attracting local students to the College, trying to help high school programs to prevent kids from dropping out and to bridge their transition into college."⁶⁴ Trinity helped develop through SINA a partnership with the Ramon E. Betances Elementary School, and later with the Michael D. Fox Elementary School, as well as a supportive partnership with Bulkeley High School known as the "Bulkeley Connection." Faculty involvement intensified in an increasing number of programs aimed at motivating secondary school students and broadening their educational opportunities, including

such efforts as the Classical Magnet School Program, the Talented and Gifted Program, the Connecticut Pre-Engineering Program, and Upward Bound.⁶⁵ The College also sponsored exploratory programs for local secondary school students that introduced them to the study of various disciplines, especially in mathematics and the sciences, with a special emphasis on encouraging young women to consider careers in these areas.⁶⁶ Other community relations efforts involved the development of a day care center on campus, and an increase in student volunteer activities in schools and other organizations, including Big Brothers and Big Sisters.⁶⁷

While directing considerable attention and energy during the 1980s to concerns beyond the campus, Trinity continued to develop its physical plant. President English and other administrators placed particular emphasis on improving residential and support facilities for the student body. In 1983, a new computing center opened in Hallden Engineering Laboratory, and a year later, the College completed the renovation and expansion of the Mather Student Center.⁶⁸ Historic Seabury Hall, part of the Long Walk complex, was the focus of a multi-year restoration project that concluded in 1985. In addition to other improvements, the old chapel on the second floor was converted into a versatile classroom and film/video viewing facility that respects the character of the original 19th-century interior design.⁶⁹ Three years earlier, in 1982, the College celebrated the 50th anniversary of the Chapel, and during the decade a number of projects and gifts enhanced its fabric, including: a thorough cleaning of the limestone exterior and the removal of the vines that had begun to cause damage; the creation of a memorial garden, the inspiration of the Chaplain, the Rev. Dr. Alan C. Tull; a choir gallery given in memory of A. Henry Moses, Jr. '28; an organ case (*VII-13*) designed by Charles L. Nazarian '73, the gift of the Stone Foundation in honor of Paul W. Adams '35; two lancet windows for the North Porch, designed by Rowan LeCompte and presented by Miss Louise Rathbone in memory of her father, the Rev. Frank M. Rathbone '06; a wrought iron and glass entryway at the Chapel's main entrance (*VII-14*), designed by Charles L. Nazarian '73 and given by Charter Trustee Emerita Virginia Gray in memory of her husband, the Rt. Rev. Walter H. Gray, retired Bishop of the Episcopal Diocese of Connecticut and Charter Trustee of the College until his death in 1973; and an organ stop, the *Trompette de Jubilé*, given by Alfred M. C. MacColl '54 in memory of his stepmother, Helen Hackney MacColl, which lends striking emphasis to the music College Organist John Rose provides on ceremonial and festive occasions.^{70†}

The College carried out several other construction and renovation projects during this period. Among them were: a new dormitory on Vernon Street, adjacent to the athletic fields, completed in 1988 and designated Hansen Hall a decade later in honor of Gerald J. Hansen, Jr. '51, Secretary of the College; the Koeppel Student Center (*VII-15*), the gift of Alfred J. Koeppel '54 and Bevin D. Koeppel '47, also completed in 1988 and adjacent to Hansen Hall, providing social and dining facilities; extensive renovations to the Ferris Athletic Center, under the direction of Richard J. Hazelton,

Director of Athletics, which included improved locker facilities for women, expanded weight and training rooms, and larger crew training tanks; the construction of a greenhouse at the south end of the Jacobs Life Sciences Center; refurbishing of the Frohman-Robb and Wiggins dormitories on Crescent Street; the completion in 1990 of an extensive renovation and expansion project that transformed the Ferguson House on Vernon Street, formerly used as housing for faculty and administrators, into the Smith Alumni/Faculty House (*VII-16*) in honor of Allan K. Smith '11 and his wife, Gwendolyn M. Smith, providing overnight accommodations for guests of the College, and facilities for dinners, receptions, and social gatherings; and groundbreaking for the Cesar Pelli-designed Mathematics, Computing, and Engineering Center on the south campus (*VII-17*), one of the major goals of The Campaign for Trinity. Completed in 1991, the Center features modern facilities for the Mathematics, Engineering, and Computer Science departments, as well as for the College's Computing Center.⁷¹

In 1989, with The Campaign for Trinity successfully concluded, James F. English, Jr. retired from the presidency after serving eight years. In May, he was the recipient of an honorary Doctor of Humane Letters degree and delivered the Commencement address. Fittingly, at Commencement the previous year, the College had conferred an honorary Doctor of Fine Arts degree on President English's wife, Isabelle, in recognition of her many contributions to the life of the College.⁷² Following an extensive national search by a committee composed of trustees, faculty, and students, chaired by Edward A. Montgomery, Jr. '56, the Board's chairman, the Trustees announced that they had appointed as the College's 17th president, Dr. Tom Gerety, Nippert Professor of Law and Dean of the School of Law at the University of Cincinnati, who took office July 1st (*VII-18*).⁷³

Presidential Succession and Strategic Planning

President Gerety's inauguration occurred on September 24, 1989, as the College formally welcomed him, his wife, Adelia Moore, and their four sons to the campus. Following greetings from representatives of colleges and universities, the faculty, the students, and the alumni, as well as Carrie Saxon Perry, Mayor of Hartford, and Hernan LaFontaine, Superintendent of the Hartford Public Schools, the College's new president delivered his inaugural address. A central theme was the relationship between Hartford and Trinity, "a special place where the liberal arts meet the city and are enriched and enlarged by it."⁷⁴ As a model for a city-college relationship he cited the Italian or Greek city-state, "where people gathered as learners who would learn from each other, and from each other's differences." In Hartford, he noted, "we can . . . volunteer in the classrooms, work in the legislature . . . We can struggle with the great contradictions that *are* America today—the wealth and the poverty, the extraordinary liberty alongside . . . its abuse in crime and addiction, the muscular democracy together with its weaknesses and inconsistencies . . . This city sustains and sur-

rounds us in all that we do. It is our great classroom—as cities have always been the classrooms of humanity.”⁷⁵

President Gerety then reaffirmed Trinity’s commitment to Hartford, the bond between the two constituting a continuing and central concern of the College. Pledging wholehearted cooperation in helping the neighborhood and the city to “prosper and grow,” he declared that “We will reach out . . . to the city’s schools, to its children and parents, to *all* of Hartford’s people . . . We will seek to make this neighborhood a model for city neighborhoods across the country. We will invest in it, in its housing and its businesses. We will create incentives for our own faculty and staff to live in this neighborhood. We will make this campus a place of dialogue—a place of imaginative, artistic and political vision for Hartford and all of America’s cities.”⁷⁶ Furthermore, Gerety stated, there were other issues that should become the focus of attention: moving “quickly to integrate Trinity into the world and the world into Trinity” by more intensively diversifying the College community as a whole; enhancing Trinity’s intellectual vitality; continuing to improve the curriculum; and seeking to “nurture and guard and build the very best faculty that any school can hope to have.”⁷⁷

To address these issues, early in 1990, the Gerety administration launched a strategic planning initiative coordinated by a steering committee composed of faculty members, administrators, and students. Of similar composition, various subcommittees and implementation committees devoted their efforts to formulating a number of recommendations related to five goals that emerged early in the planning process.^{78†} The five goals were: finding ways to nurture excellence in teaching; establishing a residential environment conducive to supporting the intellectual growth of students; creating a harmonious, inclusive, and stimulating social environment; enhancing external perceptions of Trinity by, among other things, seeking to reshape the on-campus culture; and developing and articulating “a comprehensive vision of what Trinity seeks from and will contribute to the surrounding metropolitan area,” including how the College’s urban setting could prove advantageous to the study of the liberal arts and sciences.^{79†}

The final draft of the Strategic Plan for Trinity College was circulated to the campus community in October 1992, and approved by the Trustees the following January. The Strategic Plan embodied a mission statement and articulated a bold vision for the College as it approached the final years of the decade and the beginning of the 21st century. Appearing in the *Trinity College Catalogue* for the first time in 1994-1995, the mission statement declared that Trinity “is a community united in a quest for excellence in liberal arts education. Our paramount purpose is to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful.”⁸⁰ The statement went on to indicate that several elements were crucial in the quest for excellence: “an outstanding and diverse faculty”; “a rigorous curriculum that is firmly grounded in the traditional liberal disciplines” while also seeking to be highly innovative; “a talented, strongly motivated, and diverse body of students”; and

"an attractive, supportive, and secure campus community."⁸¹

The proposals presented in the Strategic Plan offered guidance for an institutional course of action, and reaffirmed Trinity's preeminence as a national liberal arts college, recognized for its innovative curriculum and outstanding faculty, and distinctive in its urban location. Underlying the proposals were three broad themes: the Trinity experience should prepare students for a life of fulfillment through "rigorous and liberating study" while encouraging them to take "ever-greater responsibility for the direction of their own lives" during their undergraduate career; the College "must transform the tone and character of campus life, imparting to it both greater intellectual intensity and more social and cultural variety"; and Trinity "must continually renew its commitment to excellence in teaching."⁸²

Several of the Strategic Plan's proposals focused on the College's academic program and on further enhancing the community of learning at Trinity. The faculty needed to develop more intensively a variety of collaborative activities ranging from interdisciplinary study and cross-disciplinary symposia, both of long standing at the College, to initiatives such as workshops across the curriculum on writing and mathematics, as well as team teaching, and the undertaking of joint faculty-student research projects. Greater emphasis on collaborative undertakings by the faculty had been a recommendation of the Project One planning effort of the early 1980s, and its reiteration in 1993 led to the development four years later of the Center for Collaborative Teaching and Research under the direction of Professor Drew A. Hyland (Philosophy). The Strategic Plan also called for establishing additional named professorships, and the endowment of associate and assistant professorships that were critically important in recruiting and retaining junior faculty, and in assuring more diversity in faculty appointments. In addition, it was imperative that faculty be provided greater assistance in obtaining external funding for research projects, and the impact of research leaves on academic departments, programs, and students had to be minimized. The development of new courses and other curricular initiatives, particularly those of an interdisciplinary and collaborative nature, required sustained funding, and further experimentation with College Professorships and the appointment of visiting faculty from the United States and abroad was desirable to diversify the curriculum and broaden the instructional outlook. Finally, the Strategic Plan called for refurbishing classroom space, providing additional instructional, performance, and exhibition space for the fine and performing arts, and supporting continued enhancements in connection with on-line instructional technology.^{83†}

As a way to improve residential and social life on campus, the Strategic Plan proposed engaging undergraduates in a comprehensive revision of the system of student self-government and of the administrative rules and regulations governing the rights, privileges, and responsibilities of matriculants, and in the restructuring of how students and their representative bodies participated in institutional decision-making. The College needed to enhance nonclassroom learning sites and resources such as art

studios and the library, the principal gateway to site-based and networked information resources. Improved access to computing technology and increased support for programs in computing competency were of central importance. In addition, the provision in each of the major dormitories or dormitory clusters of at least one seminar room for formal or informal learning was highly desirable, as was an increase in the number of all-night study areas. Also, efforts needed to be made to encourage greater student attendance at the many lectures and special public events held both on- and off-campus, as well as to increase participation in intramural athletics and physical education classes by those students not engaging in intercollegiate sports.⁸⁴

