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Trinity College
HARTFORD CONNECTICUT

VOLUME XXIV

NEW SERIES

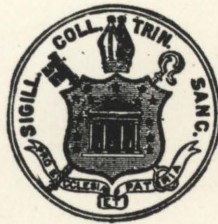
NUMBER 4

Trinity College Bulletin



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



HARTFORD, CONNECTICUT

October, 1927

TRINITY COLLEGE BULLETIN

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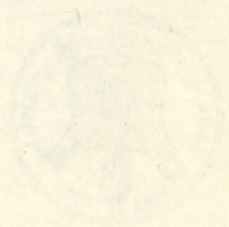
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Report
of
The President
to the
Trustees of Trinity College



December 1, 1927

UNIVERSITY OF TORONTO



UNIVERSITY OF TORONTO

THE UNIVERSITY

LIBRARY

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

Since my last report, Trinity College has lost by death four members of her Board of Trustees. On January 9, 1927, John James McCook, full of years and full of honor, passed to his reward. He had served his college as an undergraduate, as an alumnus, and as a professor, and in the last years of his life, since his retirement at the time of our Centennial, he gave Trinity the ripe product of his years of devotion by his service as a Trustee. To few men is it given to fulfill these four relationships to Alma Mater. His devotion was so absolute that it may inspire others to approach it or possibly to equal it, but it can never be excelled. It is a source of satisfaction to note that his place on the Board is taken by his eldest son and that two of his grandsons entered the Freshman Class this year.

Sydney George Fisher died on February 22, 1927, the birthday of the national hero whose character he had so greatly helped to interpret by his writings. Few Trinity men knew of his contributions to the history of our country, but in his field he was known and respected by the foremost authorities. At the time of his death he was the senior member of our Board and had focused his attention on the needs of the College for many years.

The sudden death of Shiras Morris on January 29, 1927, deprived us of the services of a loyal member of our Board when we had every reason to look forward to years of fruitful counsel from him. He will be greatly missed in our meetings as well as in the community of Hartford.

Henry Campbell Black, recently elected a Trustee by the alumni, died on March 19, 1927. We regret that illness prevented him from taking his seat in our Board. He had shown himself a loyal graduate and we were eager to avail ourselves of his ripe wisdom.

We are glad to record the election to our Board of Charles Erling Hotchkiss of the Class of 1882, Philip James McCook of the Class of 1895, and Thomas W. Russell of Hartford.

THE FACULTY OF THE COLLEGE

There are a few changes in our Faculty to report this year. Raphael Semmes, elected Assistant Professor of History a year ago, asked permission last spring to consider a research opportunity that had come to him in connection with the study of the history of Virginia. Mr. Semmes had already showed himself a worthy addition of our teaching staff and we regret to see him go. His position has been filled by the appointment of E. Wilder Spaulding, a Dartmouth man with graduate training at Harvard, who comes to us from Kalamazoo College.

The Reverend R. B. W. Hutt, long an eager student and a successful teacher of Psychology at the University of Pennsylvania, comes to assist Professor Costello in the department of Philosophy, taking all courses in Psychology, a subject previously taught on part time by Professor George R. Wells of the Hartford Theological Seminary. Dr. Hutt will also assist in the conduct of the Chapel services.

Sterling B. Smith, Assistant Professor of Chemistry, and Frederick J. H. Burkett, Assistant Professor of Mathematics, both of whom were on leave of absence last year, completing the graduate study necessary for the degree of Doctor of Philosophy, have returned to us. Their work last year was in charge of H. T. Engstrom and K. S. Buxton respectively. This year Arthur P. R. Wadlund, Assistant Professor of Physics, is on leave of absence for the same purpose. Mr. Donald Goodnow, formerly Instructor in Physics at Tufts College, is acting as Assistant Professor of Physics this year. We have also added to our staff this year Mr. A. H. McKee in the Chemistry Department, to free Professor Krieble from certain class hours so that he can give time to consideration of plans for a new Chemistry Laboratory.

