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Trinity College
HARTFORD CONNECTICUT

VOLUME XXIII

NEW SERIES

NUMBER 4

Trinity College Bulletin



Reports of
The President, The Dean,
The Librarian and The Treasurer



HARTFORD, CONNECTICUT

October, 1926

TRINITY COLLEGE BULLETIN

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Report
of
The President
to the
Trustees of Trinity College



November 1, 1926



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

I take pleasure in including in my report this year the report to the President by Professor E. L. Troxell, as Dean of Trinity College. His first year of service has greatly strengthened the administration of the College.

The report of the Treasurer shows that we have again succeeded in closing our books with a small surplus. This is as it should be. During the past year we have put into effect a more generous scale of salaries for our full professors, and we hope that later, with increased revenue from endowment and other sources, it may be possible to move still further in the direction of more adequate stipends for our teaching staff. The status of our assistant professors demands attention. With an increase in our tuition fees in effect this year, we should consider additions to our faculty at its two weakest points. I recommend that the budget for next year contain provision for a full time man in Psychology and for some instruction in the Fine Arts.

During the past year the energetic committee in charge of the Alumni Fund turned over to the permanent endowment of the College the sum of \$1800. This represents half the net result of their endeavor, the other half going to the President to be expended on the athletic portion of our plant. It was a good start, and the Trustees should encourage the project, not simply for the financial aid involved. Figures cannot express the gain that will result from the effective organization of loyal Alumni.

The College has just received one-half the residuary estate of the late Charles W. Cook of Windsor. Since he died in 1912, this estate has been subject to a life interest for the benefit of his sister. She died recently, and securities valued at \$89,000. at the time of Mr. Cook's death, but now amounting to over \$150,000., have been turned over to the College. This generous bequest is designated for the construction of a students' dormitory; such a building is not now needed. I recommend that we establish a fund bearing Mr. Cook's name, to accumulate until we need added dormitory accommodations. We also note the bequest of \$10,000. for the general purposes of the College by the late George H. Fitts of Willimantic, whose interest in Trinity was first aroused through his friendship for Mr. P. Henry Woodward, long a member of our Board of Trustees.

The report of the Librarian chronicles certain important accessions in addition to the regular growth of the Library. We have not yet made provision for the new stacks asked for by the Librarian. Certain changes in the lighting and in the general arrangements of the main reading room seem to be adding to the effective use of that part of our plant.

We are greatly indebted to Charles Lathrop Pack, LL.D., 1918, and others for generous contributions enabling us to take advantage of an opportunity to get a large number of young pine trees at a very reasonable figure. Over 800 red and white pines were set out on the campus last spring. The combination of a late spring, unusually high winds, and a drought in July made it a difficult season for planting, but the general improvement of the campus is most pleasing.

Some progress has been made in our building plans since my last report. Mr. Greenley, our Consulting Architect, has spent much time considering our problems, and an illustrated pamphlet has been prepared by our efficient chairman of the Grounds and Buildings Committee, showing in condensed form Mr. Greenley's revision of the plans Mr. Trowbridge was making for the College at the time of his death. During the summer some work has been done on a much needed survey of our property. We have gone about as far as we can until we get funds in hand for the Chemical Laboratory and the first unit of the Gymnasium. We all, especially the undergraduates, need the cheer that would come from some indication of imminent construction. I shall not say again how imperative is our need for a new Chemical Laboratory, but I do wonder if the Alumni realize how much it would mean to the College to have better facilities for everyone here for the athletic sports which meant so much to them in their undergraduate days.

During the past year the Faculty of Trinity College have challenged the worth of two elements in the method of instruction prevailing in American colleges today, the lecture and the formal examination. For two generations the lecture has held sway as the normal method by which a professor should instruct his classes, especially in the social sciences. Its introduction into this country was due in part to the fact that beginning with the last quarter of the nineteenth century most of the leading professors in American colleges had received part of their training in German universities, where the lecture, given to avid scholastic minds, newly awakened by the Franco-Prussian War and resultant world-wide ambition, was distinctly successful as a method of instruction. It has held the stage too long, perhaps because it offered a convenient answer to the problem of giving

instruction to the hordes of students during the period of mushroom growth of American universities. From the point of view of academic economics it is the cheapest method of teaching yet devised. But the cheapest is not always the best. Too often those who teach by lecturing seem to have forgotten that the art of printing was invented a few centuries ago. When there were no text books or even reference books available for the student, lectures were perhaps a natural way of conveying information. Now that the student usually has access to almost all of the authorities the professor uses, the lecture method may be questioned. Nevertheless, certain aspects of knowledge demand a kind of elucidation by the professor that the student cannot get from the printed page.