The Strategic Plan went on to state that the tone of student life would benefit from the provision of additional space for informal use as well as for organized activities, from the decentralization of dining spaces, and from program initiatives to encourage reduced consumption of alcoholic beverages. Also important in stimulating social life was the intensification of efforts to diversify the undergraduate body culturally and socioeconomically, which would require an increase in financial aid resources. Finally, the Strategic Plan pointed to the need for more faculty contact with students outside the classroom, for improved academic advising, and for a comprehensive yearlong program for freshmen. The latter should address their intellectual, social, and emotional needs during the transition to the collegiate academic and social environment, and this would involve reexamining the Freshman Seminar Program and the role of dormitories in social life. Acting rapidly on this proposal, in 1995, the College established the First-Year Program, and Dr. Jill N. Reich, Dean of the Faculty, appointed Professor David A. Reuman (Psychology) as its first director.⁸⁵

The final segment of the Strategic Plan concerned Trinity's relationship with Hartford. Noting that the city was "currently beset by economic and social ills common to many American cities, ills that have eroded severely its capacity to meet the needs of its citizens," the Plan declared that "it is only right that Trinity, one of its oldest institutional citizens, engage the city with unprecedented energy, imagination and determination. Indeed, the College and the city are committed to forging closer, more dynamic ties, for they recognize that greater collaboration brings with it the prospect of substantial mutual benefit."⁸⁶ Three institutional objectives would guide the College as its urban strategy evolved: the infusion of urban themes and an urban consciousness into Trinity's liberal arts tradition in ways that would strengthen undergraduate educational preparation; the achievement of institutional success "*in and with this city*," which involved becoming "*more fully of this city*" by "employing to greater advantage our institutional resources, and providing a range of services to, and opportunities for, our neighbors," in ways consistent with the College's mission; and finally, to encourage all members of the campus community to broaden their educational horizons by seeking ways to learn from, and contribute to, Trinity's metropolitan surroundings.⁸⁷

In 1996, capitalizing on the idea of developing urban themes in the curriculum,

Trinity inaugurated The Cities Program, which was modeled after the Guided Studies Program in European Civilization, a program for selected freshmen begun in 1979. The Strategic Plan also called for widespread inclusion of urban themes in courses, and proposed that funds be allocated to support development by faculty of appropriate initiatives, including those of a multi-disciplinary nature, and to engage local non-academic professionals as adjunct colleagues in these endeavors. In addition, the College should encourage more applied research in the local area on the part of faculty and students, continue involvement in numerous ways with Hartford schools, and respond more comprehensively to the educational needs of Hartford-area adults other than through the Individualized Degree Program and the Graduate Program. Helpful in furthering all academically oriented urban proposals would be the creation of some coordinating mechanism to consider their relative merits and to implement them. Furthermore, the College needed to heighten its academic visibility in Hartford by calling attention to the contributions faculty, staff, and students were making to the life of the city, establishing a Trinity Forum that would focus on urban issues and bring prominent scholars and public figures to the campus to share their views and insight, appointing to the faculty for a nonrenewable limited term an appropriately qualified "Fellow on Cities and the Liberal Arts" who would help develop academic programs with an urban component, and considering how the Austin Arts Center as well as the College's programs in the performing and fine arts could "play a more central role in projecting a lively and stimulating image to the community."⁸⁸

Other proposals in the Strategic Plan that related to the urban emphasis touched on a number of efforts that were already underway or had previously been contemplated. These consisted of: broadening community service efforts on the part of faculty and students, and introducing into the First-Year Program a community service component; diversifying and strengthening the student internship program and maintaining its academic rigor; continuing to work closely with community organizations such as SINA, Hartford Areas Rally Together (HART), and other South End groups; participating fully in local, regional, and statewide educational planning as well as in efforts to develop regional magnet schools that would have links to the College; and seizing opportunities to make available more faculty and staff housing in Trinity's immediate neighborhood. A final proposal called for the creation of a "master plan for the utilization of spaces located on or near the perimeter of [the] campus," which would help focus planning for development and renewal of the areas of the city immediately contiguous to Trinity, as well as more clearly articulate the College's physical relationship to the surrounding neighborhoods.⁸⁹

While the Strategic Plan was in its formative stage, President Gerety was taking steps to advance the College's relationship with the city. In 1990, he established the administrative position of Director of Community Relations, to which he appointed Eddie A. Perez, a long-time community programs administrator and an IDP student, who received his baccalaureate degree from the College in 1996. Perez soon began to

forge stronger bonds between Trinity and various neighborhood organizations, and sought to strengthen the College's working relationship with SINA and the city administration. Also, in 1992, Trinity was the recipient of grants from the Hartford Foundation for Public Giving and the Andrew W. Mellon Foundation. The Hartford Foundation grant established the Hartford History and Historical Collections Project, which facilitated access on the part of the research community to primary source materials about Hartford's past by creating an on-line cooperative catalog of the Hartford-related collections held by Trinity's Watkinson Library, the Mark Twain Memorial, the Hartford Public Library, the Stowe-Day Library, and the Connecticut Historical Society. The Mellon grant supported the Hartford Studies Project, which included senior/graduate level colloquia and lectures on various aspects of Hartford's history, and has since developed a more diverse program and become the focus of considerable interest on the part of students and scholars locally and regionally. Mellon funding also supported several other endeavors, including a study of the College's physical plant by the Washington-based architectural firm of Hartman & Cox in an effort to help identify ways in which design issues could address changing academic and social needs.⁹⁰ In addition, volunteer activities undertaken by students remained an important aspect of Trinity's community outreach. One effort made in the fall of 1989 by two undergraduates, Neela A. Thakur '92 and Judith L. (Judi) Stoddard '92, led to the creation of the Trinity College Neighborhood Posse (*VII-19*), in which Trinity students volunteer to spend time with neighborhood children on a one-to-one and group basis, engaging in tutoring and recreational activities.⁹¹

As the College began to confront the challenges of implementing the Strategic Plan, various projects and initiatives took form, among them two of major importance. The first concerned the development of a marketing strategy that would help position Trinity more competitively in the arena of highly selective liberal arts institutions, increase the effectiveness of the admissions program, and more clearly articulate Trinity's distinctive identity, which would strengthen its fund-raising prospects. President Gerety had previously appointed a committee of trustees, faculty, staff, and students to address this matter, and helped by professional consultants, they generated a range of ideas from which emerged the framework for a new marketing and public relations program. The second major initiative involved exploring the feasibility of new fund-raising ventures. Under the direction of Karen E. Osborne, who joined the administration in 1990 as Vice President for College Advancement, Trinity's development efforts focused more intensively on alumni giving. Alumni contributions during this period grew significantly on an annual basis, and represented an increasingly vital source of support. Such success was due in large part to the achievements of a newly organized alumni Volunteer Leadership Development Committee, which helped enhance the alumni volunteer structure underlying this important aspect of the development program.⁹² The College also began to consider undertaking a new fund-raising campaign, which, when announced later in the decade, would be the

most ambitious in the institution's history, and to an unprecedented extent, depend for its success on the involvement of alumni.

While the Strategic Plan and its implications were under consideration, other developments were taking place. As mentioned in the previous chapter, the College increased its efforts to recruit more women and minority faculty members, the curriculum remained under close review as new courses and interdisciplinary innovations were introduced, and the First-Year Seminars retained their vitality through the introduction of many new topics of interest. President Gerety, for example, offered seminars on ethics and political philosophy, and on the condition of America's cities. The emphasis on attracting a diverse and talented student body increased, and undergraduates devoted their efforts to a number of new creative enterprises such as *The Other Voice*, a journal of commentary with a wide-ranging content, edited by Alexander F. Zaitchik '96 and Cedric K. Howe '96, and the *Trincoll Journal*, a pioneering on-line weekly multimedia journal, the first undergraduate venture of its kind in the country, created in 1992 by Peter A. Adams '95, Paul W. Tedesco '95, and Frank E. Sikernitsky '96, among others. An electronic alternative to the *Tripod*, and widely read and admired on campus as well as nationally and internationally, the *Trincoll Journal* was the Internet's first student-run "web 'zine," and the imaginative hypertext format, which incorporated video, sound, and graphics into articles on a variety of topics, including popular culture, and social and political issues, won it several awards from the on-line and multimedia industry.^{93†}

During the 1990s, men's and women's athletic teams continued to excel in intercollegiate competition. Among men's sports, the football team achieved an undefeated and untied season in 1993 (*VII-20*), the first time since 1955, and only the seventh in the College's history. The following year, the team presented Coach Donald G. Miller his 151st win, thus surpassing the record compiled by Daniel E. Jessee's teams.⁹⁴ In other sports, John M. Dunham, coach of varsity hockey, recorded his 300th career win in 1997, and the team that year made its first appearance in the ECAC East play-offs. On the baseball diamond, the Bantam nine under coach William K. Decker, Jr. advanced to the ECAC tournament in 1992, 1994, 1996, and 1997, and the team extended its winning streak to 10 consecutive seasons, making its first appearance in the NCAA Division III Regional Tournament. Coach Stanley E. Ogrodnik's basketball team competed in the ECAC Tournament in 1994, and the following year reached the NCAA Division III Final Four. In 1997, Ogrodnik's coaching career at Trinity was marked by his 254th victory, surpassing the record of 253 wins previously held by Raymond Oosting. The following year the team again competed in NCAA Tournament play. In 1997, the soccer team, coached by Edmond F. Mighten, made its first-ever appearance in the NCAA Tournament, and that year the squash team under Coach Paul D. Assaiante finished second in the nation, enjoying the advantages of a state-of-the-art facility completed earlier in the decade and considered one of the finest in the country. In another extraordinary season a year later, Trinity defeated

the Harvard team for the first time, 30 years having elapsed since the last Crimson loss in squash to a non-Ivy team.^{95†}

Among women's sports, Coach Robin L. Sheppard's field hockey team reached the ECAC finals in 1990 and 1991, and in 1993, advanced to the Final Four of the NCAC Tournament. Presenting Sheppard her 200th career win in 1994, the team went on to make NCAA appearances in 1996 and 1997, in the latter year compiling a perfect 14-0 season, the second in the history of the sport at Trinity. Also earning the number-one ranking in the region, the 1997 Bantams emerged as the only undefeated field hockey team in any NCAA division. Sheppard's lacrosse team reached the ECAC finals in 1992, and advanced to the semifinals in 1993 and 1994. In 1995, 1997, and 1998, the team reached the NCAA Quarterfinals. The basketball team, coached by Maureen Pine, recorded 21 victories in 1995 for its best season up to that point, and made the second round of the NCAA Division III Tournament for the first time. The team also achieved ECAC berths in 1991, 1996, and 1998, having returned to the NCAA Tournament in 1997. Finally, the softball team became the NESCAC Champions in 1990, and went on to appear in the NESCAC Semi-Finals in 1991, 1992, and 1993. In 1998, under Coach Frances D. Vandermeer, the team completed its best season since competition began, earning a berth in the ECAC North Tournament on the strength of a 19-11 record.⁹⁶

In regard to alumni programs, in September 1990, the College hosted the first Black Alumni Gathering, which helped strengthen ties between black undergraduates and alumni, especially the mentor program, and facilitated discussions of ways in which black alumni could become more involved in the admissions and alumni programs as well as in other College activities. Co-chaired by Joanne A. Epps '73 and Donald K. Jackson '83, the event was highly successful and led three years later to the establishment of the Black Alumni Organization as a part of the National Alumni Association and the creation of the Black-American Alumni Scholarship Fund, whose first student scholar was Tanya D. Jones '97. In April 1995, the Black Alumni Organization helped celebrate the 25th anniversary of Umoja House.⁹⁷

Another significant development concerning the alumni during this period was an effort to revitalize the Board of Fellows. One of Trinity's oldest institutional advisory bodies, the Board of Fellows was established by the Trustees in 1845, and had as its initial focus various matters associated with the curriculum and undergraduate discipline. By the 20th century, the Board had become involved in examining a number of issues, some of them controversial, either at its own initiative or at the request of the alumni, the administration, and occasionally the Trustees. During the Ogilby administration, for example, the Board studied such questions as the size of the College and the nature of the curriculum, and during the Jacobs administration, it investigated undergraduate social life and parietal regulations. By the 1980s, other committees, particularly the Trustee Student Life Committee, were turning their attention to a range of issues involving undergraduates, and the Fellows' advisory function became

less clear. In 1991, the National Alumni Association's Volunteer Leadership Task Force began to identify ways in which the Fellows could assist the College more effectively, and one idea that emerged was for Fellows to serve "on tightly focused academic and administrative advisory panels."⁹⁸ These ranged from an Alumni Fund Steering Committee to an International Committee which would work to "increase international learning opportunities and help recruit students from abroad."⁹⁹ In 1998, the Board of Fellows underwent further reorganization with a view to enhancing its role in the life of the College.

