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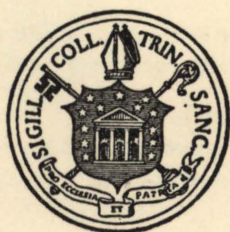
Trinity College
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New Series

Number 4

Trinity College Bulletin



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

Hartford, Connecticut

October, 1942

Trinity College Bulletin

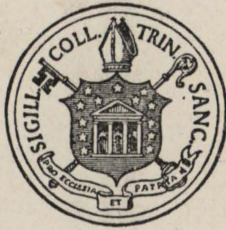
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Trinity College

Bulletin



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

Hartford, Connecticut
October, 1942

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Trinity College

Report
of
the President



ANNUAL REPORT OF R. B. OGILBY, *President*

To the Trustees of Trinity College:

Our chief responsibility now as Trustees is consideration of the relation of Trinity College to the war effort. Obviously war is of its very essence disrupting. The magnitude of the present struggle in which we are engaged as well as of the factors of modern warfare which involve entire populations has broken down the pattern of American life in many ways and many of our institutions have been hard hit,—perhaps colleges the hardest of all.

This is primarily because our constituency, the youth of America, is needed en masse for combat purposes. The young men from our colleges and universities constitute the largest single pool upon which the Army and Navy draw. An annoying element in the problem is that although some of the leaders of our armed forces realize that college men are in general better material for officers than can be found elsewhere, it is impossible for the government to adopt policies which would seem to consider the colleges as a favored class. Congress has been properly sensitive on this point, especially before elections.

Persons in high authority have made ever since our entrance into the war public statements about the importance of our colleges and universities to American life and ideals, and nobody questions the tremendous need for young men trained in scientific techniques necessary for the production of munitions, as well as for carrying on successfully the type of warfare based upon discoveries of modern science. The general public has no idea of the terrific struggle going on in laboratories and in munition plants between the scientists of America and those of the Axis powers in a frantic endeavor to make use of modern research in Electronics, Aero-dynamics, Chemistry and similar subjects, not only to produce more effective means of destruction but, what is often more important, to detect the approach and the dangers of such forces initiated by our foes.

The major part, therefore, of the difficulties under which college presidents have been laboring during this past year has been due to changing and at times contradictory desires, direction and even legislation from various sections of our government. It should be said to the credit of our American colleges that every effort has been made from the beginning to put our resources at the disposal of the war effort, and yet all the time we are convinced that we must preserve all that we can of the values of

truth, freedom and liberty which colleges and universities have been defending for generations, in order that in the actual progress of the war we do not lose the ideals for which we are fighting.

The traditional pattern of the education of our young men has been thrown at least temporarily into the discard. Here in New England we have been working for years on what we might call an eight-four-four plus three or four schedule. By these figures I mean that we have worked out a program of elementary education of eight grades to be followed by four years of high school or preparatory school and then for most of our group four years of college. After this may come three or four years of graduate or professional school for a selected few. There is nothing particularly sacred about this schedule. It has been often questioned and very recently has been challenged by no less a person than the president of the University of Chicago. The academic mind loves fixed schedules and it is perhaps one of its horrid features that it tends to force youth into a mold rather than adapt the detail of the educational process to the individual differences that must be recognized in the development of our young people from childhood to efficiency. Theoretically, there has been a planned change in method of instruction at the end of the grammar school and again at the transition from high school to college; but this continually breaks down, particularly in the case of more brilliant pupils. It has always been possible for young men with more than average intelligence or more than the customary diligence to meet the requirements of a college degree in three years rather than four. Many of us did that at Harvard forty years ago, though in later years the university authorities have frowned upon such speeding-up. A few of us have long felt that the schedule for medical education, eight-four-four-four plus at least two years of internship in a hospital, is altogether too long and must be telescoped at various points along the line in order that our young men may enter upon the practice of medicine before their arteries begin to harden.

College trustees should realize therefore that definite questions have been raised as to whether we can expect even after the war is over to return to our previous schedules which have been so disrupted by accelerated programs and the calling of college men to the colors. The relationship of high schools, colleges and universities must be re-studied and boundaries between them perhaps shifted to different age levels. We here in New England have paid little attention to the junior college movement which is becoming of increasing importance in other sections of the country. Many of us feel that the senior year in high school and preparatory school should be subjected to scrutiny. On the one hand the program of studies in the final year of our high schools is often a waste of

time, and on the other hand in some of our large preparatory schools young men mature enough to be in college are kept back under school disciplines which may seriously hamper their normal development. Again here in New England we have a number of independent colleges training young men along lines supposedly parallel with colleges associated with large universities. One sometimes wonders whether colleges of these two different groups should be expected to do the same type of work with identically the same groups of men. One wonders also whether in the post-war days the time of preparation for entrance into professional schools may not of necessity be shortened. While we are in these days focusing our attention upon the important problem of the maximum use of our manpower, we must not allow the large issues to be neglected in our thinking.