We are fortunate in having for a year the services of Professor Paul Spencer Wood of Grinnell College in the English Department. He is taking the place of Professor Shepard, who was recently appointed to a Guggenheim Fellowship which enables him to spend a year in England completing a book which has long been in preparation. To have Professor Wood with us for a year gives us the advantages of an exchange professorship. Grinnell College is an educational institution of high standing with which we are glad to have an academic contact.

OUR EXTENSION COURSES

The increasing success of our endeavor to offer extension courses in Hartford tends to become embarrassing. When I came to Trinity seven years ago, a recently formed alliance with the Y.M.C.A. provided that any students taking courses of college grade at the Hillyer Institute, the educational department of the Hartford Y.M.C.A., could present themselves for examination at Trinity at the time when the corresponding course given on the campus was brought to a close. If they passed the examination successfully, they were to be given credit for the course. The expectation was that such students, accumulating a certain number of credits by work done at the Hillyer Institute in the evenings, might finally be able to give a year or two to their education on full time and by taking a regular course at the college, get the Trinity degree. By this arrangement the unwritten obligation of a college in an urban

location towards the population of its home city might be satisfied and facilities for a college education granted to youth of restricted opportunities. The authorities at the Hillyer Institute made plans to keep their courses parallel to the courses at the College, partly by arranging to have the teaching done by members of our faculty and partly by securing in advance outlines of the work to be covered in each course.

The general result was disappointing. Members of the faculty teaching at Hillyer found that young men who approached studies of college grade with perhaps an insufficient preparation and after a day of hard factory labor were not able to carry the work. The few students who presented themselves for examination at the college were rarely able to get satisfactory grades and the number of men who finally achieved full standing in the college was so small that it did not justify the labor involved. At the same time it was brought to our notice that there was another group, not factory workers but often school teachers, who were eager to complete college work already begun or to continue advanced work in some single subject. Two years ago we set up a few courses for this group, with some little success. Last year, to avoid duplication with other provision for adult education in Hartford, we made a combination with the Y.W.C.A., by which that organization was to provide for the physical accommodations and the administration of extension courses down town, while the Trinity Faculty furnished the teaching. From the start the alliance worked well, and an additional stimulus was given when the Trustees voted to allow properly qualified women students to offer themselves as candidates for the Master's degree.

This year the same agreement prevails and classes have started with increased enrollment, 120 students in all. In addition various candidates for the Master's degree have presented themselves. It looks as if the present arrangement is meeting a real demand. If this is so, we must during the coming year work out a solution to two problems. The first is the teaching problem of our extension courses. It is doubtful whether we can continue on the present basis of offering only such courses as can be given by those members of the Faculty who are willing to give the time to extension work, perhaps simply for the sake of the extra compensation. This will mean that certain important subjects will never be offered, because the teachers of those subjects cannot spare the time. The other problem involves the properly qualified graduate students, some of them women, who wish to do work for a Master's degree in a department where we are not equipped to carry on the necessary advanced work. Shall we continue our extension courses and make provision for teaching them by later additions to our Faculty?

New men might expressly be engaged to teach in extension, with a lighter load in their classes on the campus.

It is not expected that any large number of extension students will present themselves as candidates for the Master's degree. To begin with, the field is not large. In addition the number of those desiring a second college degree will be reduced automatically when the difficulties of obtaining a Trinity degree are apparent. The Faculty are unanimous in their intent to apply to extension students the same standards that restrict the granting of the Master's degree in course.

THE JUNIOR COLLEGE

I should like to bring to the attention of the Trustees the problems that may be raised by the extension into New England of the Junior Colleges which have lately been so popular in the West. For the benefit of those who may not be familiar with this movement, I would state that the Junior College represents the endeavor to carry on the school system of a municipality for two additional years, teaching the material usually included in freshman and sophomore years, to high school students by high school methods and usually by high school teachers. The intention is to offer some sort of a college education to the clamoring hordes of a big city, most of whom would live at home, minimizing the natural dread of anxious parents at the breaking of home ties. Many graduates of the Junior College would go no further with formal education, but would be available for industry and commercial life after two years. Others, a selected minority, would pass from the Junior College into the junior class of a university college, completing there the requirements for a degree and going on to a professional or a graduate school.