What brought home to our Faculty the intrinsic defects of the lecture system was the failure of the lecture by the college professor broadcast by radio. Two or three years ago, when modern invention had made possible the extension of the range of the human voice with an almost complete disregard for distance, there was much talk about a College Education by Wireless, and many a professor took his turn at addressing unseen audiences. Unfortunately it has developed that the hearers listened for a moment or two and then gave the dial a twist in search of entertainment. This summer the suggestion was made to the Broadcasting Service of the Travelers Insurance Company that the classic method of instruction by dialogue be tried over the radio. The response was whole-hearted. Station WTIC was placed at the disposal of the Trinity Faculty for half an hour every Tuesday evening and every possible consideration shown in the arrangement for the broadcasting. Since early September the "Trinity Dialogues" have attracted attention every week, not only from those interested in radio but also in the daily press.

There is a corollary to this. If the lecture over the air, where the hearers are not compelled to remain by the requirements of convention, politeness, or college discipline, is a failure, perhaps there is something inherent in the lecture itself which makes it of questionable value in the educational scheme. Certainly the small colleges are prone to imitate the machinery in use at the large universities, and they may have made an error of judgment in carrying the lecture system even as far as they have gone. Certainly the class-room of the small college offers a chance for instruction by question and answer — not only the occasional question for information asked by a thoughtful pupil or even the question asked by the instructor to test knowledge. The voluntary subjection of an inquiring student to the merciless rain of queries characteristic of the Socratic

method drew listeners from far and near to the groves of Athens; and all profited, most of all the victim of the interrogation.

The other traditional institution of the modern college which we are challenging is the formal examination. Valuable as is the review of a course before an examination, with its necessity for correlating information in systematic form, the three hour examination at the end of a course encourages the natural tendency of the undergraduate to postpone grappling with the difficulties of his subject until doom hangs over his head. Many a Freshman has been dropped from college because he gets from undergraduate sources the impression that the normal method of study at college is to drift along with a minimum of effort until just before the examination when he expects to sit up two or three nights in succession, cramming up to pass the examination and thus pass the course. Unfortunately for him the studies of Freshman year cannot be mastered by such means. Success is achieved only by regular work from day to day.

Accordingly the Faculty decided last spring to do away with the mid-year examinations. All students will be graded at the end of January and the usual disciplinary action taken; but everyone understands now that regular work is necessary from the beginning. In a college the size of Trinity the instructors can certainly give significant marks on the basis of daily recitations, plus occasional examinations and written papers. No change is to be made at present in the final examinations. They will preserve the value of review.

One as yet unsolved problem before the colleges of our group is the status of the dropped Freshman. In the last few years most of the endowed colleges have had so many applicants for admission that it has been possible not only to adopt hitherto inconceivably rigorous means of applying the standards of admission, but also to disregard, perhaps in ruthless fashion, the individual problem of the youth who has been dropped from college. Until recently a Freshman who failed to adjust himself quickly to the educational requirements of college and was consequently dropped at the middle or at the end of his first year could count on a second trial at his own college or even elsewhere. That is no longer so. Our rule is that a Freshman who fails may not return unless he again satisfies our admission requirements by passing successfully the College Entrance Board examinations, — a rule acting in almost every case as a deterrent. We also have a definite rule barring men who come to us from other colleges unless their academic standing is without flaw. The net result is to penalize heavily the young man of promise who takes a little time to learn to do his best in

a new environment, and to put a premium upon the steady phlegmatic plodder. What complicates the situation is that the man dropped is often the son of a college man — perhaps even the conception of college work which he has formed from the genial memories of his father has had a part in his undoing. So far the colleges have felt strong enough to disregard the protests of dropped Freshmen and their parents, but there are educators who feel that we are losing from the ranks of college graduates a large amount of man-power that could be salvaged.