Last December at the Annual Meeting of the Association of American Colleges in Baltimore there was gathered the largest assemblage of college presidents and executives that ever met in this country. There was a definite attempt on the part of all to dedicate our resources to national need, but, on the other hand, each representative of an individual institution was naturally concerned with what was going to happen to his own college or university. There were occasional signs of formation of pressure groups. Most of us entered immediately upon an accelerated program in order to give our young men a chance to complete their college course before being called to service and hoped that the Selective Service Act would be administered so as to make this possible, at least for the men in our upper classes. By the aid of summer schools we, with some obvious loss, cut down our traditional four years to three or even two and a half, but we are all now coming to realize that such interim procedures must be pushed into the background. The lowering of the draft age will mean that the entire picture must be examined anew.

Let me lay before you for your consideration a plan of action for Trinity College. Whatever we decide to do must be flexible to meet changing conditions and of course we must always be ready to throw into the discard our most cherished hopes and desires, if larger issues demand that we should do so. First, it is essential that we maintain enough of our academic framework to prepare for further study the doctors of tomorrow and a sufficient supply of men trained in Physics, Chemistry and Mathematics for scientific research. We need not worry about preparing men for Law School, perhaps because some of us feel that we have too many lawyers already. As for our theological students, I myself feel that they had better undertake now service in the armed forces, postponing preparation for the ministry until they have passed through ordeal by fire. As far as we can, we should continue to

offer courses in the Humanities but we must realize that this is going to be increasingly difficult for sheer lack of students.

It is my hope that when the days of reconstruction come, our college faculties will have something constructive to offer in the method of presentation of the glories of the past and the hope of the future to our young men. Fifty years ago I began the study of Latin and three years later the study of Greek, maintaining an affectionate and at times a passionate interest in these two languages ever since. As I look back upon the formal instruction I received in these languages, I realize that most of it was perilously dull and deadly. I can remember only a few attempts in the teaching I received to relate the classic languages to the other fields of learning and to the thought of today. Happily, there are indications that our teachers now realize all this and it may be that when we once more open our colleges to young men returning from war and to their younger brothers, something fine not only in method but in spirit may emerge.

As far as our program of Physical Training is concerned, the Army and Navy have urged us to do everything possible to make our young men not only physically fit but tough and hard. We are ready so to do and realize that our schedules of athletic sports will be greatly curtailed or even abandoned because of transportation difficulties alone. Our chief problem here is going to be our teaching force. While the Army and Navy are urging us to maintain an even more vigorous program of Physical Training, they are also taking away from us for their own use the experienced men upon whom we were dependent.

This same problem as to our teaching force appears in other departments. We have already lost nine of our Faculty for national service and may lose more. The market for good teachers in science no longer exists.

After we have done everything we can to set up an accelerated program for our undergraduate students, which at the worst is a mere skeleton of our previous set-up, making every endeavor to supply young scientists so greatly needed, we must consider what else we can do. Actual military training for students in colleges like Trinity does not seem to be desired by the authorities and would be a futile endeavor at best. Training for our fighting forces today consists largely in the manipulation of mechanical equipment. The Army can ill afford the material that would be needed for a military training program in our colleges and it certainly could not spare officers qualified as instructors. Parents and alumni are constantly asking me why we have not set up on the College campus a sort of military training they went through in preparation for other wars. It is difficult to see how anything along that line could be done today and the little which we could set up would be of no

value. Even elementary training of college students in aviation is out of the question in our area. We must of course stress the teaching of Mathematics, especially Spherical Trigonometry, Navigation and some elements of Engineering for as many students as can take it as a foundation for the officers' training they will undergo later. That is about as far as we can go in that direction.

