

The Trinity Tripod

Volume XXX

HARTFORD, CONN., FEBRUARY 2, 1934

Number 14

McCOOK ELECTED EDITOR-IN-CHIEF OF TRIPOD; LAU MANAGING EDITOR

Ogilvy Chosen Business Manager
Winans, Gabler Elected to Offices

SEVEN NEW MEMBERS

Reportorial Staff Selected—Eight Men Advance to Positions On Editorial Board

As a result of the annual elections, held Tuesday evening, January 30, John S. McCook, '35, of New York City, will head the staff of the 1933-1934 Tripod, having been elected to the position of Editor-in-Chief. Robert J. Lau, '35, of New York City, was chosen Managing Editor, and Stewart M. Ogilvy, '36, of Forest Hills, L. I., was made Business Manager. Other new officers are Charles L. Gabler, '36, of Roselle, N. J., Circulation Manager; and James Winans, '36, of Elizabeth, N. J., Advertising Manager.

Eight members of the reportorial board were advanced to the editorial staff. They are: Malcolm V. Lane, '35; James R. Miller, '36; C. Brooks Roberts, '36; Adolph A. Hoehling, III, '36; James Frankel, '36; Philip J. Spelman, '36; Harrington Littell, '36, and Harry J. Davis, '36.

Elections to the reportorial board resulted in the selection of seven new members, who are: L. Barton Wilson, III; Raymond F. Patton; John L. Maynard; Paul E. Burdett; Robert T. Dunne; Thomas H. Fanning; James V. Davis. All except Dunne, who is a member of the sophomore class, are members of the Class of 1937.

The new board went into effect immediately, and the current issue of the Tripod is the first to be published under its supervision.

VESPER SERVICES TO BE HELD FOR TWO SCHOOLS

Students from Westminster and Pomfret Here February 11 and 25

Two special vesper services have been arranged for two neighboring preparatory schools. On Sunday afternoon, February 11, there will be a service for the Pomfret School at the usual hour of 5 o'clock. At this service a memorial pew-end, given by the alumni and masters of Pomfret, will be unveiled in memory of William Beech Olmsted of the Class of 1887, for many years Headmaster of Pomfret. The Pomfret choir will come down that afternoon to take part in the service, and a brief memorial address will be made by the Rev. George Langdon, Chaplain at Pomfret, who was associated with Dr. Olmsted at the time of his death.

The pew-end is the work of Gregory Wiggins, who has done all the wood carving in the Chapel. Mr. Wiggins lives in Pomfret and was for a time a master under Dr. Olmsted. The carving recalls the three educational institutions with which he was connected: Trinity College, Pomfret School, and St. Marks School.

The other school service will be held on Sunday afternoon, February 25, when the students of Westminster School in Simsbury will visit the college. Mr. McOrmond is planning to bring over the entire school. Ernest Cullum of the Class of 1923 at Trinity is now teacher of music at Westminster.

JESTERS WILL GIVE TWO PLAYS TOMORROW NIGHT

Both Will Be Presented in Public Speaking Room Before Senate Dance

Tomorrow evening in the Public Speaking Room at 8 o'clock the Jesters will offer two one-act plays as their contribution to the Junior Prom week-end. The first one is a fantasy in two scenes, "Exchange", by Althea Coombs-Thurston. The second is a one-scene drama of newspaper office life, "Copy", by Kendall Banning.

"Exchange" deals with a fanciful sort of office, to which dissatisfied mortals come in the hope of getting rid of what they think are their miseries for something better. There is a Judge, played by Donald Hurd of Springfield, Mass., who presides over this exchange bureau. As his rather idiotic assistant there is an Imp, T. Lowry Sinclair of Waterbury, Conn. He doesn't seem to accomplish very much, but has a very good time running about the office, laughing and jeering at all the wretched clients. A rich citizen, played by Desmond Crawford of New York City, comes to the office, desiring that his lot be a bit more humble, in order that he may mix with more people and have a real taste of *joie de vivre*. Orrin Burnside of Philadelphia takes the part of a poor man who is very eager to amass a fortune without any effort on his part. Stanley Fisher of Hanover, Mass., provides the rather comical part of the vain woman, who has quite a fast one pulled on her when she comes in quest of beauty.