The first approach to this problem being made by the colleges is to make sure that the Freshmen are forewarned. Some colleges assemble the Freshman class before college work begins for a brief period of instruction and adjustment. We tried such an experiment this fall, establishing a Freshman Week with a schedule of conferences with advisors, examinations, and addresses, all calculated to insure for our new students a well-chosen list of courses and a running start when college actually opens. Although it is too soon to draw conclusions, the general impression of Faculty and students so far is that Freshman Week is well worth while.

The second side of the problem concerns the students who have been dropped during their first year. Should any of them be given another chance? At present practically every college in New England not only refuses a second chance to its own dropped Freshmen but also bars those from other colleges. One of the most melancholy sights in the college world is the hectic rushing about from one college to another in September of a number of lads who have failed in their first trial at college work and cannot gain consideration for a second. Some of them are surely worth saving. It has been suggested that the smaller New England Colleges agree to reserve each year a limited number of places — say three or four — in the Freshman class which would be kept for students from other colleges who seemed good risks. Spurred by bitter experience and stimulated by a fresh environment they might make worthy college material.

Our thanks are again due the Medical profession of Hartford, not only for individual tenders of advice and treatment of our students during the year, but also for their help in the medical examination given to all new students at the beginning of the year. It means much to us to have the advice of specialists in the care of every man admitted to Trinity College.

The effect of the action of the Trustees in including in the budget the full salaries of the members of the Physical Training Department who coach our athletic teams has been excellent.

The undergraduate athletic association, freed from an impossible burden, has been enabled to set its house in order. By borrowing \$3000. for a short time, the Treasurer of the Athletic Association has cleared up all back debts and is operating on a budget which will repay the single loan outstanding in two years. It is a great relief to have this particular tangle on the way to a satisfactory solution. Our athletics, both intramural and intercollegiate, are a conspicuous phase of college life, and lack of a solid financial policy there harms the college.

Last year the Faculty, desirous of meeting to the full the educational demands of the community outside the college, established certain extension courses down town, chiefly for the benefit of college graduates, men and women, who wished to continue their studies with perhaps a Master's Degree in mind. Due in large measure to the energy of Professor Burkett the extension courses were a distinct success. As Professor Burkett was to be away this year, the problem of administration of the extension courses bulked large. It was finally brought to our attention that the educational department of the Y. W. C. A. was planning an offering of courses which might in some measure duplicate ours. Accordingly an agreement was made by which the Y. W. C. A. supplied the administration of the courses while the College provided the teaching staff. Due chiefly to the energy of Miss Graham of the Y. W. C. A., classes have been arranged in various subjects with an enrollment so large that it now looks as if the extension work would not only care for itself but also be a source of some revenue. Certainly we have already found out that the groups who desire to take college work are very much worth while.

This year for the first time since I have been your President we have all the professors on active duty. No one is absent on Sabbatical leave. Mr. F. J. Burkett, for several years Instructor and now Assistant Professor of Mathematics, and Mr. Sterling Smith, Instructor in Chemistry, have both been given a year's leave of absence without pay, to enable them to complete their work for their degrees of Doctor of Philosophy. The place of Mr. Burkett has been taken by Mr. Howard Engstrom, who comes to us from the University of Maine, while Mr. Kenneth Buxton from the University of Vermont is doing the work of Mr. Smith in the Department of Chemistry. Mr. E. F. Waterman, our Treasurer, was given a leave of absence from the end of May to enable him to spend the summer abroad.

When Mr. H. W. Clark came to us in the Autumn of 1925 to take charge of Freshman English, we hoped that he would be with us for some time, especially since he proved to be a great

stimulus to the undergraduate life of the College through his success as a football coach. He found however that he could not get time enough here for the graduate work he planned to take, and in addition his own college of Harvard made very definite demands on him for help in the reorganization of athletics at Cambridge. He left us with real regret on both sides. It was with much satisfaction that we were able to fill his place for the work in Freshman English with Mr. Robert Hillyer, who has been Instructor in the English Department at Harvard for eight years. More attention has been paid to the teaching of English Composition at Harvard than at any other college, and the Freshman English course there represents years of experience and the accumulated wisdom of many minds. As English 1 seems to us perhaps the most important course at Trinity, it is good that we have secured to teach it, the best man from the institution where English is best taught. The authorities at Harvard considered Mr. Hillyer their most successful teacher in Freshman English, and we are glad to welcome him to Trinity as an Assistant Professor. He will devote his entire time to the Freshmen.