During these years, Trinity finished two major building projects and undertook several others. Completion of the Smith Alumni/Faculty House and the Mathematics, Computing, and Engineering Center, previously mentioned, resulted in two attractive and functional facilities. New projects included the conversion in 1991 of Hallden Hall to house the Fine Arts Department and the Visual Resources Collection as well as the Gallows Hill Bookstore (*VII-21*). An academic trade bookstore, Gallows Hill derived its name from the site on Rocky Ridge where alleged traitors to the cause of American independence were executed during the Revolutionary War. Established as a commercial venture of Barnes & Noble, the store serves the needs of the Trinity and Hartford communities with a wide array of classic works of literature, university press titles, and serious trade books. Gallows Hill soon developed a varied program of outreach, including receptions and book-signings for Trinity authors and others, as well as readings for children from the Trinity College Community Child Center.¹⁰⁰

Other construction projects included the conversion of the President's House into an Admissions Center in 1992, following the decision by President Gerety and his family to move to a residential area of the city primarily so that the children could have playmates. In late 1991 and early 1992, respectively, the College completed construction work in Ferris Athletic Center on a new squash complex and a 37-meter pool with eight lanes, a replacement for the pool in Trowbridge Memorial that dated from 1930. Also occurring in 1992 was the transformation of the cafeteria in the Koepfel Center into a relaxed dining area known as the Bistro, while the Washington, D.C. architectural firm of Hartman & Cox began planning for a major renovation of Mather Hall.¹⁰¹ In addition, former president and trustee emeritus G. Keith Funston '32 commemorated his 50th wedding anniversary by presenting to the Chapel in 1991 a carved wooden sedilia as seating for clergy presiding at services (*VII-22*). Designed and built by Charles L. Nazarian '73, the sedilia features carvings that celebrate the role women have played in families, particularly "imparting and sustaining in young people the traditional family and Judeo-Christian moral values" that Funston believed were central in life.¹⁰² Another gift to the Chapel was a stone carving celebrating the Rev. Dr. Alan C. Tull's 25 years of service to the College as Chaplain. He had announced his retirement in the spring of 1990, and friends and colleagues commissioned the carving that is located opposite the main entrance to the Chapel near the interior door to the bell tower. Unveiled by Tull in May 1991, the



Fig. VII-15
The Koepfel Student Center (left) and Hansen Hall



Gabriel A. Cooney

Fig. VII-16
The Smith Alumni/Faculty House



Jonathan Lester

Fig. VII-17
The Mathematics, Computing, and Engineering Center



Jonathan Lester

Fig. VII-18

*President Tom Gerety (center) with former presidents
G. Keith Funston, Class of 1932 (left), and
James F. English, Jr.*



Fig. VII-19

*Judith L. (Judi) Stoddard, Class of 1992 (left rear),
and Neela A. Thakur, Class of 1992 (right rear),
with members of the Trinity College Neighborhood Posse*

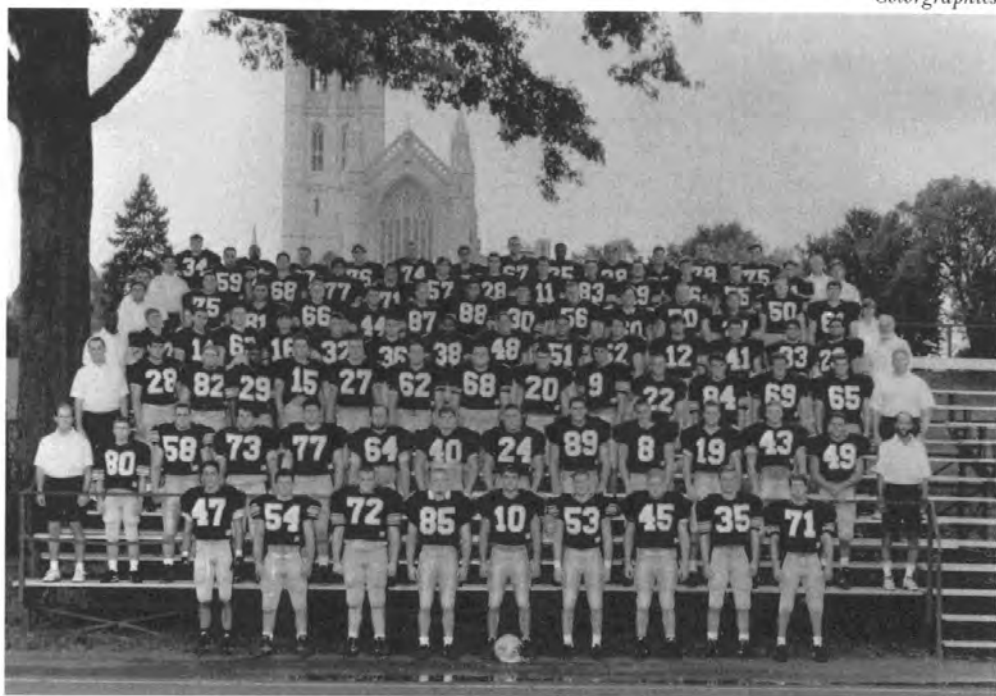


Fig. VII-20
The 1993 football team



Michael Smith

Fig. VII-21
Brownell Professor of Philosophy Howard
DeLong (far right) and others browsing in the
Gallows Hill Bookstore



Jonathan Lester

Fig. VII-22
The Chapel sedilia for presiding clergy
presented by G. Keith Funston, Class of 1932



Al Ferreira

Fig. VII-23
Interim President Borden W. Painter, Jr., Class of 1958

carving incorporates his many interests: "cats, music, ancient Greek, Christianity, liturgy, ritual, morality, teaching, preaching, and philosophy," and bears a Greek inscription composed by Hobart Professor of Classics John C. Williams '49.^{103†}

In February 1994, President Gerety's announcement that he was leaving the College to become president of Amherst College took the Trinity community by surprise. The Trustees at once appointed Professor Borden W. Painter, Jr. '58 (History) as interim president (*VII-23*), and commenced the search for Gerety's successor. Promptly assuming office, Painter provided steady and effective leadership during the remainder of the spring semester and for the ensuing academic year.¹⁰⁴ His administration was responsible for a number of accomplishments: Dr. Jill N. Reich accepted appointment as Dean of the Faculty effective July 1994; the faculty approved a new major in anthropology; and the program leading to the Bachelor of Science degree in engineering received national accreditation from the Accreditation Board for Engineering and Technology, enabling Trinity to join Swarthmore College as the only preeminent national liberal arts colleges in the country to have accredited engineering programs.¹⁰⁵ As to Trinity's financial resources, planning reached its final stage for the most ambitious fund-raising campaign in the institution's history, the goal subsequently set at raising well over twice the target figure of the previous campaign, which had been undertaken during the presidency of James F. English, Jr. Also, the College completed two projects in connection with the physical plant. During the fall of 1994, contractors put the finishing touches on the renovation of Mather Hall, substantially improving the student center's functionality and attractiveness, and Taylor Bellfounders of Loughborough, England, completed the restoration of the bells and mechanism of the Plumb Memorial Carillon that they had installed in the Chapel in 1932, the first overhaul the instrument had received in over 60 years of service.¹⁰⁶

As the College continued to focus attention on the Strategic Plan's recommendations for strengthening the relationship with Hartford, volunteer activities on the part of students remained an important and visible aspect of Trinity's presence in the neighboring community. In addition, the College undertook or assisted with several community-oriented initiatives during this period. In June 1994, ground was broken for a new police substation near the campus, at the corner of Ward and Affleck streets, which, upon completion, enhanced the safety of neighborhood residents. The following month, Trinity made improvements in the appearance of the campus's western border by demolishing a decayed staircase linking Summit and Zion streets, constructing a new staircase near College Terrace, and installing contiguous lighting, fencing, and landscaping. Also, the Hartford City Council approved the closure of Vernon Street at Broad Street to public traffic in an effort to improve pedestrian safety on the campus's northern and eastern borders, and SINA announced a program for streetscape revitalization and building renovations on Vernon Street between Broad and Washington streets as a way to improve an important corridor between the College and the neighboring campus of Hartford Hospital.¹⁰⁷

Finally, in September, the newly formed Office of University Partnerships of the federal Department of Housing and Urban Development awarded Trinity one of 14 national grants to spur community outreach by educational institutions. The two-year grant of \$580,000 helped support the establishment of the Community Outreach Partnership Center, soon to be known as the Trinity Center for Neighborhoods, which helped analyze neighborhood challenges and develop new strategies for revitalization. Faculty and administrators from the College formed a research team to work with leaders of five community groups in Hartford and New Britain, faculty from the University of Connecticut, and staff from the Institute for Community Research and Citizens Research Education Network. Among the community groups were the Asylum Hill Organizing Project, whose executive director was Charlene Williams '86, and Citizens for Action/New Britain, which Jennifer A. Van Campen '90 served as executive director. In accepting the grant, Interim President Painter declared that the Program represented "another example of Trinity's effort to serve as a catalyst for positive change in our community."¹⁰⁸

The College remained highly competitive in admissions during this period, drawing the 250 men and 223 women comprising the Class of 1998 from 3,009 applicants, the second-highest total in six years. In keeping with preceding freshman classes, the Class of 1998 was marked by diversity as well as by wide-ranging geographical distribution. Sixteen percent of the class were minority students, and the 29 freshmen from California constituted the highest number ever to enroll from that state. The remaining members of the class came from 35 other states, the District of Columbia, the Virgin Islands, and nine countries. In addition, moving to improve student life in the dormitories, the Painter administration established dormitory councils, redefined the duties of residential advisers, and instituted a new alcohol policy that included the prohibition of serving beer from kegs.¹⁰⁹ Also, throughout the 1994-1995 academic year, the Trinity community celebrated the 25th anniversary of coeducation with a multi-faceted program of events and activities discussed in the previous chapter.