"Copy" opens in a newspaper office, whence it seems quite incredible that any up-to-date or self-respecting paper could emanate. But the atmosphere suddenly comes to life and the cobwebs are swept from the typewriters and desks as City Editor Lay enters full of enthusiasm, and stories about nothing which his ingenuity makes front page material. His part is a very difficult one and is taken by Raymond Patton of Washington, D. C. Throughout the play he is the perfect newspaper man, which is by no means an easy task, as he soon goes through a series of emotions caused by a sudden disaster. Thomas, the star reporter, played by Frank Manion of West Hartford, is about the only real comfort Lay has. Pratt, played by Adolph Hoehling of Washington, D. C., is just another lazy reporter, who at the time the curtain goes up is sitting in a stupor, dreaming of seashores and mince pies. John Bauer of Hartford does the part of Adams, a stuttering reporter, who was not graced by an over-amount of brains. He provides a good comedy effect and makes an excellent foil for Lay and Thomas. Wilson, played by Desmond Crawford, the rich citizen of "Exchange", is an easy going member of the staff who does not believe in taking life too seriously. Jimmy, the office boy, Bruce Randall of Bridge-water, Conn., is the conventional type and is generally trodden on by all.

IVY NOTICE.

Group pictures for the 1935 "Ivy" will be taken on the afternoon and evening of Tuesday, February 6. The list of appointments has been posted on the college board, and the Business Manager asks that everyone be on time.

PROM IN ALUMNI HALL TONIGHT OUTSTANDING EVENT IN WEEK-END OF JUNIOR FESTIVITIES

Alpha Chi Rho Dance Last Night Opens Week-End—Delta Phi Host Today

SWIMMING TOMORROW

Teas, Vesper Service Will Follow Meet with M. S. C.—Jesters Play at 8 o'clock

A full and varied program of events for the week-end has been arranged through the combined efforts of the Prom Committee, the several fraternity houses, and numerous college organizations. Last night the Phi Psi Chapter of Alpha Chi Rho opened the three days' festivities, entertaining at a dance in Cook Hall from 8.30 until 12 o'clock. Music was supplied by the Trinity Troubadours, and the patrons and patronesses included Dean and Mrs. Hood, Mr. and Mrs. Atchison, Professor and Mrs. Mrs. Bangs, Professor and Mrs. Humphrey, Professor and Mrs. Adams, and Mr. and Mrs. Roth.

This afternoon the Sigma Chapter of Delta Phi will give a tea dance from 4 until 7 o'clock, with music by Austin Schrivener and his orchestra. The patronesses are to be Mrs. R. M. Adams and Mrs. Monroe Martin. Several of the fraternities are planning to give dinners before tonight's Junior Prom.

Tomorrow afternoon at 3 o'clock there will be a swimming meet between Trinity and Massachusetts State College. This will afford the guests an opportunity to inspect the Trowbridge Memorial, which houses the swimming pool and squash courts. Directly after the meet tea will be served at the fraternity houses, and Vespers will take place in the Chapel at 5.15 o'clock.

At 8 o'clock the Jesters will present two one-act plays, "The Exchange", and "Copy" in the Public Speaking Room. Following the two productions, the Senate will sponsor a dance in Cook Hall, to last from 9.30 until midnight. Patrons and patronesses who have accepted for the event are: President and Mrs. Ogilby, Dean and Mrs. Hood, Professor and Mrs. Wadlund, Professor and Mrs. Adams, Professor and Mrs. Mitchell, and Mr. and Mrs. Martin.