The highly deserved popularity of courses in History and Political Science these days made it obvious to me when I came to Trinity that Professor Humphrey should have assistance. He was carrying single-handed what might properly be considered two departments. We have given him the help of instructors from time to time of late, the last of whom, Mr. McCormick, carried the whole load of History and Government for the first half of last year when Professor Humphrey was absent on a well earned leave. Mr. McCormick has gone back to Yale to continue his graduate study and we now have to assist Professor Humphrey, Mr. Rafael Semmes, graduate of Princeton and of the Harvard Law School, who did his work for his doctorate in History at John Hopkins. Mr. Semmes is well prepared for his work here, which he undertakes with the rank of Assistant Professor. We are especially glad to feel that Professor Humphrey, refreshed by his leave, has adequate assistance, as that gives him more freedom for his important work as a member of the High School Committee of Hartford, where he has given service highly appreciated by those interested in education in Hartford.

Due partly to the practical abandonment of German by the High Schools during the War, it is difficult today to secure good instructors in German. As we require two years of German for the Bachelor of Science degree, most of our students take German, and the load on the department is heavy. Mr. Jost, instructor in German last year, has gone to Rice Institute in

Texas, and his place has been taken by Mr. Bangs, who comes to us with teaching experience at Williams and Colgate.

I submit herewith to the Trustees of Trinity College a list of the publications and research work done by the Faculty of Trinity College during the past year or two years:

F. C. Babbitt, Professor of Greek

"Plato and The Movies" — Harvard Graduates Magazine, September 1926.

Review of "Homer — The Origins and Transmission", by Allen — Classical Weekly, November 29.

Volume I Plutarch's "Moralia" — in the Loeb Classical Library (in press).

H. A. Perkins, Professor of Physics

"The American College" — North American Review, May 1925.

"What Colleges Are For" — Educational Review, November, 1926.

"Metallic Conduction" — Paper for the American Physical Society.

G. A. Kleene, Professor of Economics

"The Theory of Wages" — American Economic Review. Various Notes and Book Reviews.

A. Adams, Professor of English

"St. Augustine's Doctrine of the State in Relation to Some Modern Theories of Sovereignty"—Anglican Theological Review.

"John Fenwick" — An address on the 250th anniversary of the founding of Salem, New Jersey. Proceedings of the New Jersey Historical Society, October 1926.

L. C. Barret, Professor of Latin

"The Kashmirian Atharva-Veda", Book Twelve.

"The Contents of the Kashmirian, Atharva-Veda", Books 1-12. Journal of the American Oriental Society — Vol. 46 (1926).

S. L. Galpin, Professor of Romance Languages

Absent on Sabbatical Leave in Europe 1925-26.

E. F. Humphrey, Professor of History and Political Science

Politics and Religion in America 1764-1789.

Various Book Reviews.

Odell Shepard, Professor of English Literature

Petrarch's "De Vita Solitaria" — Journal of English and Germanic Philology, October 1925.

Various Reviews of Recent Books.

About seventy Essays, Articles, and Poems in various magazines and journals.

"Essays of 1925" — a Compilation.

In Preparation:

A translation of Joubert's *Pensées*.

Selections from Thoreau.

The Mediaeval Legend of the Unicorn.

"Essays of 1926" — a Compilation.

Editing the volume in honor of Professor Johnson.

In Press:

"The Harvest of a Quiet Eye".

H. M. Dadourian, Professor of Mathematics and Astronomy

"Some Problems of Progress" — The Scientific Monthly.

"The Temperature Coefficient of the Modulus of Elasticity of Steel" — Philosophical Magazine.

"A Single Transformation of the Lorentz Transformation" — Philosophical Magazine.

"Note on the Catenary" — American Mathematical Monthly.