So far the Junior College has made little headway in New England, but the problems it may raise have been discussed with vague apprehension by the administrators and graduates of our older colleges. To my mind there is little reason for such apprehension on our part at Trinity. The establishment of a Junior College in Hartford, for example, might prove of great advantage to us, by relieving us of some of the pressure consequent upon our juxtaposition to a growing city. In many places in the West the setting up of Junior Colleges has been hailed with delight by the Universities, who have been eager to transfer to the municipalities something of the staggering load laid on them by their unwieldy freshman classes. It may well be held that the expense of such large educational institutions might properly be laid upon city-tax-payers rather than upon the state government. With us the increasing number of Hartford students desiring a college education has been a real problem, because if we considered their needs as our main responsibility, we should

become something of a Junior College ourselves, giving up much of our original purpose and tradition. A Junior College here, however, would serve to select the best of our local material, so that each year picked young men, of proved college ability, would enter our junior classes to complete their work for the Bachelor's degree.

Of course the success of Junior Colleges in New England might reduce the number of students turning to our smaller New England colleges, most of whom have increased so much in strength in the last twenty-five years. We share that problem with all those of our group. It seems to me, however, that our increase in endowment together with our new building program may put us in such a position that we can continue to serve our generation by providing a continuous four year course of definite cultural value, recognized as thoroughly dependable by the graduate and professional schools that are so eager for our product.

Some educators feel that the independent college should cater to the Junior College movement by dropping out the first two years of their traditional course and accepting only selected material from the graduates of the Junior College. Such a policy has been adopted by Leland Stanford. The authorities there hold that the graduates of the Junior Colleges who desire to go on with college work are intellectually superior to the average young man at the end of his sophomore year. I believe strongly, however, that there is a value of an intangible nature in the four years of college life too precious to be imperiled by any process of bisection; the product of the New England small college represents an ideal the worth of which is well recognized.

It is impossible within the confines of this report to discuss adequately all the elements in this problem. We might for example challenge the whole purpose of the Junior College by questioning the value of instruction in the basic sciences by super-high-school methods for young men of sophomore age. Suffice it to say that there is a problem here of some moment. It is a time when we should make every endeavor to strengthen our material resources in endowment and plant, to meet the needs and possibly the competition of the near future.

OUR BUILDING PROGRAM

It is to be hoped that the start made by the Trustees last spring in providing for the first unit of our gymnasium will be followed by the construction in the near future of the Chemical Laboratory and the Chapel that we need so much. For various reasons no discussion of our building plans will be made in this report.

THE FUNDS OF THE COLLEGE

We closed our books last July with a small surplus, this for the fourth consecutive year. Operating as we are doing now, on a carefully drawn budget, we may reasonably expect to continue to have a small balance on the right side each year, with the possibility that a combination of adverse circumstances in a single year might result in a small deficit. I recommend as a definite policy that we apply any annual surplus to improvement of our plant, and meet any permanent increase in our revenue with raising the salaries of our teaching staff.

Due to the excellent judgment of our Finance Committee the securities owned by the College present an enviable record. With endowment on July 1 of a book value of \$2,996,930.52 and a market value on the same date of \$3,580,040.39, only two issues of bonds, \$15,000, in all, are in default and only one holding of stock, 95 shares of the New Haven Road, is not paying regular dividends.