There will be a chapel service at 11 o'clock Sunday morning, and the week-end will close with dinner at the fraternity houses.

CALENDAR OF EVENTS Junior Prom Week-End

Friday:

Delta Phi Tea Dance from 4 to 7 o'clock.

The Junior Prom of the Class of 1935, 10 to 3 o'clock, in Alumni Hall.

Saturday:

Swimming Meet with Massachusetts State College, 3 o'clock in Trowbridge Memorial.

Tea at the Fraternity Houses.

Vespers at 5.15 o'clock.

The Jesters present two one-act plays, 8 o'clock in the Public Speaking Room.

Senate Dance, 9.30 to 12 o'clock in Cook Hall.

Sunday:

Chapel Services at 11 o'clock.

Dinner at Fraternity Houses.

DANCE CHAIRMAN.



PAUL W. ADAMS, '35.

THREE FRATERNITIES HAVE WEEK-END GUESTS

Psi Upsilon, Delta Phi, and Alpha Chi Rho Are Giving House Parties

Three of the seven fraternities on the campus are having house parties over the Junior Prom week-end. The following is a list of the guests at the three houses:

Guests of Psi Upsilon include Miss Milda Wickett of Greenwich; Miss Isabel Crystal of Columbus, Ohio; Miss Mary Lister of Providence, R. I.; Miss Janet Adams of Yankton, S. D.; Miss Jean Ferris of Glen Ridge, N. J.; Miss Anne Whaples of Farmington; Miss Jean Whaples of Farmington; Miss Mary Haight of Longmeadow, Mass.; Miss Dorothy Naylor of New York City; Miss Mary Palmer of New York City; Miss Frances Prendergast of Hartford; Miss Elaine Drake of Greenwich; and Miss Elsie Frank of Hartford.

The Delta Phi Fraternity is having the following guests: Miss Patricia Jeffcott of Philadelphia, Pa.; Miss Mary Gilbertson of Hartford; Miss Marian Patience of West Hartford; Miss Getrude Sanderson of Boston, Mass.; Miss Barbara Peck of West Hartford; Miss Peggy Quigley of West Hartford; Miss Elaine DeVoe of Chester, Conn.; Margaret Baldwin of Duluth, Minn.; Dollie Videsse of Easton, Maryland; Eleanor Winter of Mount Holyoke College; Eleanor Stone of Mount Holyoke College.

The guests of Alpha Chi Rho are Miss Virginia Golden of East Orange, N. J.; Miss Doris Studley of Longmeadow, Mass.; Miss Margaret Pierce of West Hartford; Miss Jane Zweygart of Hartford; Miss Gladys Merwin of Wonalancet, N. H.; Miss Virginia Connors of West Hartford; Miss Rosemary Loftus of West Hartford; Miss Frances Gerster of Rye, N. Y.; Miss Hortense McGarvey of Philadelphia, Pa.; Miss Margaret Craig of Baltimore, Md.; Miss Betty Dorren of West Hartford; Miss Virginia Ferguson of Greenwich; Miss Genevieve McDermott of Mobile, Ala.; Miss Elizabeth Stone of Southington, Conn.; Doris Bancroft of Stratford, Conn.; Charlotte Ryder of New York City; Bette Andrews of New Haven, Conn.

Class of 1935 Restores Old Gym As Background for Gayety of Annual Dance

MADCAPS TO PLAY

Dancing to Cloutier's Music from 10 to 3—Buffet Supper at Midnight

Once again Alumni Hall will provide the background for the outstanding social event of the college year when the annual Junior Prom takes place tonight. Last year's junior class broke away from the traditional site of class dances, holding the 1933 Prom in Cook Hall, and its example was followed by the Class of 1936 this fall. Many have voiced their preference to Alumni Hall, however, and this evening guests will once more fill the old gymnasium, to dance from 10 until 3 o'clock to the music of Norman Cloutier and his Merry Madcaps.