"Acoustic Circles" — American Mathematical Monthly.

"Are Examinations Worth the Price?" — School and Society.

E. L. Troxell, Dean and Professor of Geology

The Bridger Crocodiles — American Journal Science, 1925.

Eocene Crocodiles in Peabody Museum, Yale Alumni Weekly, 1925.

Hyposaurus, a Marine Crocodylian, American Journal Science, 1925.

Thoracosaurus, A Cretaceous Crocodile, 1925.

Mechanics of Crocodile Vertebrae, Bull. Geol. Soc. Amer., 1925.

Fossil Logs and Nuts of Hickory, Scientific Monthly, 1925.

Smilodectes or Notharctus, American Journal Science, 1926.

V. K. Kriebel, Professor of Chemistry

"Extraction of Maltase" — Journal of American Chemical Society.

"Quantitative Analysis of Mercury" — in Preparation.

H. T. Costello, Professor of Philosophy

1926 Supplement to "Books for a College Student's Reading".

Small articles, mostly book reviews, in: Yale Review, Saturday Review of Literature, Philosophical Review, Journal of Philosophy, Publishers' Weekly.

J. A. Spaulding, Professor of German

Research on Romantic Movement in Germany.

T. H. Bissonnette, Professor of Biology

The High-Flanker Testis in Cattle, with its bearings on the problem of the Scrotum and on that of the Freemartin Testis, Anatomical Record, V. 33.

The Development of the Reproductive Ducts and Canals in the Freemartin with Comparison of the Normals.

University of Chicago Abstracts of Thesis.

Raphael Semmes, Assistant Professor of History

An Economic History of Maryland — in press.

Life of Admiral Raphael Semmes (C.S.N.) 1925.

A. L. Peiker, Assistant in Chemistry

Research on various acids and nitrates.

REPORT OF THE DEAN TO THE PRESIDENT OF TRINITY COLLEGE

In addition to the task of teaching two courses in Geology, which has brought such pleasure and satisfaction for a period of considerably more than six years, the Dean has had a part to play, during the last year, in two other phases of College affairs: the admission of new students, the administration of discipline. Government has constituted a minor part of these activities, since perhaps not more than six percent. of the student body are involved in any serious infraction of the college rules and traditions, and this number is so engaged only at remote intervals.

Not only in the matters of discipline and in the affairs of the Admission Committee, but also in the general directing of the lives of students, it is an important function of the administration to collect all possible data: first, that which concerns the men now in college; second, that concerning the boys who are applying for admission and are about to enter. A part of this report is given to the discussion of our Personnel System and other methods of recording information, aside from scholastic attainment.

A word of appreciation is due the Faculty and the President of the College, who, in assigning definite responsibilities, have granted a reasonable amount of authority; making it possible to treat with despatch and greater ease the matters which come into the office for adjustment. The President has encouraged individuality, originality, and resourcefulness; this has added at least to the attractiveness and pleasure of the Dean's task.

College Government. — The control of a student body may be made an easy matter if those who are prone to harm others or bring disgrace upon the College are allowed to depart. With the great majority of students a high morale may be maintained by keeping them absorbed in their work, by supplying wholesome labor and recreation. It is a duty and high privilege to foster that spirit of "discipline" which means not punishments nor strictures, which curtail the worthier things of college life, but rather implies ability, alertness, training, and strong mental and moral qualities.

Government can best be maintained by corrective measures which may or may not be punitive: the righting of a wrong, a

compensation where harm has been done. A warning or a reprimand is usually sufficient in a college community of high ideals and fine sensibilities. This has been the general rule during the past year.

Student Personnel. — As personal knowledge of the individuals is the basis of all understandings, the giving of all advice, and the administering of discipline, it is highly important that we have an intimate insight into the character, background, and ambitions, of every student. No action that will in any way involve the individual's future success and welfare should be taken without this; to this end a Personnel System has been instituted.