Let me now lay before you plans we are making for a real contribution which Trinity College can make to our all-out endeavor because of our location in Hartford. In the last few months we have been in close touch with a group of leaders in the aircraft industry to help them with their program for training manpower for the development of their research program. The United Aircraft Corporation, actuated by the vision and genius of its president, has been assembling in Hartford a group of engineers, students who work in plant and laboratory for the development of new ideas and for the further perfection of engines and planes. This program is of enormous value not only for war needs but also for the days of peace for which we long. Our first contribution toward this problem was a simple one involving housing for a group of college graduates selected from all over the country for whom no decent living quarters could be found in crowded Hartford. Much more than this is needed, however, and there is much more that we at Trinity College can do. Not only in the aircraft industry but also in other factories in Hartford there are technicians, young college graduates who are focusing their attention upon practical problems and perhaps are engaged largely in manual operations. These young men should be given an opportunity to carry on the study they began in their college days in the fundamentals of the science upon which the solution of their practical problems is based. I have proposed, therefore, to the Faculty that we set up at once a program of advanced courses in Mathematics, Chemistry and Physics, including subjects like Aerodynamics, Electronics and Thermo-dynamics, in order that this group of young men who have been drawn to Hartford by the demands of our industries should be able to do such graduate study with us, perhaps after their actual working hours, so that they may keep themselves mentally alert and constitute a reservoir of trained manpower for American industry not only now but in the future. Although we are a college and not a university, I am convinced that we can offer to such men a program of studies leading to a degree of Master of Science, perhaps encouraging the best of them to go still further. In order to make full economic use of our dormitories and our plant, we have offered to these young men a chance to live on our campus just so far as accommodations are available. We have already made a satisfactory start along these lines and the young men concerned have been enor-

mously appreciative. They are a fine lot and their training constitutes a worthwhile investment of our facilities and our energy.

For Trinity College today, therefore, we must consider and plan for three divergent contributions which we can make. First, we must be loyal to the Humanities and to the ideals for which our college has always stood. Second, we should continue as long as it is practically possible the education of young men who are going into the service, gearing our offerings to their needs. Finally, we ought to keep ourselves alert to note what new problems there may be in new fields which we can help to solve.

Last May Professor Henry Augustus Perkins completed forty years of service at Trinity College and was retired at his own request, being appointed Professor Emeritus by our Board. He has given of himself to the full to Trinity College and his conscientious devotion to his classes merits superlative praise. Although he always put the College first and never missed an academic engagement, he also seems to have found time to give rich service to our community through the Park Board, the School for the Deaf, the Center Church and many other works as well as maintaining a constant interest in the creative arts. His versatility has been extraordinary and made a rich background for the contributions he made to Trinity College. We shall not be missing him much on his retirement because he always will consider himself close to us. Indeed, we drafted him for the teaching of Physics in Summer School to his obvious satisfaction.

On July 2nd, 1942, we buried Charles Edwin Rogers from his West Hartford home. Two years ago he asked to be retired after years of teaching and like Professor Perkins, the many young men who passed through his classroom owe much to him. Although his subject of Engineering might seem to be technical, he enriched it from his wide experience and brought his students in touch with human life at every turn. His devotion to Trinity College was absolute.

Due to the war there have been many changes in our Faculty. Nine members of our teaching staff are now in service. To all of them we have given leave of absence, although in most cases there is a definite statement in writing to the effect that we cannot guarantee a place on the Faculty on demobilization. Professor Howard Doolittle is still engaged in his research at Massachusetts Institute of Technology. He visits the College regularly and we shall be glad to have him back here to strengthen our Physics Department. He will be a valuable man because of the research work he has been doing in the field of Electronics.

Professor Philip E. Taylor has taken a government position in Hartford with the Bureau of Labor Statistics. He has been with

us ten years, starting as Instructor and later being promoted to Assistant Professor. He has been Acting Head of the Department of Economics since the retirement of Professor Kleene.

Three of our younger members of the Faculty left us last spring to take teaching positions with the Army or Navy. Walter E. McCloud and Ralph W. Erickson of the Department of Physical Education will be greatly missed. Both were exceedingly effective in the handling of our young men and in the development of our athletic teams. Thomas L. Downs, Jr., has been of especial worth to us because of the Mathematics courses he taught with special reference to aviation and navigation.

For the last two years Edward D. W. Spingarn has been in military service with the Army. He had already shown his capacity in the Economics Department and we expect him back here after the fighting is over.

Warren D. Lothrop of the Chemistry Department is busy in Washington. He had completed his term of service here as an Instructor in Chemistry and we are glad that his technical knowledge is now being devoted to national defense.

Laurence Lafore and Richard W. Tims of the Department of History are now advisers to the State Department, placing at the disposal of the government their special knowledge of South America and Poland respectively. Mr. Lafore is a teacher of unusual promise. We miss him and hope he will return to us at the first opportunity.