*Wide-Ranging Academic Initiatives, the Campus Master Plan,
and a Neighborhood Revitalization Partnership*

The search for President Gerety's successor concluded in December 1994, when the Trustees appointed Dr. Evan S. Dobelle as Trinity's 18th president (VII-24). Dobelle had acquired a breadth of experience during a varied career marked by accomplishments in the fields of education, politics, and government service. During the late 1960s, he had worked in the campaigns of several political figures, including Republican Senator Edward W. Brooke of Massachusetts. Following a period as personal secretary for Massachusetts Governor John A. Volpe, Dobelle enrolled in the graduate program in education and public policy at the University of Massachusetts, was a research associate on President Nixon's Commission on Campus Unrest, and

then became assistant to the superintendent of a school district in the Los Angeles County school system. Subsequently a research associate for Governor Reagan's Commission on Educational Reform, he became executive assistant to Senator Brooke, served two successive terms as Mayor of Pittsfield, Massachusetts, his boyhood home, and for a brief period was Commissioner of the Massachusetts Department of Environmental Management. During Dobelle's second term as Mayor of Pittsfield, he and his wife, Kit, supported Jimmy Carter's presidential candidacy and campaigned for him. Dobelle also headed arrangements for the 1976 Democratic Convention in New York City. Following Carter's inauguration, Dobelle accepted appointment as United States Chief of Protocol and Assistant Secretary of State with the rank of Ambassador, a post he held until May 1978, when he was elected Chief Financial Officer and Treasurer of the Democratic National Committee.^{110†}

As Chief of Protocol, Evan Dobelle was involved in a number of major events, including the Panama Canal Treaty negotiations and the Treaty's signing, and the state visits of such world leaders as Menachem Begin (Israel), Anwar Sadat (Egypt), Julius Nyerere (Tanzania), Margaret Thatcher (Great Britain), and Pierre Trudeau (Canada). Dobelle also delegated protocol responsibilities to his wife, Kit, who succeeded her husband as Chief of Protocol and was present at Camp David during the negotiations that produced an Egyptian-Israeli peace treaty. In September 1979, she became Chief of Staff for Rosalynn Carter.

Following service as Chairman of the Carter-Mondale Campaign Committee and as National Finance Chairman for the Democratic Party and for President Carter during the 1980 campaign, Evan Dobelle pursued graduate study at Harvard, receiving a Master in Public Administration degree in 1984; three years later he received a doctorate in education and public policy from the University of Massachusetts. That same year he became president of Middlesex Community College in Lowell, Massachusetts, and in 1990 was appointed chancellor and president of the City College of San Francisco, an 80,000-student, multi-campus system.^{111†} In the spring of 1995, the Trinity community welcomed the Dobelles and their son, Harry, to the campus.

Bringing to Trinity such a wide range of experience, President Dobelle was prepared to lead the College into the new millennium with a fresh vision, which he articulated in his inaugural address delivered on October 1, 1995. Dobelle touched on a number of themes his modern predecessors in office had also considered of primary importance: remaining faithful to the College's mission as an institution of national preeminence devoted to educating highly motivated young men and women in the liberal arts and sciences; continuing to develop an innovative academic program and a distinguished faculty committed to teaching; maintaining and selectively expanding the physical plant in support of the College's multi-faceted programs; further strengthening Trinity's financial resources through the successful completion of an ambitious capital campaign; and aggressively pursuing new ways in which Trinity could work more closely with the City of Hartford as a catalyst for change in improv-

ing the surrounding neighborhoods.^{112†}

President Dobelle believed that there was much work to be done on the part of the College as it confronted the challenge of more extensive involvement with the city and the neighborhoods contiguous to the campus. "In too many corners of our nation, including those which lie only a few feet from our campus," he declared, "young men and women have lost the capacity to hope, to dream, to believe or even care." "While we on this campus share the inspiration of great role models," Dobelle continued, "the sole tutor to these children too often is the harsh reality of the streets . . . We have a special role to play and a special responsibility to meet. And we must begin in our own neighborhood."¹¹³ Under a plan conceived by Dobelle, Trinity, in partnership with the city, Hartford Hospital, Connecticut Public Television and Radio, and other institutions, would undertake to "revitalize these neighborhoods and this city through . . . community-building . . . [and] create a village of learning. Together we will create a neighborhood that celebrates — and satisfies — the innate curiosity of youth."¹¹⁴

One form of community building was already underway at the College. At President Dobelle's request, the Trustees authorized reconversion of the former President's House, occupied by the Admissions Office since 1992, to its original use (*VII-25*). It was Dobelle's firm belief that the president of the College should reside on the campus so as to be directly in touch with the daily pulse of the institution and to avoid the development, in his words, of an "aloof or a corporate-style" presidency.¹¹⁵ In 1995, the president also began to restructure the College's administration through a series of appointments at the vice presidential level in such areas as enrollment management, i.e. admissions (Christopher M. Small), marketing and public relations (Linda S. Campanella),^{116†} and strategic planning and government relations (James H. Mullen, Jr.). He also appointed Director of College and Alumni Relations Gerald J. Hansen, Jr. '51 as Secretary of the College with responsibility for a variety of special projects. The following year, Kevin B. Sullivan '71 joined the College as Vice President for Community and Institutional Affairs, Brodie Remington became Vice President for Development, Scott W. Reynolds '63 was appointed Assistant to the President, and Dr. Raymond W. Baker accepted appointment as Dean of the Faculty, succeeding Vernon K. Kriebel Professor of Chemistry Henry A. DePhillips, Jr., who had served as Acting Dean since the departure of Dr. Jill N. Reich in 1995.¹¹⁷

Under an aggressive program, Vice President Small and the admissions staff moved to broaden awareness, particularly in midwestern and western states, of the unique advantages of a Trinity education in an urban setting, as well as to attract more students from abroad. The result was a continued rise in the number of applications. The marketing and public relations staff intensified efforts to enhance the public's awareness of the College, especially in connection with wide-ranging developments related to neighborhood revitalization. Accordingly, the positive perception of Trinity as a catalyst for change in the surrounding city neighborhoods supported its favorable ranking as a national liberal arts institution. In addition, the College began to develop

a fresh strategic plan with a heightened emphasis on the academic program, in particular capitalizing on the distinctive aspects of Trinity's urban location. Working with Dean of the Faculty Baker, through its elected Committee of Eight, the faculty established a new academic blueprint for the future. The Priorities and Planning Council (PPC), created by President Dobelle in 1997, moved to integrate the academic blueprint into the broader context of comprehensive strategic planning, including the ongoing development of a master plan for the campus, the neighborhood revitalization effort, and other institutional planning initiatives. Consisting of seven administrators and seven faculty members, the PPC was designed to function as the standing College body that would address major issues of significance to the institution as a whole and serve as the key structure for strategic decision-making, ensuring involvement of the faculty in the consideration of broad policy questions. First on the PPC's agenda was the formulation of a new strategic plan adopted by the Board of Trustees at its meeting on May 16, 1998, Charter Day, the 175th anniversary of the College's founding. Later that day, President Dobelle discussed the strategic plan in a luncheon address at the celebration of Charter Day, which took place in downtown Hartford at the Old State House, site of the granting of the College's charter by the Connecticut General Assembly in 1823 (VII-26).^{118†}

In his Charter Day address, President Dobelle declared that the academic initiatives embodied in the strategic plan were designed to strengthen the core of a liberal arts education and enable students to pursue through the curriculum two interconnected themes: the study of urban issues on the local, national, and international front; and innovative opportunities for "global learning" at selected overseas sites. The College would remain faithful to its mission of offering an education in the liberal arts and sciences, President Dobelle declared, undergirded in part by "a new general-education curriculum that emphasizes interdisciplinary study" and the introduction of "a tutorial mode of instruction characterized by close student-faculty interaction and collaboration — both in the classroom and in intellectual pursuits beyond the classroom."¹¹⁹ The general education initiative involved development by the faculty of "gateway to the liberal arts" programs that would "examine important topics through a coordinated, multidisciplinary sequence of courses taken during the first two years." These gateways would "give sharper focus and greater coherence to general education and bring students with shared interests together in close-knit 'communities of learning' or 'intellectual homes.'"¹²⁰ Also, earlier that spring, the faculty had authorized establishing in the fall of 2000 an experimental Tutorial College in which, initially, 50 sophomores and five faculty would participate in exploring "fundamental liberal arts issues . . . through one-on-one and small group tutorials." "The tutorial college, partly inspired by the tutorial system at Oxford and Cambridge . . .," the president emphasized, "has exceptional potential to engage students and faculty in intensive intellectual exchanges about matters of timeless importance," and would be unique among small liberal arts institutions in the nation.^{121†}

President Dobelle went on to state in his Charter Day address that the faculty would move to integrate urban themes into the curriculum "through unique educational linkages connecting the College, the City of Hartford, and cities around the world." As for the study of urban issues in the United States, the College intended "to use every advantage our city location offers to provide a distinctive liberal arts education to Trinity undergraduates We see great opportunities to engage the immediate community and the city as a whole in constructive, mutually advantageous ways barely imaginable as recently as five years ago Trinity's urban curricular initiatives will provide undergraduates expanded opportunities to make the study of cities, past and present, in the United States and elsewhere, an important part of their liberal education."¹²² In addition, the College was preparing to develop "new courses and expand such successful educational programs as the Community Learning Initiative and move them toward the center of the Trinity educational experience. We will encourage and launch innovative and experimental connections with Hartford, notably through the arts and sciences," Dobelle continued, "as exemplified by a new Arts of Community project and an . . . innovative Health Studies Fellowship Program that links Trinity faculty and students with nearby hospitals and doctors in seminars, colloquia, and hands-on experiential learning outside the classroom." Furthermore, the College would strengthen "long-established educational linkages to the Hartford public schools, such as the exemplary Classical Magnet Program, and also the research and learning connections to various community groups made possible by Trinity's Center for Neighborhoods," established in 1995. The College would focus more intensively on Hartford as "a multifaceted educational asset that should be employed more extensively and imaginatively than it has been in the past."^{123†}

To bring an international dimension to the study of urban issues and respond to the challenge of learning in a global age, President Dobelle declared that Trinity would create unique educational linkages with cities around the world through curricular initiatives and the communication power of the Internet. Apart from Rome, site of the College's first and highly successful overseas campus, the cities would include San Francisco, where a program would be developed that had potential for focusing on issues related to Asia and the Pacific; and 10 additional "global learning sites" to be established in the course of the next five years. Among the 10 were Cape Town, South Africa, where a pilot program was already underway, and cities in such countries as China, Israel, Ireland, and possibly in Russia, Chile, Egypt, and Argentina, in all instances geographical areas in which one or more members of Trinity's faculty had special expertise. Students at each site would be linked to the College through cyberspace with an electronic global forum and "global cyber-seminars." The Trinity network of global sites would be designed, the president stated, to "provide an academically integrated study-away experience for our students and, together with a radical rethinking of the role of international studies in the post-Cold War era," would form the basis for "significantly expanding and enhancing the

College's reputation for international education."¹²⁴

These initiatives and others the College was developing in different areas of its institutional life depended for implementation on the strength of Trinity's financial resources. President Dobelle reported on Charter Day that The Trinity College Campaign, formally announced on April 22, 1995, and set to close at the end of June 1998, had achieved its goal of \$100 million ahead of schedule. The most ambitious fund-raising effort in the College's history, and pursued under the general leadership of Douglas T. Tansill '61, Chair of the Campaign Steering Committee, the Campaign had five priorities set by the Trustees: student financial aid, faculty recognition and development, academic programs, facilities for student life, and the Annual Fund. In announcing the Campaign's successful conclusion, the president noted that not only had local and national foundations and the corporate sector participated significantly, but also over 60 percent of the alumni, an extraordinary achievement.¹²⁵