Perhaps the greatest value of such a system, consisting of a separate card of information for each man, does not lie in the simple data themselves; although the fleeting impressions are conveniently retained in this manner; their chief importance rests largely in the assistance the data give in analyzing the individual characteristics, and in stimulating the study and observation of personality. If Trinity styles herself the "Personal College," as she can truthfully do, it is imperative that each student be considered as a separate entity, to be weighed and measured according to the most approved methods. College men cannot be ranked as A, B, C, or D-students, on a cold average of the opinions of their instructors.

Admission of New Men. — With the splendid teaching staff and the fine facilities and equipment at Trinity College, nothing more is wanting save students who are worthy of instruction. Since these are supplied each year in the new Freshman Class, every effort should be made to secure from the preparatory schools only those boys who are fully able to take advantage of the training offered. It is obvious that the instructors cannot give the new men both a preliminary training, and the college education in the brief time allotted to their classes.

Certain recommendations were made to the President by the Committee on Admission, some of which have already been incorporated into the laws of the Faculty. These new rules and recommendations were made in order to clarify the duties and facilitate the work of the Committee; the additional amount of discretionary power put into its hands has not resulted in a lowering of standards, but made it possible for the Committee to select with even greater care the boys who comprise the Class of 1930. This class, smaller than that of a year ago, one friend of the College has characterized as "a hand-picked group". The Registrar has aptly said that the main difference lies in

the fact that a dozen or two of the poorer men were not admitted to the class this year.

An effort was made to have a personal interview with each new man before accepting his credentials; the Committee succeeded in seeing more than two-thirds of the applicants before they were admitted. Obviously we could not expect boys from Michigan, Illinois, Indiana, or California to come to New England without definite assurance of acceptance; these were entered on the basis of their school records and the high recommendation of friends of the College.

Confidential Information. — On the advice of the President, information cards of a confidential nature were devised by the Committee on Admissions to be sent to the headmasters and principals of each secondary school sending boys to Trinity; these cards, designed to present in a concise manner what a man *knows* and *does* and *is*, tell us better than the grades themselves whether or not, in the opinion of the school authorities, the boy gives promise of success in college.

Approximately 200 of these cards sent out, were completed and returned; in many instances they constituted the basis for immediate rejection of the candidate; in other cases the favorable presentation of the applicant's abilities, scholastic aptitude, and promise, caused us to redouble our efforts to secure him. The cordial coöperation of the heads of the schools in furnishing the data asked for on these cards was a source of satisfaction to those responsible for the quality of the incoming class.

New Students. — From a mailing list of considerably more than 500 names, sixty-two Freshmen have been admitted to the college; to this is to be added a half dozen "Non-Matriculantes". These came from forty-three different schools.

Sixteen men transferred from other colleges to the Sophomore and Junior classes. A large number of boys, more than a score, wanted to enter Trinity from other colleges, but were turned away because of their unsatisfactory records elsewhere.

Over a hundred prospective Freshmen who had presented their credentials were rejected; some of these met at least the minimum requirements of 13 points, but did not satisfy the Committee in some other respects. At least another hundred men were early discouraged from making any effort whatsoever to enroll in the college.

Some twenty-eight candidates offered themselves for one or more examinations during the Freshman-Week; half of them

were finally accepted. It is my opinion that, unless the enrollment is exceptionally large, a great proportion of the boys who linger on the campus for a week and satisfy our critical scrutiny during that time, are suitable for instruction and are qualified to carry the college work; the more firmly is this view held because last year's class shows that the men who enter by examinations, of any sort, are generally superior to those who come by certification.

The Year Ahead.— Though small, the Freshman Class gives promise of surpassing the attainments of its predecessor, if one may judge from expressions of opinion by Faculty and students alike. Already the reports of the class standing are generally satisfactory and the average of the work is high. Certain failures are inevitable and a few men will eventually be dropped, according to our custom, for low scholastic standing.

From the entrance records of the present group, we find many who are experienced in oratory, debate, musical organizations; a large number are interested in other school activities. No less than twenty-two percent had graduated with honors in their respective preparatory schools. Many of the new men have entered with enthusiasm and zeal into extra-curricular affairs and are contesting strongly for places of leadership with their seniors.

At the present moment every effort is being bent to the enlisting and enrollment of another class, 1931. Through the assistance of students, alumni, friends, it is expected that a larger number will be admitted in 1927; but this must not be at the sacrifice of quality.