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Trinity College

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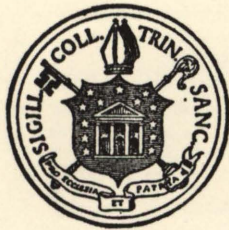
Trinity College, "Trinity College Bulletin, 1939-1940 (Report of the President)" (1940). *Trinity College Bulletins and Catalogues (1824 - present)*. 507.

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**Trinity College**  
HARTFORD CONNECTICUT

# Trinity College Bulletin



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

Hartford, Connecticut

October, 1940

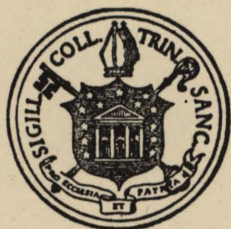
## Trinity College Bulletin

Issued quarterly by the College. Entered January 12, 1904, at Hartford, Conn., as second class matter under the Act of Congress of July 16, 1894.

*Accepted for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized March 3, 1919.*

The Bulletin includes in its issues: The College Catalogue; Reports of the President, Dean, Librarian, and Treasurer; Announcements and Circulars of Information.

# Trinity College Bulletin

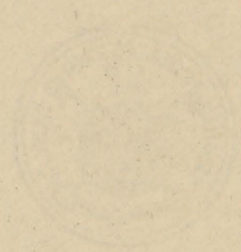


Reports of  
the President, the Dean,  
the Librarian,  
and the Treasurer

Hartford, Connecticut

October, 1940

The Journal of the  
Smithsonian Institution  
Bulletin



Volume 1  
Number 1  
January 1900

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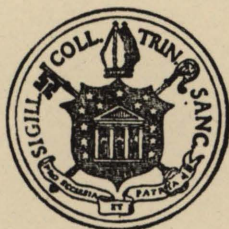
† Elected by the Alumni.

‡ Deceased May 19, 1940.

§ Deceased May, 31, 1940

# Trinity College

Report  
of  
the President



## REPORT OF R. B. OGILBY, PRESIDENT

*To the Trustees of Trinity College:*

The primary responsibility of college trustees is provision of an adequate plant and sufficient financial resources to make possible the education of a group of young men. Though this may involve an occasional thrill from contemplation of an academic building of rare beauty, in large measure it is a dull affair, a matter of deficits and drainage, of appointments and appropriations, the details of which are usually controlled by deputy. There are times, however, when a board of trustees must view their institution in terms of its highest ideals rather than its material benefits; for unless a college is setting youth on fire with zeal for gallant living, unless it is showing its students the value of intellectual processes as a guide for action, no conglomeration of architectural grandeur or stability of financial endowment will justify its existence. What about our college to-day?

Twenty years ago, in the fall of 1920 when I came to Trinity, the country was gradually adjusting itself after the strain of a war. Thinking was still somewhat hysterical and there was a residuum of hate in the minds of many, changing slowly to doubt as to whether the whole adventure was worth the cost. As reason steadily asserted its claims as a guide for conduct, a definite reaction against war as a solution of international difficulties set in. For a time the "noble experiment" in Soviet Russia, skillfully depicted, aroused interest on many a college campus; but careful study and finally Finland has settled that. After the collapse of the League of Nations, smouldering embers burst into flame, and to-day over half the world is involved in titanic strife. Grave apprehension is rightly felt as to whether the combat will be or can be restricted to hemispheric limits. Hysteria is once more beginning to usurp the place of reason.

In times of such kaleidoscopic changes the general public seems especially interested in what the young men in our colleges are thinking. Altogether too often a sporadic outburst in a college paper gains front page space far beyond its merits, thus subjecting college men in general to a barrage of unintelligent criticism. There is, however, a value in the academic detachment of college and university, and it is proper to expect that professors will constantly keep before the minds of youth the lessons of the past to be a guide for the future.

As mass thinking is, fortunately, not characteristic of collegiate groups, we are apt to do violence to the opinions of many individuals



if we make general statements about undergraduate sentiment. With that caveat it is possible to venture to consolidate the feelings of many individuals in an institution, with the expectation that some corporate unity may be established and some trends indicated. It is safe to say, therefore, that the undergraduates of today are seemingly somewhat tougher in their thinking and certainly less sentimental than were their older brothers, uncles and fathers a quarter of a century ago. I find our young men at Trinity definitely suspicious of propaganda: they do not intend to be carried off their feet by emotional appeals as they say the last generation was. They are loyal and patriotic, but in a quiet, restrained manner which would seem to indicate that they are trying to base their decisions upon reason rather than emotion.