Six men have been added to our Faculty: Professor Lawrence W. Towle has been appointed Professor of Economics. He is a Bowdoin man with a Doctor's degree from Harvard and after teaching at Amherst, Williams and Colgate had served some years at Lawrence College in Appleton, Wisconsin. He has also had valuable experience in the Office of the Alien Property Custodian in Washington.

Professor Hans W. Weigert, with a fine intellectual equipment from German universities as well as experience as a legal and financial adviser to a great Prussian public utility company, has been appointed Assistant Professor of International Relations. It is a stimulus to our young men to receive teaching from a man who has been so close to the situation in Germany and has an intimate knowledge of relationships in Central Europe.

We have added four new Instructors to our Faculty: Hubert G. Davis in Chemistry, Robert J. Dwyer in Physics, Howard Kramer in History and Feodor Theilheimer in Mathematics.

I can report to you that the College property is in good shape. With our new fence on important boundaries, it is possible for us to keep our grounds in much better condition. The grading at

the south end of the campus paid for by the alumni has made an enormous difference and the one remaining untidy spot has been properly cleared up.

During the last two or three years the ravages of Japanese beetles have damaged our lawns seriously but we have been able to get the grass back in such condition that there seems to have been no permanent harm done. Occasionally the beetles have attacked our beloved elm trees and sprays have been necessary to control them. This last summer the State Department of Entymology has been working with spore for propagating among the Japanese beetles what is known as "the milky disease". So far this has been the only scientific method established for eradicating this particular pest. The State Department cooperated with us by treating our campus in various important places in order to infect the dormant beetles with the disease, which we hope will bring about a permanent protection.

Our greatest single problem in the care of the property has been connected with our maintenance staff. The lure of high wages in defense industries has pulled away some of our good men and it has been almost impossible to replace them. If this procedure continues much further, we may find it necessary to make radical cuts in the amount we can spend for keeping our campus attractive and let our lawns go to seed with a minimum of attention. We are keeping up with minor repairs and occasionally have to do something in the nature of a major replacement. Last summer we rebuilt the toilet rooms in Northam Towers which have been crying for attention for some years. We also shall be put to heavy expense in replacing the fire-bed under one of our boilers in the central heating plant. The extreme heat plus the contraction inevitable whenever we turn off the heat makes this part of our heating equipment of short life.

Our new dormitory at the corner of Summit and Vernon Streets is a great success and has been much admired by Hartford people as well as by returning alumni. It has turned an unsightly corner into a focus of academic beauty and the landscaping around the building has given it very definite style. Some years ago when the house of Charles Sigourney of Hartford, one of the original founders of the College, was being torn down, I got hold of some old bricks, expecting to incorporate them into some one of our building projects. We decided recently to use these bricks in the piers supporting the main gates to the new dormitory. They give a pleasant touch to the eye and have been suitably marked with a brass tablet as a tribute to one of the founders of the College.

During the summer months dampness buckled badly the floor in the dining hall of this new dormitory. We are sorry to have

the beauty of this room in any way marred, as it represents our tribute to the memory of a loyal Trinity man, Frederick Everett Haight, '87, but we trust we shall be able to overcome the technical difficulties in keeping that building in the best of shape. In addition to providing rooms for our students, this building has met a real need in providing for married members of the Faculty and achieves academic dignity now by being the residence of our College Dean.

Let me commend to you the report by Dean Hughes submitted herewith. He is a person of indefatigable zeal and has carried on successfully the administration of his office together with a teaching load in his Department of German. He has been particularly successful in handling the problems of individual students. When paper work connected with the entrance of our young men into the armed forces of the country began to pile up on my desk, I decided to turn all of this large problem over to Dean Hughes. Changing policies in Washington have aggravated the difficulties of his task but he has done it cheerfully and well. Undoubtedly Trinity College through his endeavors will bring a maximum of our manpower into the service of our country and at the same time will take advantage of provision made by which selected college students will have a chance to continue with their college education.

It should be a source of no little satisfaction to the Trustees of Trinity College to realize that during the last two decades they have met their financial responsibilities in such wise that the College is far stronger to enter upon lean war years than it was in 1917. We must expect decreased yield from our endowed funds and our student body may be decimated, but we can face such difficulties with courage and assurance. Your Finance Committee has strengthened your portfolio in important respects this past year and our Comptroller has our accounts in perfect order. His diligence in collection of fees merits high praise. Our income yield for 1941-42 from endowment was 4.7% as against 4.6% for last year, and we closed our books at the end of last June with a small surplus. I recommend careful reading of the report of our Treasurer; it brings out many interesting details.