The dancing will be by program until midnight, when a buffet supper will be served. There are nine dances on the program, and the fifth one of these, the Grand March, will be led by Paul W. Adams, Chairman of the Prom Committee, and Miss Marian Patience of West Hartford. After supper cut-in dancing will be observed for the remainder of the dance. As is customary, the Hall will be furnished with the various fraternity booths.

Patrons and patronesses for the Prom are: President and Mrs. Remsen B. Ogilby, Dean and Mrs. Thurman L. Hood, Professor and Mrs. Henry A. Perkins, Professor and Mrs. Arthur Adams, Professor and Mrs. H. M. Dadourian, Professor and Mrs. Edward L. Troxell, Professor and Mrs. Vernon K. Kriebel, Professor and Mrs. Louis H. Naylor, Professor and Mrs. Arthur P. R. Wadlund, Professor and Mrs. Archie R. Bangs, Mr. Philip E. Taylor, Dr. and Mrs. Roger H. Moten, Dr. and Mrs. C. V. Flaherty, Mr. and Mrs. R. M. Adams.

The Prom Committee, which has been responsible for arranging the details of this evening's program, is under the direction of Paul Adams of West Hartford, and is made up of the following: William J. Angus of Beechurst, L. I.; James D. Cosgrove of Hartford; J. Duane Flaherty of West Hartford; Milton C. Marquet of Philadelphia, Pa.; Thomas J. McQuade of Hartford; Territt H. Mowbray of St. George, Bermuda; Barclay Shaw of Greenwich; Norman Schramm of New York City; William H. Warner of Wethersfield; and Clark G. Voorhees of Old Lyme.

POSITION AS RESEARCH CHEMIST TO MR. PEIKER

Mr. A. L. Peiker of the Chemistry Department has just accepted a position as Research Chemist for the Calco Chemical Company of Boundbrook, N. J., and will enter upon his new duties at once.

Mr. Peiker graduated from Trinity in 1925 and was a valuable man on both the football and basketball teams. He was appointed demonstrator in Chemistry, staying in that capacity for three years and getting his Master's Degree in 1927. He received his degree of Ph. D. at McGill University, where he won an important fellowship. In 1930 he returned to Trinity as an instructor in Chemistry.

The Trinity Tripod

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The columns of THE TRINITY TRIPOD are at all times open to alumni, undergraduates, and others for the free discussion of matters of interest to Trinity men.

FRIDAY, FEBRUARY 2, 1934

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ROBERT J. LAU, '35

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John L. Maynard, '37
James V. Davis, '37
Thomas H. Fanning, '37
Paul E. Burdett, '37

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Charles L. Gabler, '36

NEPENTHE

The mid-year monster has been driven off, stabbed by the points and blinded by the ink of half a thousand pens. Great rejoicing fills the hearts of the warriors, for the battle is over, and close upon its harsh cries and bitter grind comes the sound of soft voices, the voices of those who help us forget.

The monster's foes were not pessimistic, at least not improvident. He had been turned back before, why not again? They made plans. There would be dancing, drama, and games to entertain the beautiful, shy visitors. They should be welcomed royally, or not at all. Wasn't it quite right to lure them with proud promises of three festive days? It gave incentive to the warriors, for it meant that they must not fail to spill the traditional sixty points of the monster's blood.

Our warm hand of welcome is extended. Our enthusiasm knows no bounds. Our spirits run high, may they not overflow and bring down upon us more monsters, pink elephants!

The cryptic seer winks one eye and says that the sun will shine; she winks another and waves at the bright full moon . . . Welcome, indeed, fair visitors!

CHEERING ETIQUETTE

At this time we would like to revive an old subject and again make a plea for a more restrained cheering section at the college basketball games. It was particularly noticeable at the Amherst game that every decision of the referee against Trinity players was received with boos and catcalls, and, as the contest became faster and more furious, that penalties inflicted upon opponents were hailed with cheers of delight. In a fast basketball game it is impossible for even the best referee to see all the infractions of rules, and continued heckling from the stands will never improve his powers of vision or his temper. Nor does too open a display of prejudice give the visiting teams a good or accurate impression of the college.