How much our academic program will be dislocated by government plans for national defense is still uncertain. A few of our students may desire to volunteer for service in the army or the navy. In that connection it is interesting to note how much more enthusiasm there is among college men for the navy above the army. Aviation in either service has of course its own attraction for youth. When all is said and done, however, we must realize that modern warfare depends not so much on man-power as it does upon a lavish supply of materials and munitions. For the solution of problems arising from the necessity for the coordination of manufacturing plants and for the development of modern inventions, the country has every right to turn to the colleges. It would seem important, therefore, to provide for our students sufficient instruction to make them realize the nature and the magnitude of these technical difficulties.

Behind all the roaring guns and the waves of bombers lie certain fundamental issues as to a way of life. Conceptions of freedom of the individual, family life, and all that is bound up in the word liberty seem threatened by the totalitarian state. Here is the field in which college communities should function at their best. It is incumbent upon our teachers at this time to insist upon straight thinking and clarity of expression, with the background of the serene faith that should be characteristic of those who meditate upon the lessons of the past as a guide for action in the present and who therefore can face the future unafraid.

In my report to the Trustees a year ago I pointed out that certain members of the Faculty were concerned about the "departmentalizing" of knowledge which has resulted from the fact that all college education is administered in terms of courses in different subjects. Some synthesis may be achieved when a student, introduced in a History course to Alexander Hamilton as one of Washington's generals, reading later in a course in Government the Federalist Papers by Alexander Hamilton, and being informed by

his instructor in Economics that the first Secretary of the Treasury was Alexander Hamilton, comes finally to the happy realization that all three Hamiltons are the same man. We welcome such conclusions achieved by the student. Much more important, however, than the mere correlation of such facts is the recognition of the general principles that tie together the ideas and the ideals of mankind. Time was when unifying elements were kept alive in the teaching process because of the wide range of interests represented in the mental equipment of a single college professor.

Take, for example, the pedagogical experience of Thomas Church Brownell, the founder of our College. At the age of fifteen he started teaching in the district school at Little Compton, Rhode Island, continuing in that position for three years. Then after a brief study of English grammar and the rudiments of Latin with the local clergyman, he went to Bristol Academy at Taunton for less than a year, and was admitted to college at Brown. When at the close of his sophomore year the President of Brown became President of Union, Brownell followed him to Schenectady and graduated from Union College in 1807 as valedictorian. After studying theology at Albany for the summer and spending a few weeks at home, he returned to Union as tutor in Greek and Latin, becoming in two years Professor of Belles Lettres and Moral Philosophy. He did not hold this position long, for in another two years a department of Chemistry was established at Yale; and Union, not to be outdone in competition, set up a Chair of Chemistry and Mineralogy, appointing Brownell as the first incumbent. He spent a winter in England, gathering minerals and chemical apparatus, and entered with enthusiasm into his new field. But then he got religion all over again. He was baptized in 1813, ordained to the Episcopal ministry in 1816, and after a brief term of service as Assistant Minister of Trinity Church, New York, was consecrated Bishop of Connecticut in 1819. When four years later he founded our College and became its first president, there was obviously in his person a synthesis of the whole field of available learning of that day. Classicist, philosopher, scientist and theologian—*Que hombre!*

Now the set-up is radically different. In order to be acceptable as a college instructor today, a man is expected to have a detailed knowledge of a single field of learning involving usually seven years of intensive study, plus a microscopic investigation into minutiae which in some cases is never used again. Such an one may find it difficult to present any broad aspect of all human knowledge to his students, and indeed may give the impression that he would be betraying a trust if he tried so to do.

What is the answer? What can be done at the college level to counteract the specialization of the course system and convince

young men of the integration of all human knowledge? In time past there has been a conscious effort in that direction on the part of our Faculty by telling a student, in addition to concentration upon one field of his major interest, to take as a degree requirement elementary courses in other fields, perhaps far removed from his chief interest. The actual results of this system are not always happy: an embryo scientist may be bored by a required course in language, and a student of English literature does not always get a thrill out of a laboratory course in Elementary Physics. Other colleges, with dubious results, have tried the experiment of special courses, perhaps survey courses, running athwart departmental barriers, but that is rarely sufficient to attain our end. To my thinking the best way to break down artificial barriers between departments in the minds of our students is to make sure that those same barriers do not exist in the minds of our teaching staff. I am glad to report that in this past year there has been a rapprochement between different departments along those lines, particularly among the younger members of the Faculty.