Last January the importance of accelerated academic programs was put before our colleges. As a result, the Faculty of Trinity College agreed to reduce the length of the mid-year examination period, to eliminate the Easter vacation and to condense the second term of the academic year into shorter compass without cutting down actual class hours. As a result, we were able to hold our Commencement four weeks earlier with graduation on May 17th. This was not accomplished without some loss. It became obvious to me during the spring term that it was hard on the students and particularly hard on the Faculty to teach continuously without a needed break in the early spring.

To go still further with our accelerated program, we entered into an arrangement with Wesleyan University by which Wesleyan and Trinity conducted two successive joint summer sessions of six weeks each, the first at Middletown and the second at Hartford. Students taking both sessions were able to get twelve semester hours of credit, practically the equivalent of half of one academic year. We had in mind primarily a procedure to allow the members of the class of 1943 to graduate at mid-years and to make it possible for students in other classes to shorten their course. Attendance was optional.

The success of these two summer sessions was beyond our expectations. As the teaching at Middletown was done by the Faculty of Wesleyan and the teaching here by our Faculty, both groups had an opportunity for a real vacation and the maintenance staff of each college had opportunity to make the usual routine repairs and renovations to the buildings. Best of all, the association of the young men of both colleges in class and in recreation brought friendship and respect which blossomed into what might be called real academic affection. Trinity and Wesleyan, close neighbors and therefore naturally rivals, may be safely termed today natural friends.

In planning for this coming year, the Faculty realizes how difficult it is to plan wisely when the national picture changes overnight. We have, however, condensed our time-table somewhat for the first term of the coming year and are scheduling the mid-year examinations before Christmas, with the expectation of conferring degrees to such members of the class of 1943 as complete the requirements at a special convocation on Sunday afternoon, December 20th. Altogether apart from the value of this earlier graduation in these war days, it is a wise move to put our mid-year examinations before the Christmas vacation on other accounts. The older schedule long established in American colleges was to start the academic year at the end of September, carrying classes along through the fall with a perceptible revival of learning at the close of the football season so that everything was in good shape in mid-December. Then would come the Christmas vacation when academic interests would be temporarily abandoned so that when the students returned after New Year's Day, there was always an obvious let down. The ten days of classes before the mid-year examinations in the last weeks of January were not of much use. It will make a clear-cut improvement in our general effectiveness to my thinking if we can regard the mid-year examinations before Christmas as possibly a permanent change.

In reviewing the general attitudes of our students, their zeal and their morale since Pearl Harbor, I am moved to venture a few comments and generalizations. There were a few students who

were so thrown off balance by the war endeavor as to be completely out of gear by last May, turning in an academic year of little worth. There were others, a slightly larger group, who were so roused by the war endeavor that they decided to leave College without graduating or without waiting for the completion of the academic year in order to join at once with the armed forces. The Army Air Corps and the Navy claimed a number. A few others were caught by the draft. With the majority of the students, however, as academic marks may show, the war brought about an access of zeal for tasks on hand and a stability of purpose which made one proud of our cross section of American youth. There was an intense interest in national and international affairs and a worthy curiosity as to how we got into this mess anyhow and what would be the best way out.

Few of us were prepared for an increased interest in religion as a result of confusion in national and international affairs. I have known very few Trinity students who would have any right to wear haloes. Outwardly pious individuals have always been properly at a disadvantage in our academic environment. Among this group of healthy young Americans, however, during these last few months, there has been something of a spirit of inquiry, something of a longing for reality, something of an actual search for what religion might supply. The little group of students whom I met in a confirmation class during the winter represented not the emotional upsurge of old-fashioned conversion, but it brought to the surface the readiness of a few students, plus one member of the Faculty, to pledge their faith in higher things. For all the students the Chapel services seem to have added meaning.

Since Pearl Harbor we have held at least once a month a special service dedicated to the Trinity men in uniform. We sing "For those in peril on the seas" for the Navy, "The Battle Hymn of the Republic" for the Army and "Abide with Me" for the wounded, commemorating in prayer those of our Trinity fellowship who have been killed in service. We repeat together a prayer for all Trinity men in uniform, a copy of which has gone by mail with a covering letter to every one of our men in Army, Navy and Marines insofar as addresses are available. Responses from this letter have been most gratifying.