THE ALUMNI FUND

In these last two years we have set up at Trinity the necessary machinery by which our alumni can make regular contributions to their Alma Mater. Other colleges, notably Yale, have found that the Alumni Fund is a powerful aid in balancing the books each year, and maintain a strong organization to keep up a steady appeal to their graduates. At Harvard a similar result has been obtained by a custom which dictates that the class returning for its twenty-fifth anniversary should make an unrestricted donation of considerable size to the University. Our aim so far has been to get a large number of contributors, without stressing the size of the gifts, and the resulting sum has not been applied to running expenses but has been divided between endowment and the physical plant, \$2,000 each this year. The President, to whose discretion the allocation of this last item has been generously left, has felt that he is rightly interpreting the desires of the alumni by using most of the sum available for the equipment of our athletic field. New grandstands of a portable type, greatly needed, have been purchased, and this last summer a building was erected at the entrance of the athletic field which serves to shelter students selling tickets and to store bleachers and other athletic equipment.

The College is greatly indebted to the Alumnus Trustee and his fellow workers whose efforts have established this vehicle for giving expression to the loyalty of our alumni. It is a pleasure to watch the number of contributors to the Fund grow. A valuable by-product has been the better organization of our alumni.

The bequest of \$50,000 for endowment, under the will of

the late Frank C. Sumner, long a member of our Board, will shortly become available owing to the death of Mrs. Sumner. He was a wise counselor and a helpful friend to the college. During the summer the Honorable Elbert H. Gary died, leaving Trinity College as one of a group of several more, the sum of \$50,000 to form a permanent fund, the income of which is to be used for scholarships for needy students. It should be a source of satisfaction to us to be mentioned in such a will. It was a masterly document, carefully drawn and wisely phrased. In addition to these generous bequests from holders of honorary degrees from Trinity, we should hold in grateful memory the Reverend John Francis George of the Class of 1877, who left his college in his will a sum much smaller than the others, but by comparison with his resources far greater. His was the only bequest of the year from any of our own alumni.

OUR CHARGES TO STUDENTS

Last June Mr. John D. Rockefeller, Jr., made an address at Brown University that was of considerable significance to all American colleges. I quote an important paragraph:

"The privately supported colleges in this country were originally founded as charitable institutions, with the expectation that they would be maintained by contributions of philanthropic people. A college education was practically free, for it was assumed that the students benefiting therefrom would go into the ministry, into teaching or engage in some other professional activity in which the financial returns to them would be small but the gain to the public large. Under the conditions which then existed the proposition was logical. Today, however, the majority of the students go to college for a good time, for social considerations or to fit themselves to earn money. The idea of service to the community is no longer the chief consideration. It would seem therefore that under these changed conditions the student might properly be expected to pay for the benefits he receives."

Mr. Rockefeller made further comments on the relation of endowment to tuition fees, drawing on material collected by Mr. Trevor Arnett, one of the Secretaries of the General Education Board, "the foremost student of and writer on college and university finance in this country". (The phrase is Mr. Rockefeller's). He then suggested that the colleges and universities of our country enter cautiously and with all due safeguards upon a program of gradual increase of tuition fees.

In view of the many gifts made by the Rockefeller family to American colleges and universities, largely in the form of aid in establishing endowments for salaries of the teaching staff, the

suggestion of Mr. John D. Rockefeller, Jr., that the students of our institutions of learning should bear a larger share of the cost of their education challenges our attention. Two years ago, when we increased our tuition fees, we expressed the expectation that further increases might follow. Mr. Rockefeller's suggestion is bearing immediate fruit and already some of our academic neighbors have announced that they raise their charges next year.

Just how far the process of increasing charges may well be carried is an important problem. Obviously we do not want to make a rigorous selection of the students coming to us and eliminate all but the well-to-do. On the other hand Trinity College is fairly well provided with funds to aid students whose parents cannot bear the full cost of their education, especially in view of the recent bequest of Judge Gary for this express purpose. Accordingly I recommend that we increase our fees, beginning with the academic year 1928-29 from the present figure of \$300 to \$350, it being understood that of that amount \$250 covers the actual charge for tuition. Our last action in making the figure inclusive of all fees seems to be entirely satisfactory and I recommend that it be continued.