This welcome tendency may be one of the by-products of our plan for having academic guests resident at the College under the provisions for the use of the Smith Fund. When we have staying on the campus for the better part of a week a lucid philosopher, an approachable poet or a keen historian, sitting at the Faculty table for lunch, wandering around with professors and students, and arousing in them a keen interest in his ideas, common denominators between departments emerge. One notes with satisfaction subsequent developments, especially when they take the form of discussion of the vague no-man's-land that lies between the traditional boundaries of academic fields.

In the last analysis it is clear that it is the responsibility of the individual student to view as a whole the educational process, presented to him of necessity in fragmentary form. But he needs help. The first inkling of how he may do this may come from properly planned courses in science, by which he will learn that general laws are not revealed of themselves in laboratory experimentation. He is given a succession of phenomena to observe, and when he traces in them recurrent results that justify conclusions as to cause and effect, the laws of nature are established. Once he has grasped this process, he has begun to understand the power of the human mind as a coordinating factor in what may seem at first a heterogeneous universe. The process must be developed throughout his college course, in order to give him what we may call a workable philosophy of life. There are already in our curriculum courses which will aid him, in history, in evolution, in sociology and particularly in metaphysics. A serious gap in our curriculum could be filled by a well planned course in the philosophy

of religion, to aid thinking students in their endeavor to see human life as a reasoned whole. Finally, at every stage of their development our students should have the assurance that they are being taught by a group of men who have larger responsibilities than the successful presentation of detached parcels of information. The comparatively small size of our Faculty is an asset here, in that it makes easy the constant interchange of ideas which will minimize departmental barriers.

This last June Charles Edward Rogers resigned as Professor of Civil Engineering after thirty-five years of loyal and effective service. By training and by temperament he was the right man to be the head of a one-man department of Engineering in a liberal arts college. Though his professional pride in his subject never abated, he realized that Trinity College could not and indeed should not compete with the large universities and specialized schools of engineering. He made no pretense of trying to turn out engineers, but his students graduated from college the potential material for becoming effective engineers. So thoroughly was he imbued with the tradition and ideals of our College that he was forever insisting in his classes, in faculty gatherings and in his daily life upon the importance of the cultural values in education. Often have we heard him maintain, in whimsical fashion but with admitted justification, that the Pre-engineering Group which he administered was the most completely liberal course of study offered at Trinity.

During the last fifteen years Professor Rogers has become a competent teacher of Astronomy, spending his sabbatical leaves as well as much of his time in keeping himself informed about progress in that important science. His teaching in that subject has been a distinct enrichment to our curriculum. Those of us who love Professor Rogers—and this includes the entire roster of the faculty—have sometimes felt that his study of immense distances has deepened the natural humility which he as a real scholar feels in the presence of knowledge and which is so characteristic of his religious life. We shall miss his wisdom, his trenchant criticism and his high idealism.

Since Professor Stanley Galpin's sudden death in 1934, we have had no permanent head of the department of Romance Languages. To Louis Hastings Naylor, who as Assistant Professor and Associate Professor has served as acting head of the department, Trinity College owes a great debt. Himself a capable teacher, he has worked hard with a changing staff to see that adequate instruction has been given in French, Italian and Spanish, and to maintain an enthusiastic interest in Romance literature in general. We are now freeing him to even greater achievement in teaching by relieving him from administrative detail by the appointment of Professor R. Walker Scott. Dr. Scott comes to us with a wide

experience in teaching in the United States, Europe and Japan, and with an equally wide experience in the literature of the Romance Languages. His knowledge of French is complete, and is still further enriched by the fact that during his residence in France he found there his attractive wife. Having lived in both Spain and Italy he has command of the languages of those two countries. Although we have no course in Japanese nor expectation now of being compelled against our will to teach that language, it is a satisfaction to know that we have on our faculty a man familiar not only with the language but also with the history and culture of that people.

At the end of the last academic year Mr. Jack Trevithick, one of our own graduates, who has been an Instructor in the English Department here for some time, left us to take a position in the English Department at The Citadel, Charleston, South Carolina. His place has been filled by the appointment of John Theobald, an Englishman whose education at Oxford has been supplemented by work for the degree of Doctor of Philosophy at Iowa State University. Mr. Theobald taught in the English Department at Amherst for eight years.

We regret that Mr. Michael L. Hoffman, Instructor of Economics, was called upon to leave us by the offer of a position at Oberlin. He is a good teacher with a keen understanding of education. His place has been taken by Dr. Edward D. W. Spingarn from Harvard University.