President Dobelle declared that the funds raised through the Campaign would enable the College to accomplish several objectives, among them: increase expenditures on financial aid; support "the recruitment and retention of a more diverse, highly motivated, and successful student body"; invest in "new faculty in support of the key strategic objectives of enhancing diversity within the faculty and developing greater depth in curricular areas that represent Trinity's 'signature' strengths"; continue to develop the College's information technology infrastructure; provide state-of-the-art career services; "expand levels of support for student-faculty research projects in all departments and programs, making such collaborations a hallmark of the Trinity educational experience"; "launch new programs to expand experiential learning opportunities — including guaranteed academic internships — uniquely available to Trinity students because of the College's capital city location"; and "strengthen the College's Office of Multicultural Affairs and our commitment to affirmative action in hiring and recruitment so as to nurture and sustain a climate that respects difference and values diversity."¹²⁶ Finally, Trinity would establish "two new academic centers, on the model of our successful Center for the Study of Religion in Public Life and the . . . Center for Collaborative Teaching and Research . . . [, which] will engage undergraduates in rigorous intellectual work and creatively expand opportunities for faculty and students to work collaboratively outside the classroom."¹²⁷ As previously mentioned, the Center for Collaborative Teaching and Research had been created in 1997 with Professor Drew A. Hyland (Philosophy) as its director. The College established the Center for the Study of Religion in Public Life in the fall of 1995 to "advance knowledge and understanding of the varied roles that religious movements, institutions, and ideas play in the contemporary world." Under the direction of Dr. Mark Silk, Adjunct Associate Professor of Religion, the Center supports research across a range of disciplines, organizes scholarly conferences, sponsors public lectures and forums, issues "occasional papers" and a thrice-yearly publication, *Religion in the News*, and contributes in various ways to Trinity's liberal arts curriculum.¹²⁸

Following his announcement of the Trinity College Campaign's successful conclusion, President Dobelle declared that the College was proceeding immediately on a new fund-raising effort in support of "the many interrelated initiatives and priorities embodied in the . . . strategic plan the Board has just approved," particularly in regard to the academic program. He then electrified the Charter Day guests with the news that the College had received three major gifts totaling \$4 million that supported the central elements of the plan and served to launch the new campaign. A \$1 million gift from the Chairman of the Board of Trustees, Thomas S. Johnson '62, and his wife, Ann, would have two purposes. One half was designated for support of the Ann and Thomas S. Johnson Boys & Girls Club of Trinity College, the first Boys & Girls Club in the country to be affiliated with a college or university, and a centerpiece in the neighborhood revitalization initiative Trinity was undertaking in collaboration with its neighbors and institutional partners. The other half of the Johnson gift would be used as a permanent fund in connection with the Center for Collaborative Teaching and Research, a central component of the College's academic blueprint for the future and charged initially with refining the Tutorial College concept.¹²⁹

In addition, another trustee, Raymond E. Joslin '58, and his wife, Alicia, established the Joslin Family Scholarship Fund with a gift of \$1 million in memory of former Dean of Students Joseph C. Clarke. The fund would be managed by the Joslin Family Foundation and would provide scholarship assistance for high-achieving graduates of public schools who otherwise would be unable to attend Trinity. The third gift, in the amount of \$2 million, was from Rodney D. Day III '62 and his wife, Evelyn, to establish the "1634 Fund" in support of neighborhood revitalization initiatives. Deriving its name from the year the Day ancestors settled in Connecticut, the endowed fund would provide start-up monies or venture capital for renewal projects and other initiatives involving local residents, including youth, and Trinity students, faculty, and staff. The first endeavor to be supported by the 1634 Fund would be a Habitat for Humanity building project near the College.¹³⁰

President Dobelle also called attention in his Charter Day address to the implementation of a recently adopted Campus Master Plan. As the decade of the 1990s drew to a close, Trinity continued to experience the need for additional instructional and administrative facilities, and improved residential housing for students. The central question was how to locate such additions in a way that respected the expanses of open space that made the campus distinctive, served to accommodate athletic fields, and defined groupings of structures. As noted in an earlier chapter, in preparation for moving the College to the Rocky Ridge site in the early 1870s, President Abner Jackson and the Trustees had turned to William Burges, a leading architect in England, whose proposal in 1874 called for arranging buildings in quadrangles, based on English university practice. The following year, after Jackson's sudden death, Francis H. Kimball, the American architect whom the College engaged to supervise the construction work, collaborated with President Thomas R. Pynchon,

Class of 1841, in revising Burges's proposal by reducing his four quadrangles to three. Limited financial resources meant that it was possible to construct only the western side of the central quadrangle, from which emerged the Long Walk buildings (1878-1883). Later in the century, Alumni Hall Gymnasium (1887), Jarvis Scientific Laboratory (1888), and Boardman Hall of Natural History (1900) were built on sites unrelated to the Burges-Kimball plan. Williams Memorial (1914) was the exception.

Upon taking office in 1920, President Remsen B. Ogilby, an admirer of the Long Walk and Burges's vision, arranged for Samuel B. P. Trowbridge '83, partner in the New York firm of Trowbridge & Livingston, to prepare a master plan for the development of the campus in connection with the College's Centennial Fund drive. As noted in Chapter II, the Trowbridge plan derived its inspiration from the three-quadrangle plan Kimball had developed in 1875, and the buildings erected during the Ogilby administration respected the Trowbridge vision. This was not the case, however, with the many buildings resulting from the spurt of construction that began after World War II and continued into the 1960s and 1970s. By the last decade of the century, it had become clear that a new plan for the future development of the campus was crucial, not only for dealing with the placement of additional facilities, but also for addressing such longstanding problems as the need for a well-defined main entrance or "front door" to the College, a clearer articulation of the campus in its relationship to the neighborhood, and an enhanced definition of internal north-south and east-west vehicular and pedestrian traffic patterns that had developed over the years.

In September 1996, President Dobelle set in motion the planning process by creating a Master Plan Task Force that consisted of faculty members and administrators under the chairmanship of Gwendolyn Miles Smith Professor of Art History Alden R. Gordon '69. Following the establishment of objectives and priorities, the Task Force advised on the selection of planning consultants. The lead firm was Cooper, Robertson & Partners of New York (later known as Cooper, Robertson Ltd.), engaged, as Professor Gordon reported in the July 1997 *Trinity Reporter*, to "administer the overall project, assist the College in understanding its space and facilities needs, and create a Strategic Campus Plan with reference dates of the years 2000, 2010, and 2020."¹³¹ The second member of the planning team was the Toronto firm of Berridge, Lewinberg, Greenberg, Dark, Gabor (since renamed Urban Strategies, Inc.), charged with preparing sector studies of the neighborhoods surrounding the campus to assist the College in "bridging the campus-to-city physical boundaries" and supporting Trinity's ongoing community and urban initiatives. The third principal member of the team, William Rawn Associates, a Boston architectural firm, was to prepare "standards for future campus buildings [and help] . . . create a new process for architect selection and design review."¹³² In addition, various consultants focused on such issues as signage and vehicular traffic flow.

By October 1997, Cooper, Robertson Ltd., and William Rawn Associates had completed their studies and presented recommendations regarding the campus in the

form of a Master Plan. Berridge, Lewinberg, Greenberg, Dark, Gabor were scheduled to submit their findings in 1998.¹³³ The Trustees reviewed the planners' recommendations, which called for three phases of activity to be completed, respectively, in 2002, 2010, and 2020. Embodying flexibility in both the process and the overall design proposed, the Master Plan was accompanied by a number of suggested procedural guidelines for physical planning of projects, from the earliest stages of a new initiative through approvals, architect selection, design review, construction, and occupancy. In implementing this process, the College established a Design Review Committee chaired by Professor Gordon to advise on the selection of architects, review designs for all building projects, and give full consideration to historic preservation issues. James H. Mullen, Jr. was appointed Vice President and Executive Director of Project 2002, the Master Plan's first phase of implementation to be completed by the year 2002 (*VII-27*). Project 2002 encompassed several undertakings, among them: renovating the library and merging it with the computing center to create a state-of-the-art library and information technology center; expanding the Austin Arts Center; constructing a new dormitory on Summit Street, adjacent to the CPTV Studios; constructing an admissions-administration building on the site northeast of the Chapel where Alumni Hall once stood; constructing a studio arts facility on New Britain Avenue; cutting through Crescent Street from New Britain Avenue as a new southern approach to the interior of the campus; and extensively modifying the landscape on the eastern boundary of the Quad, which included enhancing the lower walkway to the northern sector of the campus. Other projects were proposed for the remaining phases of the Master Plan, permitting the College to develop the campus well into the new millennium in an orderly and thoughtful way, and creating "a physical environment that is supportive of and inspirational to the fulfillment of the College's educational mission and that enriches the lives of all who study and work" at Trinity.^{134†}

The second major initiative the College undertook in the late 1990s was involvement in an imaginative neighborhood revitalization effort supported by a pioneering private-public partnership between Trinity and its institutional neighbors, city, state, and federal government, foundations and corporations, and community and neighborhood groups. The project centered on the tract of land adjacent to the College between Broad and Washington streets south of Vernon Street (*VII-28*), an abandoned, environmentally contaminated garage site formerly occupied by the Connecticut Transit Company. In the late 1960s and during the 1970s, the College had unsuccessfully sought to acquire this property, as indicated in the previous chapter. In his inaugural address in October 1995, President Dobelle had announced that he already had initiated a plan to revitalize the neighborhoods surrounding the College through a process of community building and the creation of a "village of learning." Details of this ambitious and unprecedented effort, spearheaded by the College and mounted cooperatively with the support of Trinity's neighbors and a number of institutional and governmental partners, became public in January 1996. "Designed to establish the neigh-

borhoods surrounding Trinity as a central hub of educational, health and family support activities," the initiative was hailed as a bold collaborative effort to "create an infrastructure for local families and link neighborhood institutions."¹³⁵

With education as its central theme, plans called for converting the former bus garage site into a "Learning Corridor" that would be home to three new schools (a Montessori magnet elementary school, a public middle school, and an inter-district mathematics, science, and technology high school resource center joined with a performing arts academy). The initiative also called for a family resource center, funded with a one-million dollar grant from the Aetna Foundation, that would, President Dobelle stated, "focus on programs directed at assisting parents not only with day care needs but also with critical matters of family health and the pressures of child rearing."¹³⁶ As implementation progressed, new concepts and opportunities arose, including the plan for a Boys & Girls Club, staffed largely by Trinity student volunteers, that would provide a variety of recreational outlets for neighborhood youth. Plans also called for "wiring . . . the neighborhood to connect major institutions and provide residential units access to computer networks and educational resources."¹³⁷

The neighborhood initiative represented a \$175-million investment in Hartford and was expected to generate approximately \$100 million in new construction and development. The remaining \$75 million was a commitment in new low-rate mortgage financing from the federal government's Fannie Mae to encourage the purchase and rehabilitation of homes in the area. Robert Kantor, director of the Fannie Mae Hartford Partnership Office, noted that "The effort by Trinity fits neatly with our HouseHartford plan which is based on linking housing to community economic development initiatives."¹³⁸ Referring to the support from Fannie Mae, President Dobelle stated that the goal of the revitalization initiative was "to stabilize the neighborhoods from within. Our focus is on children and education, and the real key is home ownership and families with a vested interest in the survival of their neighborhoods. This is not about gentrification but rather about the difficult task of community-building, and we will use an approach that is inclusive, not condescending."¹³⁹

The groundbreaking celebration for the Learning Corridor occurred on July 31, 1997, with President Dobelle serving as host and master of ceremonies. Special guests present were: Governor John Rowland; John Meehan, president and chief executive officer of Hartford Hospital; the Mayor of Hartford Michael P. Peters; Hartford Superintendent of Schools Patricia Daniel; and Edie Lacey, a middle school teacher and representative of the Frog Hollow Revitalization Committee and HART. In his remarks President Dobelle declared that "As we break ground . . . each shovel of earth we turn also turns a new page in the history of our neighborhood. Through this Learning Corridor will pass new generations eager to aspire and able to claim in their lives what poverty and hopelessness have denied for too many others. The Learning Corridor will also anchor our investment in new housing and home-ownership . . . new jobs and businesses . . . and new hope." Stating emphatically that

"Trinity rededicates itself to excellence in liberal arts education with a difference," Dobelle went on to indicate that, for the College, "that difference is a profound awareness of our responsibility to the community we call home and to the people whose neighborhood we share." The bold nature of the initiative, he asserted, challenged "all the old assumptions of urban renewal. [It] is *not* something we do *to* or *for* the community. It is something we build *with* the community. More than changing appearances . . . we are interested in changing lives."¹⁴⁰ Following remarks by the special guests, President Dobelle, Governor Rowland and the other dignitaries proceeded to break ground and celebrate the beginning of work on the Learning Corridor.