As a guide to the extent to which further increases may be carried, it may be interesting to note the opinion of the President of one of our large universities, who has suggested that a convenient index of the limit might be arrived at by figuring the actual cost of the salaries of the teaching staff and dividing it by the numbers of students. Such a computation would mean a charge of about \$500 for each student at Trinity College on the basis of our present budget. This is just an arbitrary index. The salaries of the teaching staff are provided for in part at least by endowment funds designated for that purpose, and from an economic point of view, it is just as proper to charge students with the expense of administration as with the cost of teaching. But any concrete suggestion of a limit may help.

In connection with our college charges, I desire to recommend to the Board for consideration the question of loans to students as auxiliary to or as substitute for our existing free scholarships. We have no regular loans through college sources, and the Executive Committee of our Board has registered its disapproval of receiving notes from students. On the other hand, my colleagues, presidents of other colleges and universities, report successful administration of loan funds by the institution with a minimum of loss, and I myself have been for seven years making loans to students from a revolving fund to my satisfaction. It might be well for us to inquire more closely into the experience of other colleges in this regard, with especial reference

to the safe-guards set up. Certainly some students would prefer a loan to an out-and-out scholarship.

RECENT TENDENCIES IN AMERICAN COLLEGES

Testimony is not lacking from administrators of our New England colleges that there is a growing realization among our students of the fact that college is not so much a mass of machinery set up to educate youth fed into it as it is a place where opportunities are available whereby young men can educate themselves. This is a healthy sign. Too often do the metaphors of the daily press in September and June give the impression that "raw material" is thrown into Freshman hoppers in the fall, and then after four years of perspiring labor at the cranks on the part of the Faculty, a "finished product" is turned out in the spring sunshine before a waiting and admiring world. If our young men realize something of the privileges of college days, — and I do not mean just the social privilege of four happy years, paid for by intermittent attention to inherently disagreeable tasks, — the cultural values of education will be better preserved. The faculty at Trinity sometimes wish that all of our young men could be imbued with the spirit of our best pre-medical students, who, fired with the challenge of an altruistic vocation and constantly reminded of the ever increasing competition for places in the medical school, leave no stone unturned in their zeal to prepare themselves for the years that lie ahead. And their example is contagious. The unquestioned success of our pre-medical course is undoubtedly a factor in the improved attitude towards scholastic endeavor which seems to be characteristic of our student body as it is at other colleges.

Mention may well be made here of increasing tensivity in the world of college athletics. Two opposing factors are in motion, and they may clash soon, perhaps head-on. On the one hand we have the sport-loving public, insistent in its demand for athletic contests on a large scale and rightly rating the fire and abandon of a college game above any event in professional sport. On the other hand, we have the growing conviction of those directing our colleges that the accumulation of large gate-receipts is fraught with danger, and a determination that the pick of American manhood shall not be exploited to make a Roman holiday. Some time ago the Carnegie Foundation undertook a study of intercollegiate athletics and for over a year Mr. Howard J. Savage has been making an investigation of the problem, backed by all the resources of that Foundation. We await with interest any report that may be forthcoming.

The amount of freedom of choice that should be given to an undergraduate in the selection of his courses has been an issue in academic circles for years. Twenty-five years ago,

when I graduated from Harvard, the policies of President Eliot in this regard had been carried to the limit and there was absolutely no restriction upon the student to determine what subjects he must study to obtain his degree. Other colleges were following Harvard in a greater or less degree. Today the pendulum has swung far in the other direction, and most college administrators are determined that the Bachelor's degree shall represent a certain definite cultural content of courses arranged in sequence with some attention to concentration and distribution. Signs of the recognition of the value of the classics for all college students are appearing in unexpected quarters. Over 90% of our present Freshmen offered Latin for entrance. A neighboring college has recently elected as its president a classmate of mine who for all his years at Harvard and ever since has been devoting himself to a study of Latin and Greek. His contribution to educational policies will be watched with interest by all.