The resignation in the middle of last year of Mr. Charles E. Cunningham in the Department of History left a vacancy which we filled temporarily for the Trinity Term by the appointment of Dr. John Herz, a European scholar stranded in this country. We were glad to make a small contribution to the great problem raised by these exiled scholars who have fled to our shores and we certainly were awarded by the contribution of Dr. Herz to our teaching program. Mr. Lawrence Lafore of Swarthmore College has now been appointed as an Instructor in History.

The plan initiated by Professor Kriebel at the time of the building of our new Laboratory under which we have a rotation of young men coming to us, one each year fresh from his research work has brought to us this year Dr. Charles D. Starr well equipped for the teaching of Chemistry. Each of these young men comes to us for a four year period at the end of which time he leaves to make room for a successor who will bring to us the last word in some sphere of chemical research. The plan is working well. Our only difficulty is that the young men selected have been so outstanding that they are usually snatched away from us for an advanced position before they complete the full time of four years.

The establishment of the Junior College for Girls in Hartford has meant a call upon us for the instruction in the scientific part of the curriculum at that College. Last year Professor Kriebel added a section of girls to his introductory course in Chemistry with distinct success. That arrangement has been renewed for the coming academic year. In addition a demand for the teaching of Biology at the Hartford Junior College for girls led us to add to our staff Dr. Frederick C. Copeland who has just received his degree of Doctor of Philosophy at Harvard after an undergraduate course at Williams. We are glad to be able to add him to our staff to relieve the teaching load in our Department of Biology, as well as to teach at the Junior College.

Mr. Donald Morgan with his seeing-eye dog is a familiar feature of our campus life. His contribution to the History Department is unique, for his knowledge of that subject has come to him at such high cost that it is crystal clear. We all feel the better for noting his serenity in adjusting himself to the busy life in a community where he is the only one who cannot see.

At the annual meeting of the Alumni Association in June, I presented certain figures to cover the growth of the College in the last twenty years, a period of rapid physical development. When we compare the financial stability of Trinity now with what it was twenty years ago, we may find ourselves wishing that our national government had used these two decades between two great wars to achieve a similar stability! I repeat the summary of figures drawn from our annual reports.

Our student body has grown in size: on June 1, 1920, there were 167 students here, and on June 1, 1940, three and one-fifth times that number, or 530. For the same period, the increase in the numbers of the Faculty has been only two and one-half times, or from 25 to 62. The largest increase in our personnel has been in terms of our janitors. Our service staff twenty years ago was only 7 men but now it has been increased three and one-half times to 25 men. Perhaps the Trustees should be warned that these figures do not imply that we give more attention to the physical needs of our students than we do to the intellectual.

As to the problem of our running expenses, I append herewith a statement covering the report on deficit and surplus for the last forty years. You will note that in the years from 1900 to 1920 deficits were almost invariable except for one year when military training on the campus brought to us some government funds. During those two decades there was a total deficit of \$228,356.29. This was a serious situation. With the one-hundredth anniversary of the founding of Trinity College in prospect, the Trustees decided that the endowment must be increased to make it possible to

balance the budget. Alumni and friends of the college responded gallantly, and by 1923 the Centennial Fund of one million dollars was raised. As a result we have run since that time with a small surplus, except for last year when the damages to the campus by the hurricane caused unexpected expense. You will note, however, that for these last twenty years we have a net surplus of \$1282.28. And the salary of a full professor is twice what it used to be.

You also will be interested to compare the budget and the report figures for 1919-1920 with the same figures for 1939-1940. The most significant change is in the question of student fees, which have increased nearly ten times.

As to the value of our plant and endowment, twenty years ago the book value of land, buildings and equipment was \$1,341,553. To-day it is nearly three times that amount, or \$3,806,664. The total value of our endowment has increased two and one-half times, from \$1,688,777 to \$3,943,139.

1900-1920			1920-1940		
<i>Year</i>	<i>Deficit</i>	<i>Surplus</i>	<i>Year</i>	<i>Deficit</i>	<i>Surplus</i>
1900-01	\$5,533.79		1920-21	\$41,858.65	
1901-02	11,645.19		1921-22	17,103.74	
1902-03	17,032.65		1922-23	11,774.90	
1903-04	23,331.88		1923-24		\$1,597.14
1904-05	9,323.64		1924-25		9,322.85
1905-06	23,964.08		1925-26		1,323.26
1906-07	12,062.10		1926-27		3,680.68
1907-08	14,810.98		1927-28		4,128.67
1908-09	13,504.59		1928-29		15,466.22
1909-10	16,331.79		1929-30		10,963.45
1910-11	13,371.04		1930-31		1,112.58
1911-12	13,556.35		1931-32		4,580.24
1912-13	15,987.90		1932-33		6,646.44
1913-14	16,579.81		1933-34		4,909.07
1914-15	20,333.23		1934-35		3,874.89
1915-16		\$429.36	1935-36		4,742.79
1916-17	4,742.51		1936-37		4,944.68
1917-18	7,331.21		1937-38		8.42
1918-19		11,940.98	1938-39	5,750.58	
1919-20	1,283.89		1939-40		468.77
	<hr/>			<hr/>	
	\$240,726.63	\$12,370.34		\$76,487.87	\$77,770.15
	-12,370.34			-	-76,487.87
	<hr/>			<hr/>	
	\$228,356.29	Total Deficit		Total Surplus	\$1,282.28