Support quickly materialized for the Boys & Girls Club component of the Learning Corridor. In 1997, the Hartford Steam Boiler Inspection and Insurance Company, and CTG Resources, Inc. each pledged \$300,000, and the Phoenix Home Life Mutual Insurance Company pledged \$75,000. Part of these funds was targeted for the Club's operating costs for the first three years.¹⁴¹ Additional funding came from the College and other sources, including foundations and individuals, particularly Ann and Thomas S. Johnson '62, whose major gift was noted previously. Dedication of the Boys & Girls Club in the Johnsons' name took place on June 11, 1998 (VII-29) in a ceremony featuring General Colin L. Powell, U. S. Army (Ret.), a member of the Board of the Boys & Girls Clubs of America and chairman of America's Promise—The Alliance for Youth, an initiative he launched in 1997 at President Clinton's Summit for America's Future to "connect two million young people with fundamental resources by the year 2000 to help them maximize their potential and become future leaders."^{142†} In his dedicatory remarks, General Powell announced that America's Promise had designated Trinity a "College of Promise" in recognition of its unique commitment to the Hartford community and of its part in helping establish the Boys & Girls Club. Trinity was the first college or university on the East Coast and only the second in the country to be so honored by America's Promise.¹⁴³

On June 4, 1998, the announcement of a \$5.1-million grant from the W. K. Kellogg Foundation reinforced the neighborhood initiative and constituted significant support of the new fund-raising campaign that President Dobelle announced on Charter Day. The Kellogg grant would help Trinity implement plans for building College-community connections emphasizing civic responsibility and educational innovation, and was the largest ever received by Trinity from a foundation or corporation. In making the grant, the Kellogg Foundation praised the College for its innovative use of public-private partnerships in a community-based effort to revitalize the contiguous neighborhood and to link neighborhood renewal with academic change.¹⁴⁴ The grant would support a five-year project to link Trinity and its neighborhood in mutually beneficial ways. Major elements of the project included: development of a Community Forum process to bring together members of the Trinity community and a wide spectrum of stakeholders in the neighborhood, ranging from residents, teachers, Board of Education members, and other municipal officials, to



Al Ferreira

*Fig. VII-24
President Evan S. Dobelle, with
Kit Dobelle, and their son, Harry
December 1994*



Douglas Penhall

*Fig. VII-25
The remodeled President's House*

Al Ferreira



Fig. VII-26

A composite view of Charter Day festivities, held at the Old State House in Hartford on May 16, 1998. Charles E. Todd, Class of 1964, M.A. '70 (upper left), was one of the 15 alumni who reenacted the signing of the petition for incorporation that the College's founding fathers presented to the Connecticut General Assembly. The Charter was granted on May 16, 1823. In the upper right are shown the Charter Day guests on the lawn of the Old State House. At the bottom are the proclamations in honor of the occasion issued by Connecticut Governor John G. Rowland, the Mayor of Hartford Michael P. Peters, and the Connecticut General Assembly.

Cooper, Robertson Ltd.

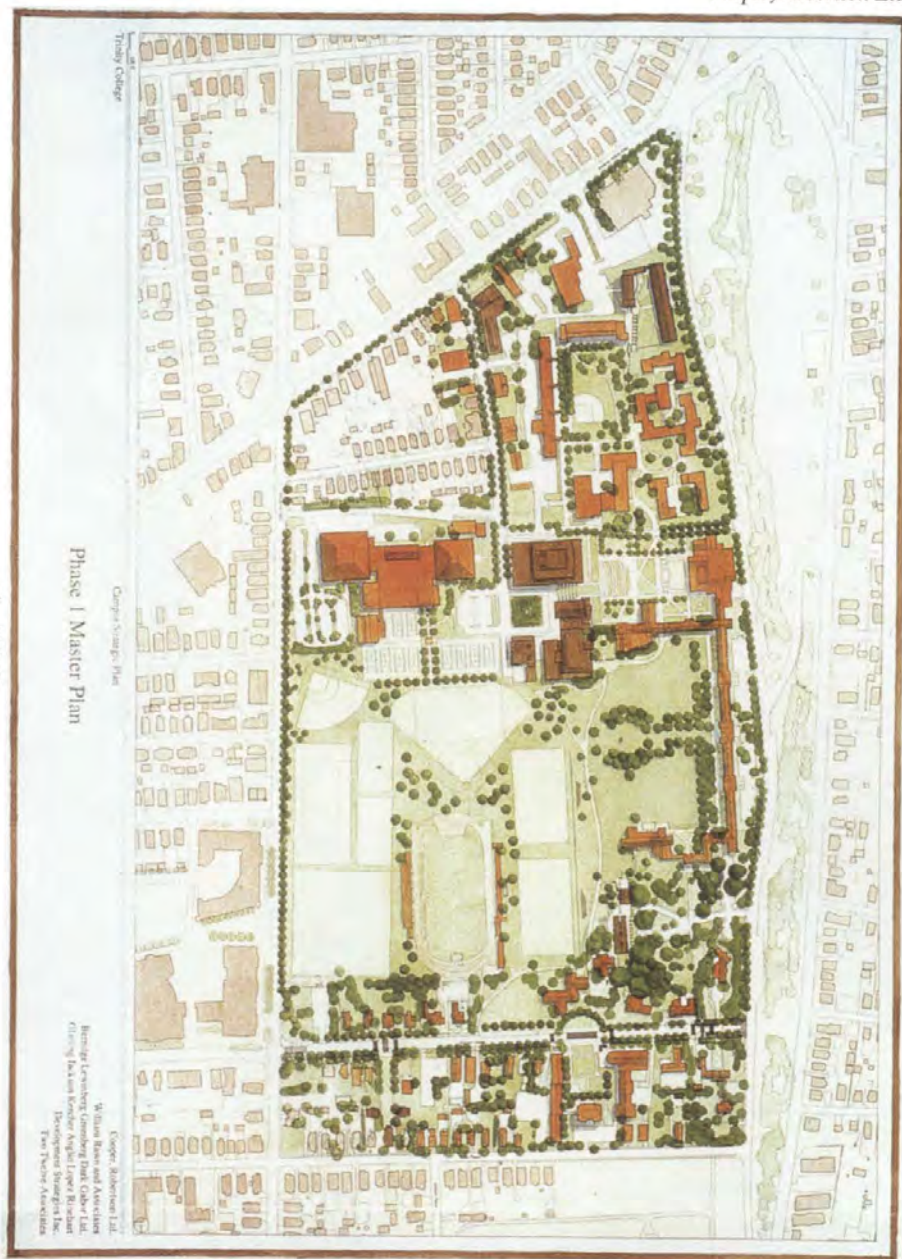


Fig. VII-27
 The first phase of the Trinity College Master Plan

Al Ferreira



Fig. VII-28
Aerial view of the campus with the Learning Corridor tract outlined in the upper right corner, June 1998

Al Ferreira



Fig. VII-29

*General Colin L. Powell, U. S. Army (Ret.), at the dedication of the
Ann and Thomas S. Johnson Boys & Girls Club at Trinity College on June 11, 1998*

business owners, public safety officers, and social workers, in an effort to find ways to strengthen collaboration between the College and the community; the establishment of a professorship of comparative urban studies to coordinate the incorporation of urban themes into Trinity's curriculum; the creation of a "Smart Neighborhood" through applications of advanced information technology to facilitate educational programs in the community; support for educational management and programming for the early childhood center, the schools, and the community facilities to be built in the Learning Corridor; and the establishment of a Cities Data Center that would be a centralized resource for a wide range of information on the Hartford region and serve as a research link to the community for the Trinity Center for Neighborhoods. Referring to the impact the Kellogg grant would have, President Dobelle declared that "a neighborhood with a college in its midst possesses a powerful resource for positive change. At the same time, a college surrounded by a city has considerable advantages as it rethinks liberal arts education for the next century."¹⁴⁵

As the College celebrated its 175th anniversary, it was a time for reflecting on the past and looking to the future. On Charter Day, President Dobelle had declared that Trinity is "both an ardent advocate for the liberal arts *tradition* and . . . an active agent for *change*. We reaffirm that Trinity College is a community united in a quest for excellence in liberal arts education And at the same time, we proclaim that a Trinity education for the new century will combine excellence in liberal learning with a distinctive educational experience marked by the strong urban, global, collaborative, and information technology dimensions that are Trinity's signature strengths and will define Trinity's concept of 'liberal arts with a difference.'"¹⁴⁶



During the years that have ensued since Remsen B. Ogilby's inauguration as 12th president of the College on November 17, 1920, Trinity has undergone changes more far-reaching than any that occurred in the institution's first century of existence. A transforming force himself, Ogilby was nonetheless mindful of the strong tradition of liberal learning that made a Trinity education distinctive. In his inaugural address he touched on several themes that would characterize his administration and have since become constants in the College's development: fidelity to Trinity's mission of educating young people in the liberal arts and sciences, preparing them for "leadership in service"; adherence to the College's traditionally small size, permitting close faculty-student interaction that gave meaning to the concept of a "personal college" dedicated to producing "leaders rather than specialists"; and the continuing need to enhance the physical plant and strengthen the College's financial resources in support of the institution's mission. During the 1920s and 1930s, Trinity attracted a faculty of eminent scholars who were also dedicated teachers, and as the College regained the regional and national stature it had enjoyed during the last quarter of the 19th century, Ogilby articulated the central importance and mutual benefit of Trinity's relationship with

Hartford that he continually sought to strengthen. Having boundless faith in the College's future, and declaring that there were "greater things in store," the new president set about the challenge entrusted to him.

On its 175th anniversary in 1998, Trinity stands as one of the nation's preeminent national liberal arts institutions. It has remained steadfast in its mission, with an undergraduate body of approximately 1,800 and 164 full-time equivalent faculty who are dedicated teacher-scholars. The College has an innovative curriculum consisting of 36 majors in the arts, humanities, social sciences, and sciences, nine of them interdisciplinary, with more than 750 courses offered each year. Recent curricular initiatives include a heightened emphasis on urban themes, the planned introduction of the tutorial college concept, and learning opportunities with an international context that build on the longstanding success of the Rome Program. The number of applicants for admission to the freshman class continues to increase each year as does the number of accepted students for whom Trinity is the college of choice. Incoming classes also reflect broadening diversity, and alumni giving is growing annually. The physical plant has expanded dramatically since 1920, and a Master Plan is in place to guide the further development of the campus. As of June 30, 1998, the College's endowed funds, a major indicator of strength, stand at \$318 million, 212 times the figure of \$1.5 million in 1920. Also, the relationship with Hartford has taken a new and dramatic turn with the Learning Corridor project, Trinity serving as a catalyst for change in an unprecedented public-private partnership for neighborhood revitalization.