We at Trinity have been giving two degrees, Bachelor of Arts and Bachelor of Science. The first of these, jealously safeguarded and highly respected by other educational institutions, is being chosen each year by a smaller number of our students; most men study for the Bachelor of Science degree. The value of this last degree in graduate schools is blurred by the fact that it by no means guarantees a real interest in science or definite achievement in that field. There is a considerable group of students having their major interest in English, History, Philosophy, and Economics, who prefer the minimum requirement of science for the B.S. degree to the three years of Greek or Latin in college required for the B.A. degree. Yet the degree in Arts would seem more appropriate for such men.

Various solutions to this problem present themselves. Some colleges have tried the experiment of a third degree, Bachelor of Philosophy or Bachelor of Letters, to meet the needs of this middle group, but the result is not satisfactory. The third degree degenerates into a haven of refuge for those who dislike the burden of the classics and are not ready for the discipline of science. It soon becomes an inferior degree. Other colleges give one single degree, B.A., thus dodging the whole issue. It is very doubtful whether we should follow this answer, for some worthy students come to us especially for courses in science and are entitled to the degree of B.S. It would seem as if our solution was to re-adjust our requirements for the two degrees so that men who need the emphasis upon cultural subjects will naturally choose the degree in Arts. The Faculty have this subject under consideration and may later make some recommendation to the Trustees, in whose hands lie the requirements for the degree.

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

F. C. Babbitt, Professor of Greek

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

L. C. Barret, Professor of Latin

"The Kashmirian Atharva Veda", Book 14 and 2 reviews; all published in Journal of the American Oriental Society.

Odell Shepard, Professor of English Literature

"The Harvest of a Quiet Eye" — Houghton Mifflin Company.

"The Heart of Thoreau's Journals" — Houghton Mifflin Company.

E. L. Troxell, Dean and Professor of Geology

"Education and Internationalism" — The World Unity Magazine, November 1927, Vol. I, No. 2.

V. K. Kriable, Professor of Chemistry

"Extraction of Maltase from Yeast" by V. K. Kriable, E. L. Skau and E. W. Lovering — Journal American Chemical Society Vol. 49, 1728.

"The Hydrolysis of Hydrogen Cyanide by Acids" — a paper read at Spring Meeting of the American Chemical Society in Richmond — research for this done by J. G. McNally, 1924.

V. K. Kriable, Professor of Chemistry

S. B. Smith, Assistant Professor in Chemistry

Research in Mercury Poisoning.

S. B. Smith, Assistant Professor in Chemistry

Research on a Phase Rule Problem.

A. L. Peiker, Assistant in Chemistry

Research in the Hydrolysis of Hydrogen Cyanide by Acids.

T. H. Bissonnette, Professor of Biology

"Notes on a 32 mm. Freemartin" — Biological Bulletin

In preparation — "The Occurrence of Fused Placentae in Cats".

R. S. Hillyer, Assistant Professor of English

"The Happy Episode", a symbolic romance, published in *The American Caravan* for 1927.

"Prothalamion" — published in *The American Caravan* for 1927.

Essays, poems, or criticisms in *The Atlantic Monthly*, *The Adelphi*, *The Bookman*, *The Independent*, *The Dial*, *The New Republic*, etc.

A translation from the Danish, in the original metre, of Adam Oehlenschläger's "Golden Horns" in the *American-Scandinavian Review*.

An analysis of symbolic narrative in the series of lectures published by the Institute of Current Literature.

"Apparition in Early Autumn", a short story in *The Dial*.

A monthly criticism of verse in *The Writer*.

A quarterly criticism of current British Poetry in *The New Adelphi* (English quarterly review edited by J. Middleton Murry).

P. S. Wood, Professor of English Literature

Native Elements in English Neo-Classicism, *Modern Philology*, Vol. XXIV, No. 2.

REPORT OF THE DEAN TO THE PRESIDENT OF TRINITY COLLEGE

The year completed has been a gratifying one as we review the activities of the students from the point of view of the Faculty. While we are certain our standards of scholarship have not been lowered — our graduates are readily admitted to the professional schools and are definitely sought by business establishments, — yet we recognize the fact that extra-curricular affairs have received due attention during the year; they were wholesome, satisfactory, and successful. Although the Dean has only an indirect part in, and no official responsibility for, these so-called outside activities, yet it is his privilege and pleasure to bring such matters to the attention of those who are interested in what the student of Trinity College does with his leisure hours.