Hesitating to generalize too much from insufficient data and cautious about making predictions of any sort, I still wish to go on record to the Trustees of Trinity College as convinced that our undergraduates of today are fundamentally fine, absolutely loyal to our country, and devoted to the service of Truth. Perhaps it is not surprising that for these three reasons their religion has become suddenly more vital so that they can look forward from a broken up college career into a troubled world clear-eyed and unafraid.

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

DEPARTMENT OF BIOLOGY

T. H. Bissonnette, Professor

Anomalous Seasonal Coat-color-changes in a Small Male Bonaparte's Weasel; American Midland Naturalist.

Experimental Modification of Molts and Coat-color-changes by Controlled Lighting of the Bonaparte Weasel; *Endocrinology* 30 (6): suppl. 1025, in collaboration with E. E. Bailey.

Experimental Modification of Molts and Changes of Coat-color by Controlled Lighting in the Short-tailed Weasel; *Biological Bulletin*, in collaboration with E. E. Bailey, 83(2): 294.

A four-legged Ring Neck Pheasant Chick; *Journal of Heredity*.

J. Wendell Burger, Asst. Professor

Some Effects of Androgens on the Adult Male Fundulus; *Biological Bulletin* 82:233-242, 1942.

Hermaphroditism in the Adult Urodele, Plethodon cinereus; *J. Morph.*, 70:221-227, 1942.

The Relation of Light to Sexual Inactivity in the Male Starling; *Anat. Rec.*, 78:83-84, 1941.

Mr. Bissonnette and Mr. Burger

Photoperiodicity in Animals; *Year Book Am. Phil. Soc.* 1941:118-121.

Mr. Burger, Mr. Bissonnette and Mr. Doolittle

Some Effects of Flashing Light on Testicular Activation in the Male Starling (Sturnus vulgaris); *J. Exp. Zool.* 90:73-82, 1942.

DEPARTMENT OF CHEMISTRY

Vernon K. Krieble, Professor

The Hydrolysis of Hydrogen Cyanide in Acetic Acid Solutions with Mineral Acids as Catalysts; in collaboration with F. C. Dunnebier and Edward Colton, *Journal of American Chemical Society* (not yet printed).

Warren C. Lothrop, Instructor

1,8-Dimethyl and 2,7-Dimethoxy-biphenylene; *Journal of American Chemical Society*, 64: 1698, 1942.

DEPARTMENT OF CLASSICAL LANGUAGES

James A. Notopoulos, Asst. Professor

Notes on the text of Shelley's translations from Plato, Modern Language Notes, LVI, 536-541.

Socrates and the Sun, Classical Journal, XXXVII, 260-274.

Plato's Epitaph, Journal of Philology, LXIII, 272-293.

Poetics, Classical Philology, XXXVII, 195.

The Method of Choosing Archons in Athens under the Empire, paper at annual meeting of American Philological Association, December 31, 1941. Not yet published.

Platonism and the Poetic Mind, paper read at University of Pittsburgh, Nov. 7, 1941. Not yet published.

Consultant on Greek for Webster's International Dictionary.

W. C. Helmbold, Asst. Professor

A Beginning Greek Book, together with the text of Plato, Republic I, Notes and Vocabularies; Trinity College, Hartford, 1942.

DEPARTMENT OF GERMAN

A. H. Hughes, Asst. Professor

State Register and Manual, 1942, consultant on place-names section.

Work on Dictionary of Connecticut Place-Names, not yet completed.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

W. O. Aydelotte, Asst. Professor

The following book reviews:

Germans in the Cameroons, 1884-1914: A Case Study in Modern Imperialism, by Harry R. Rudin; Eng. Hist. Rev.

East Africa and its Invaders, from the Earliest Times to the Death of Seyyid Said in 1856, by R. Coupland; Eng. Hist. Rev.

The Exploitation of East Africa, 1856-1890: The Slave Trade and the Scramble, by R. Coupland; Eng. Hist. Rev.

European Colonial Expansion since 1871, by Mary Evelyn Townsend; American Hist. Rev.

Vauxhall Gardens: A Chapter in the Social History of England, by James Granville Southworth; Amer. Hist. Rev.

The Primrose League, 1883-1906, by Janet Henderson Robb;
Journal of Modern History.

DEPARTMENT OF LINGUISTICS

E. W. Myers, Asst. Professor

An article: *Two Contemporary Prophets*, in preparation in
collaboration with W. C. Helmbold.

A Study of Religion, in preparation in collaboration with
W. C. Helmbold.