The College's future holds untold promise, and as the new millennium dawns, there are indeed "greater things in store" for Trinity.

Endnotes

1. *Trinity Reporter* 11 (Fall 1980): 2, and 12 (Fall 1981): 3-4. See also Theodore D. Lockwood '48, *Dreams & Promises: The Story of the Armand Hammer United World College* (Santa Fe, NM: Sunstone Press, 1997). Lockwood also agreed to assist in preparing a study of the baccalaureate degree in the United States on behalf of the Association of American Colleges of which he had recently been president. The study's principal goal was to develop guidelines for assessing the quality of undergraduate academic programs. Issued in 1985 by the Association's Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, the study was entitled *Integrity in the College Curriculum: A Report to the Academic Community*.
2. *Trinity Reporter* 11 (Winter 1981): 8, and 11 (Summer 1981): 4-5.
3. Transcript of Recorded Interview with James F. English, Jr., conducted by Peter J. Knapp '65, Pt. 1, June 1, 1989, 8, Trinity College Archives, Trinity College, Hartford.
4. As noted in the previous chapter, English had an M.A. in English Literature from Cambridge University and a law degree from the University of Connecticut.
5. *Trinity Reporter* 11 (Summer 1981): 2-3.
6. English Interview, Pt. 1, June 1, 1989, 9.
7. *Ibid.*, 10.
8. *Trinity Reporter* 12 (Winter 1982): 18.
9. *Ibid.*
10. *Ibid.*
11. *Ibid.*, 18-19.
12. *Trinity Reporter* 14 (Fall 1983): 10.
13. *Ibid.*, 10-11.
14. *Ibid.*, 16-17.
15. *Ibid.*, 18.
16. *Trinity Reporter* 13 (Summer 1983): 6.
17. English Interview, Pt. 1, June 1, 1989, 12.
18. *Trinity Reporter* 13 (Fall 1982): 2-3, 14 (Fall 1983): 22-24, and 14 (Spring 1984): 2.
19. *Trinity Reporter* 12 (Winter 1982): 6, 12 (Spring 1982): 10-11, 12 (Summer 1982): 3-4, and 13 (Fall 1982): 3-4.
20. In 1977, Joseph D. Bronzino (Engineering) became the first Vernon D. Roosa Professor of Applied Science. The professorship was established by Roosa, an adjunct member of the engineering faculty and developer of an innovative diesel injection fuel pump. Trinity had conferred on him an honorary Sc.D. degree in 1967. Among appointments to the faculty during the 1980s and early 1990s were: professors Kathleen A. Curran (Fine Arts), 1990; Dario A. Euraque (History), 1990; J. Frederick Pfeil (English), 1985; Gary L. Reger (History), 1987; and Ronald R. Thomas (English), 1990.
21. *The Report of the President of Trinity College for 1985-1986, December, 1986*, 4-8.

22. *Trinity Reporter* 17 (Spring 1987): 2-3, 17 (Summer 1987): 1-2, 19 (Winter 1989): 1-2, and 19 (Summer 1989): 3; and data supplied by the Development Office.
23. *Trinity Reporter* 19 (Spring 1989): 1, 19 (Summer 1989): 3, and 19 (Fall 1989): 19.
24. *Trinity Reporter* 16 (Winter 1986): 6-7, and 16 (Spring 1986): 14-18; *Report of the President of Trinity College, 1986-1987, September, 1987*, 8. Three months later in April, Bishop Tutu became Archbishop of Capetown and Metropolitan of the Church of the Province of Southern Africa.
25. *Trinity Reporter* 14 (Fall 1983): 3, 12 (Spring 1982): 2, 8, and 14 (Winter 1984): 5.
26. *Trinity Reporter* 12 (Spring 1982): 8.
27. *Trinity Reporter* 15 (Spring 1985): 2.
28. *Trinity Reporter* 17 (Spring 1987): 4. The 1999 edition of *America's Best Colleges*, the annual ranking of colleges and universities published by *U.S. News and World Report*, placed Trinity 23rd nationally. Memorandum from Linda S. Campanella, Senior Vice President for Operations and Planning, August 25, 1998, Trinity College Archives, Trinity College, Hartford.
29. *Trinity Tripod*, 20 January 1998; *Trinity Reporter* 13 (Fall 1982): 9.
30. *Trinity Reporter* 11 (Winter 1981): 8; *Report of the President of Trinity College, 1986-1987, September, 1987*, 11.
31. Enrollment data supplied by the Office of the Associate Academic Dean.
32. *Trinity Reporter* 11 (Summer 1981): 15-19; *Trinity College Handbook, 1982-1983*, 131; *Trinity Reporter* 16 (Spring 1986): 2.
33. *Report of the President of Trinity College, 1988-1989, November, 1989*, 8.
34. *Trinity Reporter* 13 (Winter 1983): 2.
35. *Trinity Reporter* 14 (Winter 1984): 3, and 14 (Spring 1984): 10-20, 24-27.
36. Martha Davidson, "Ta'Ziyeh," *Trinity Reporter* 18 (Summer 1988): 30-32.
37. *Trinity Reporter* 14 (Spring 1984): 4-5.
38. In 1997, the College began issuing a similar publication, *The First-Year Papers*, which featured outstanding written works by freshmen in First-Year Seminars and Colloquia, and in seminars associated with the Cities, Guided Studies, and Interdisciplinary Science programs.
39. *Trinity Reporter* 19 (Summer 1989): 32-35.
40. Memorandum from Dr. David Winer, Dean of Students, to Peter J. Knapp, October 13, 1997, 1, Trinity College Archives, Trinity College, Hartford.
41. *Trinity Reporter* 10 (Spring 1980): 3.
42. *Trinity Reporter* 11 (Summer 1980): 22-23.
43. *Ibid.*; *Trinity Reporter* 11 (Summer 1981): 10.
44. *Trinity Reporter* 11 (Summer 1981): 10.
45. *Trinity Tripod*, 28 April 1981; Faculty Minutes, May 12, 1981; Report to the Faculty of the Committee on the Fraternity System and Its Alternatives, November 18, 1982, 1, Trinity College Archives, Trinity College, Hartford.

46. Report on the Fraternity System and Its Alternatives, 18.
47. *Ibid.*, 19; Faculty Minutes, December 14, 1982. For a thought-provoking view of opposition to fraternities on college and university campuses nationally, including Trinity, see David K. Eastlick, Jr. and Thomas Short, "Frat Boys at Bay," *Academic Questioner* 5, No. 4 (Fall 1992): 84-92.
48. Trustee Minutes, May 21, 1983; Report of the *Ad Hoc* Trustee Committee to Study the Fraternity/Sorority System, May 20, 1983, 4-5, Trinity College Archives, Trinity College, Hartford.
49. Faculty Minutes, September 13, 1983; Winer Memorandum, 2-3.
50. *Ibid.*, 3.
51. *Ibid.*, 3-4.
52. Memorandum from David A. Kingsley, Sports Information Director, to Peter J. Knapp, February 11, 1998, unpagged, Trinity College Archives, Trinity College, Hartford; *Trinity Reporter* 10 (Winter 1980): 27-28, 10 (Spring 1980): 30, 11 (Summer 1981): 35-36, 12 (Fall 1981): 22-23, and 17 (Spring 1987): 31-32. In 1984, at the conclusion of a record-breaking undergraduate career as quarterback during which he completed 476 passes for a total of 6,646 yards and 52 touchdowns, Joseph M. Shield '85 was sought after by professional teams. This was a distinction he shared with a Trinity player of the previous decade, Ronald Duckett '74, a wide receiver who had signed with the Detroit Wheels of the World Football League. Shield was drafted by the Green Bay Packers, and later played briefly in the Canadian League. *Trinity Reporter* 15 (Fall 1984): 9-12, 15 (Summer 1985): 35-36, 16 (Winter 1986): 31, and 4 (February/March 1974): 1.
53. See Chapter VI for further information on Coach Sheppard and her teams. See also Kingsley Memorandum and the *Trinity Reporter* 15 (Summer 1985): 36, and 17 (Summer 1987): 33-34. Professor Drew A. Hyland (Philosophy), who had played varsity basketball as an undergraduate at Princeton University, helped initially with coaching the women's team.
54. Robert S. Morris '16, "The Lemon Squeezer Legend, 1857-1969," *Trinity Alumni Magazine* X (Summer 1969): 13.
55. *Ibid.*
56. *Ibid.*, 16-17.
57. *Trinity Reporter* 12 (Fall 1981): 2-3; *Report of the President of Trinity College, 1981-1982, September, 1982*, 11.
58. *Report of the President of Trinity College, 1981-1982, September, 1982*, 9.
59. *Trinity Reporter* 19 (Fall 1989): 22, and 21 (Summer 1991): 3; conversation of Peter J. Knapp with Brian W. Kelly, Director of Campus Safety, May 20, 1998; conversation of Peter J. Knapp with Gerald J. Hansen, Jr. '51, Secretary of the College, May 21, 1998; conversation of Peter J. Knapp with Nicole A. Tateosian '96, Assistant Director of Alumni Relations, September 16, 1996. See also Peter J. Knapp '65 and Anne H. Knapp M '76, *Traditions of Trinity, Past and Present: Documents, Photographs and Artifacts from the College Archives* [Exhibition Catalogue] (Hartford: Watkinson Library, Trinity College, 1998).

60. English Interview, Pt. 2, June 8, 1989, 54.
61. "Trinity and Hartford in the 1980s: the Report of the Project III Committee," March 1983, Trinity College Archives, Trinity College, Hartford.
62. *Trinity Reporter* 14 (Fall 1983): 3.
63. Memorandum from Ivan A. Backer to Peter J. Knapp, January 1998, 3-4, Trinity College Archives, Trinity College, Hartford.
64. English Interview, Pt. 2, June 8, 1989, 54-55.
65. Backer Memorandum, 3-4; *Report of the President of Trinity College, 1986-1987, September, 1987*, 12.
66. *Trinity Reporter* 17 (Winter 1987): 6-7.
67. *Trinity Reporter* 15 (Fall 1984): 3-4, and 13 (Spring 1983): 20-22.
68. *Trinity Reporter* 14 (Fall 1983): 22-24, 14 (Spring 1984): 2, and 15 (Fall 1984): 18-22.
69. *Trinity Reporter* 15 (Spring 1985): 24-27.
70. *Trinity Reporter* 12 (Winter 1982): 5, 12 (Spring 1982): 14-21, 15 (Fall 1985): 6, 12 (Fall 1981): 8, 16 (Summer 1986): 16-19, and 15 (Fall 1985): 5; *Along the Walk* 4 (August 1988): 2; *Report of the President of Trinity College, 1983-1984, November, 1984*, 5. For a profile of John Rose, see *Trinity Reporter* 18 (Winter 1988): 29.
71. *Trinity Reporter* 19 (Winter 1989): 19-23, 21 (Winter 1991): 18-23, and 21 (Spring 1991): 10-17.
72. *Trinity Reporter* 19 (Summer 1989): 24-31, and 18 (Summer 1988): 26.
73. *Report of the President of Trinity College, 1988-1989, November, 1989*, 1.
74. *Trinity Reporter* 19 (Fall 1989): 4.
75. *Ibid.*, 7.
76. *Ibid.*
77. *Ibid.*, 8.
78. The Strategic Plan for Trinity College, January 1993, 24, Trinity College Archives, Trinity College, Hartford. The Strategic Plan also was published in the Summer 1993 issue of the *Trinity Reporter*.
79. Memorandum to the Trinity Community on Strategic Planning from President Tom Gerety, February 13, 1991, unpagged, Trinity College Archives, Trinity College, Hartford. See also *Report of the President of Trinity College, 1989-1990, December, 1990*, 2.
80. Strategic Plan (1993), 3.
81. *Ibid.*
82. *Ibid.*, 7.
83. *Ibid.*, 8-11. Regarding endowed professorships, in 1995, Professor Alden R. Gordon '69 (Fine Arts) was designated the Gwendolyn Miles Smith Professor of Art History, and in October of that year Dr. Jan K. Cohn delivered her inaugural lecture as the G. Keith Funston Professor of American Literature and American Studies.
84. Strategic Plan (1993), 12-14.
85. *Ibid.*, 15-17.