In debate, a live organization on the campus, for the first time since the World War, produced teams under the coaching of Professor Kleene that showed much ability in winning one contest by a unanimous decision, and in yielding another by a divided opinion of the Judges.

The Staff of the College Paper has labored most generously and whole-heartedly for the welfare of the college, and in spite of the many difficulties which attend a task of so much detailed work, has kept our alumni and friends well informed of the interests of the undergraduates.

With a fine appreciation of fundamental principles, the coaches and captains have encouraged the men on the athletic teams to devote themselves first of all to their studies, and secondly to their athletic training. The result of this is that, with two exceptions, no man who won his letter on a varsity squad — football, basketball, track, or baseball, — was placed on probation; indeed many of our athletes are outstanding scholars. Having men with keen minds, the coaches have built their teams of inexperienced individuals, but they have taught them to play valiantly and creditably. The track team had a season of unusual success.

The purpose of a Varsity team is to stimulate interest, to set an example for others to emulate, and to lead their fellows to play the games which happen to be in season. No fewer than 116 students were members of the squads of our major sports, and probably not more than a dozen failed to take some active part in the contests, largely intra-mural, on field or track. Fortunately for the small college, success in athletics does not depend upon, and is not measured by, comparative scores in inter-collegiate contests. The purpose of all this training is not only to develop the man physically, but also to give him prowess and a play instinct, an experience which is of much value in later life. Suffi-

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The purpose of a Varsity team is to stimulate interest, to set an example for others to emulate, and to lead their fellows to play the games which happen to be in season. No fewer than 116 students were members of the squads of our major sports, and probably not more than a dozen failed to take some active part in the contests, largely intra-mural, on field or track. Fortunately for the small college, success in athletics does not depend upon, and is not measured by, comparative scores in inter-collegiate contests. The purpose of all this training is not only to develop the man physically, but also to give him prowess and a play instinct, an experience which is of much value in later life. Suffi-

cient reason for requiring Physical Training is found in the development of so many men, giving them such coordination of body and mind as, in all probability, many of them would not otherwise attain. Moreover, a degree of character training and development of inestimable value results from games and from athletics in general; men need something to spur them to their finest efforts, a stimulus having as its source a deep sense of personal honor and a high ambition.

Student sentiment and popular opinion on the campus are largely responsible for student government. This is the result, in part, of a subconscious desire to have the college a comfortable, clean, and pleasant place to carry on the normal life of an institution of learning; it results too, from the well laid plans of the Medusa, the College Senate, the officers of classes and other organizations, that direct the interests of the student body. Such responsibility is excellent training for the older men on the campus.

In spite of our dissatisfaction on finding a small enrollment of Freshmen in the Fall of 1926, and fully realizing with what unhappiness another small class would be received this year, the Committee on Admission, with great courage and optimism applied the same standards and almost rigid methods in choosing the members of the new class. Scholarship records, confidential information, letters, and conferences helped us to eliminate the applicants who gave little promise of success in College.

In addition to the usual formality of satisfying the requirements for admission a new feature was added, the policy of requesting a registration fee of ten dollars at the time of filing an application, — by action of the Trustees made not returnable. It served, first, to eliminate boys who had no serious thought of coming here; second, it confirmed the intention and purpose of those boys who decided to come and who were accepted by the Committee. Many were impelled by this simple and reasonable requirement to make the decision definitely and early to come to Trinity: the request for the payment of even a small fee discouraged those boys who are wont to make application to several colleges for the purpose of driving the best bargain in scholarships, etc.

Many and complex elements led to the entering this year of a Freshman class larger than usual, and judging from the early estimates of the instructors, of the same high quality as that of their immediate predecessors. The total number of new Freshmen is ninety (90); of these nine have not been matriculated, but most of them will be enrolled when they have demonstrated their ability to carry the college course.

New students were admitted who had attended schools and