	1919-1920		1939-1940	
	<i>Budget</i>	<i>Report</i>	<i>Budget</i>	<i>Report</i>
Rents	\$1,965	\$1,193	\$5,850	\$6,180
Student Fees	18,000	23,605	180,000	198,155
Student Notes	500	822	0	0
Trust Funds	69,469	75,196	162,000	159,055
Gifts	20,113	20,963	16,480	15,592
Deficit	15,462	1,284	3,960	0
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	\$125,509	\$123,063	\$368,290	\$378,982

	<i>June, 1920</i>	<i>June, 1940</i>
Land, Buildings & Equipment	\$1,341,553	\$3,806,664
Endowment	1,688,777	3,943,139
	<hr/>	<hr/>
	\$3,030,330	\$7,749,803

R. B. OGILBY

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Let me call your attention to certain publications and research projects, the work of members of our Faculty:

*H. A. Perkins*, Professor of Physics

"College Physics", fourth printing. Abridged edition in preparation.

Research on magnetic phenomena, in collaboration with Professor H. D. Doolittle.

*E. L. Troxell*, Professor of Geology

"Seismology in Connecticut", Congressional Record, Proceedings and Debates of our 76th Congress, 1940, pp. 12, 424-5.

Chairman, Nature Study Committee, State Forest and Park Association. Member (for Connecticut) Mineral Resources Committee of the New England Council.

Superintendent, State Geological and Natural History Survey.  
President, Hartford Engineers Club.

*R. B. W. Hutt*, Professor of Psychology

Color film showing results of mouse-maze experiment.

Research in progress.

*A. P. R. Wadlund*, Assistant Professor of Physics

"Electricity and Magnetism", in preparation.

Research: a study of the action of drugs used for inducing sleep, in collaboration with Dr. Edward Schlesinger of the Neurological Institute of the Presbyterian Hospital, New York.

Research: a study of the effect of various physical agencies on the action of an electrolytic cell with nonpolarizable electrodes.



*W. C. Helmbold*, Assistant Professor of Classical Languages  
 "Atakta"—Mnemosyne (3rd series), VIII, 255f. (on the text and interpretation of Plato, Lucan, Quintilian, Lucian and Achilles Tattius).

"Review of Gabathuler, *Hellenistische Epigramme auf Dichter*, Class. Phil. XXXV, 101f.

*E. D. Myers*, Assistant Professor of Linguistics

"The Foundations of English", Macmillan, September 17, 1940.

"The Unity of a Liberal Arts Education", in collaboration with Professor B. W. Means—to be published.

*B. W. Means*, Assistant Professor of Philosophy

"Psychology—Purpose and Personality", Crozer Quarterly, 1940.

"The Unity of a Liberal Arts Education", in collaboration with Professor E. D. Myers—to be published.

*J. W. Burger*, Assistant Professor of Biology

"Further studies on the relation of the daily exposure to light to the sexual activation of the male starling", Jour. Exp. Zool. 84:351-361, 1940.

"Some further experiments on the relation of the external environment to the spermatogenetic cycle of *Fundulus heteroclitus*", Bull. Mt. Desert Isl. Biol. Lab. 1940: 20-21.

*J. A. Notopoulos*, Assistant Professor of Classical Languages

"Porphyry's Life of Plato", Class. Phil. XXXV, 284-93, 1940.

"The Dating of Shelley's *The Moral Teaching of Jesus Christ*", Modern Language Review XXXV, 215-16, 1940.

*H. D. Doolittle*, Instructor in Physics

Research on Magnetic Phenomena, in collaboration with Professor H. A. Perkins.

*E. T. Lampson*, Instructor in History

"Some New Light on the Growth of Parliamentary Sovereignty"—to be published in The Political Science Review.

*F. C. Copeland*, Instructor in Biology

"Chromosome aberrations in the Endosperm of Maize", Am. J. Bot., 27:247-251, 1940.