86. *Ibid.*, 18.
87. *Ibid.*, 18-19.
88. *Ibid.*, 19-20.
89. *Ibid.*, 20.
90. *Trinity Reporter* 22 (Summer 1992): 2-3.
91. *Along the Walk* 6 (November 1990): 4.
92. Strategic Plan (1993), 21, 23; *Report of the President of Trinity College, 1990-1991, December, 1991*, 16-17 in *Trinity Reporter* 22 (Winter 1992).
93. *Trinity Reporter* 26 (July 1996): 22-24. The *Trincoll Journal* was designed to be accessible through Trinity College's home page.
94. *Trinity Reporter* 23 (Fall 1993): 46-47, and 24 (December 1994): 34-36.
95. Kingsley Memorandum; *Trinity Reporter* 27 (February 1997): 39, 28 (July 1997): 26-27, and 29 (Spring-Summer 1998): 52-54. In 1997, Marcus C. Cowie, Class of 2000, became the National Intercollegiate Squash Racket Association's Singles Champion, a first for Trinity. He captured his second straight Singles title the following year.
96. Kingsley Memorandum; *Trinity Reporter* 29 (Spring-Summer 1998): 53-55.
97. *Trinity Reporter* 20 (Spring 1990): 9, 23 (Fall 1993): 45, and 25 (September 1995): 37.
98. *Trinity Reporter* 23 (Fall 1993): 22.
99. *Ibid.*, 23.
100. *Trinity Reporter* 21 (Spring 1991): 1-2, and 21 (Fall 1991): 1-4.
101. *Trinity Reporter* 22 (Winter 1992): 38, 22 (Spring 1992): 8-11, and 23 (Winter 1993): 12; Strategic Plan (1993), 21.
102. *Trinity Reporter* 20 (Summer 1990): 6, 8.
103. *Trinity Reporter* 20 (Spring 1990): 8-9, and 21 (Spring 1991): 3-4. The Rev. Dr. Tull's successor was the Rev. Ann Stoughton (Nancy) Charles, the first woman to serve as Chaplain of the College. In April 1996, the Rt. Rev. Steven Charleston '71, Hon. D.D. '92, was appointed Chaplain. *Trinity Reporter* 21 (Summer 1991): 2, and 26 (July 1996): 30.
104. See the *Trinity Reporter* 25 (May 1995): 10-12 for a profile of Interim President Painter.
105. *Trinity Reporter* 24 (July 1994): 23-24, 28, and 24 (December 1994): 27.
106. *Trinity Reporter* 24 (December 1994): 28, 32, 34.
107. *Ibid.*, 21.
108. *Ibid.*
109. *Trinity Reporter* 24 (December 1994): 28, 29, and 25 (May 1995): 11.
110. Peter J. Knapp '65 and Anne H. Knapp M '76, *Presidents and Politics in the 20th Century: The Trinity Connection* [Exhibition Catalogue] (Watkinson Library, Trinity College, October 1996), 16; *Trinity Reporter* 25 (May 1995): 1. At Commencement in May 1998, the College conferred an honorary Doctor of Humane Letters degree on former President Jimmy Carter. He also received the first Trinity College Engineering and Society Prize created to honor engineers and those who, building on a background of engineering, have distinguished themselves in other fields such as business, law, medicine, education, politics, government service, or the media. The awarding of the prize

capped a yearlong celebration of the 100th anniversary of instruction in engineering at Trinity coordinated by, among others, Professor David J. Ahlgren '64, chairman of the Engineering Department. The observance of the Engineering Centennial was marked by a number of special events, including a convocation in November 1997. Earlier, in 1997, the College had participated in establishing the Biomedical Engineering Alliance for Central Connecticut (BEACON). A unique, collaborative regional biomedical engineering education and research consortium among Connecticut corporations, public and private institutions of higher education, and hospitals in Connecticut and Massachusetts, BEACON was funded by a \$1-million grant from the Whitaker Foundation. The consortium will enhance educational opportunities in the fields of biomedical engineering, facilitate collaborative biomedical engineering research efforts, and foster academic-industrial partnering in medical technology within Connecticut. *Trinity Reporter* 27 (February 1997): 4-5. For the story of instruction in engineering at Trinity, see *A Century of Engineering at Trinity College* (November 1997), the commemorative centennial booklet.

111. Knapp and Knapp, *Presidents and Politics in the 20th Century*, 16-17; *Trinity Reporter* 25 (May 1995): 1. President Dobelle's dissertation concerned the creation of the federal Department of Education.
112. "Inaugural Address of Evan S. Dobelle as Eighteenth President of Trinity College, October 1, 1995," Trinity College Archives, Trinity College, Hartford. Another way in which Trinity served as a catalyst for change on behalf of Hartford was helping to arrange for one of the 1996 vice-presidential debates to be held in the city. This opportunity for heightening Hartford's national exposure was dramatically enhanced when it became the site of the first presidential debate between President Clinton and Republican candidate Robert Dole in October.
113. *Ibid.*, 5.
114. *Ibid.*, 9, 11.
115. *Trinity Reporter* 25 (May 1995): 6.
116. Late in 1998, Linda S. Campanella was appointed Senior Vice President for Operations and Planning, but continued to have responsibility for marketing and public relations.
117. See the issues of the *Catalogue of Trinity College* for the years indicated.
118. "Strategic Planning," Campus Network Quickpost from President Evan S. Dobelle, May 5, 1997, Trinity College Archives, Trinity College, Hartford; Trustee Minutes, May 16, 1998. See also "Trinity College on Its 175th Anniversary: Strategic Directions, Strategic Imperatives," Charter Day, May 16, 1998, Trinity College Archives, Trinity College, Hartford.
119. Charter Day Luncheon Remarks by President Evan S. Dobelle, May 16, 1998, 11, Trinity College Archives, Trinity College, Hartford.
120. *Ibid.*, 12.
121. *Ibid.*, 11. Another initiative that provides intellectual stimulation to the Trinity community is the Presidential Fellow in Residence Program inaugurated in the spring of 1997. Supported by a grant from an anonymous alumnus, the program brings to the campus an individual of national or international prominence whose presence during a semester or longer enhances the College's academic life through classroom instruction, public lectures, and informal contact with students and faculty. The first Presidential Fellow was Arie Lova

- Eliav, a distinguished Israeli leader, former Secretary General of the Israeli Labor Party, and an author and teacher, who some years earlier had been a visiting lecturer at Harvard University's Center of International Affairs. *Trinity Reporter* 28 (July 1997): 15-18.
122. *Ibid.*, 8-9.
 123. *Ibid.*, 9. In 1996, the College established a collaborative partnership with the Old State House in downtown Hartford. This led to the signing of the Matriculation Register by freshmen at the Old State House that fall, the first time the signing ceremony had been conducted off-campus. Later that year, Trinity inaugurated "First Thursdays" at the Old State House, a series of College-sponsored cultural events open to the public.
 124. *Ibid.*, 8, 10-11. In 1995, Professor Michael E. Lestz '68 (History) was instrumental in establishing a student-faculty exchange program with the National Pingtung Teachers College in Taiwan. *Trinity Reporter* 25 (September 1995): 28.
 125. *Financial Report of the Treasurer for the Year 1994-1995, November, 1995*, 6; Charter Day Luncheon Remarks, 15.
 126. Charter Day Luncheon Remarks, 12-14.
 127. *Ibid.*, 13.
 128. *Trinity Reporter* 26 (February 1996): 41.
 129. Charter Day Luncheon Remarks, 17-18.
 130. *Ibid.*, 20-21.
 131. Dr. Alden R. Gordon '69, "Fitting the Campus Pieces Puzzle Together," *Trinity Reporter* 28 (July 1997): 23.
 132. *Ibid.*
 133. For details of the planners' proposals, see *Trinity College Campus Master Plan*, edited by Dr. Alden R. Gordon '69 (Hartford: Trinity College, October 1997).
 134. *Ibid.*, 31. In May 1995, the Trustees authorized design and construction of an 80-bed dormitory and accompanying social center on the north side of Vernon Street across from the English Department on the site of the demolished Alpha Chi Rho fraternity house. The new facility was approved prior to the development of the Master Plan. *Financial Report of the Treasurer for the Year 1994-1995, November, 1995*, 5-6. Also, during 1994, a multi-stall garage located just north of Wiggins Dormitory off Crescent Street and adjacent to the Albert C. Jacobs Life Sciences Center, was converted for use as an annex to the Austin Arts Center. Designated the Wiggins Sculpture Studio, the building helped provide much-needed space for the studio arts program under the direction of Professor Robert Kirschbaum (Fine Arts). In the summer of 1997, the College began an extensive rehabilitation of Cook, Goodwin and Woodward dormitories, and a long-term project of refurbishing the exterior and the residential units in Northam Towers and Jarvis. At Professor Gordon's suggestion, the archway in Northam Towers was opened up for pedestrian access to and from Summit Street.
 135. *Trinity Reporter* 26 (February 1996): 2.
 136. Dr. Evan S. Dobelle, "We Must Awaken the Sleeping Giant," remarks delivered at the Brookings Institution's National Issues Forum: "The Urban Recovery: Real or Imagined?" (June 8, 1998). In February 1997, the Loctite Corporation announced that it would provide \$1 million toward the establishment of the mathematics, science, and tech-

nology high school resource center. Press release from the Office of Marketing and Public Relations, February 21, 1997, Trinity College Archives, Trinity College, Hartford.

137. *Trinity Reporter* 26 (February 1996): 2.

138. Ibid.

139. Ibid.

140. "Groundbreaking Celebration on Future Site of 'The Learning Corridor,'" Trinity College News Media Advisory from the Office of Marketing and Public Relations, July 30, 1997, Trinity College Archives, Trinity College, Hartford.

141. *Trinity Reporter* 27 (February 1997): 11; "First Boys and Girls Club on College Campus Dedicated At Trinity," press release from the Office of Marketing and Public Relations, June 11, 1998, Trinity College Archives, Trinity College, Hartford.

142. "General Colin Powell Announces Trinity Is Second 'College Of Promise' In The Nation," press release from the Office of Marketing and Public Relations, June 11, 1998, Trinity College Archives, Trinity College, Hartford. The official name of the Club on Broad Street is the Ann and Thomas S. Johnson Boys & Girls Club at Trinity College.

143. Ibid.

144. Press release from the Office of Marketing and Public Relations, June 4, 1998, Trinity College Archives, Trinity College, Hartford.

145. Ibid.

146. Charter Day Luncheon Remarks, 22.