We cannot quote any fixed set of rules pertaining to the behavior of spectators at basketball games, but if one did exist it would undoubtedly condemn a great many of the varieties practiced in the Hopkins Street gym. We suggest that in the future any individual who feels the urge to call the referee or an opposing player a this or that should direct his energy towards a cheer for his team, which ought to give him an excellent opportunity to blow off steam. We might also save those brilliant and witty remarks, generally aimed at the official or that "dirty" number so-and-so, for more appropriate occasions. Then the referee will be happy, the tension between members of the teams will not be unnecessarily great, and the visitors will carry away a better idea of the students of this college.

COMMUNICATIONS

That both the student body and the faculty alike have taken a new and serious interest in the ever important problem of curricular changes has been evidenced strongly by the increase in the communications found on the editor's desk each week. The Tripod wishes to go on record as welcoming with open arms any such contributions, which are of a constructive nature and tend to stimulate an active and live common interest in both Trinity College and the intercollegiate world at large.

We have always considered our pages to be an open forum for self-expression on the part of our readers. We have constantly striven to awaken the students and the faculty, too, from that lethargy pervading the atmosphere surrounding our Eastern campuses. Consequently, we are gratified to no small degree with the present results, and we hope that this new enthusiasm will continue to find expression in our columns.

Our Correspondent of December 12 Replies to Criticisms of "Just '35" and Professor Perkins

To the Editor of the Tripod:

My! My! What a fine fellow this "Just '35" must be! Just the type to have about the house to bite the children when they return from school. His humor is something to behold; why not give him something on his own high plane such as "The Rover Boys at Trinity"? In attempting to answer his letter I look for ideas to refute, and since they are lacking I must go on to more fertile fields. Gosh—I wish I had a cigarette!

I feel greatly honored in being answered by one of the most learned men on our excellent faculty. I believed, from the appearance of our educational system, that faculties for the most part followed Peer Gynt, when he so nobly exclaimed:

"Ay, think of it—wish it done—will it to boot,
But do it—No, that's past my understanding."

Professor Perkins states that because college is a preparation for life we must abstain from "starting something". Perhaps if college did mature us, and did prepare us for life, I would. But to awaken discussion was my main purpose, and I intend to go on. Though many describe education by that trite phrase "preparation for life", our present high school and college systems are so far from touching life that they only push us back into the cradle.

The ideals and methods which hold sway in our educational institutions today are mere survivals from a pre-industrial past in an industrial age. Our mistake is that we believe the college should produce the college professor. This individual develops an agnostic attitude towards all social issues, and seldom if ever places himself on one side of an issue. In fact he straddles the fence, forever waiting for all the facts to come in, and this mainly because all the facts never do come in. Men who foolishly have allowed their minds to mature and set believe what in their youth was modern is still advanced in their old age. (Exception to every rule.) As long as the present system continues we are bound to be collegiate, that is, adults conducting themselves as children. "I could write endlessly on the humiliating" way education of today makes maturity harder to reach, not easier.

Horace M. Kallen admirably describes our system when he calls it "The gargantuan inflation of pedagogic lore, with its elaborate formalism, its pretension to precise measurements of mind and character, its blowing up 'scientific method' into a meticulous ceremonial with the efficacy of a church ritual."

Of course our system at Trinity does not differ materially from any other institution, but is that any reason for it remaining so? In every reform there must be a leader. Academic changes such as those at Wisconsin or Harvard are doomed to failure, for they are but mere changes in old materials, not the use of new materials and new forms.

I seem to have given the impression that because I want students to select courses I am a "too narrow specialist." At the beginning of my letter I stated my reasons for not wishing to take some courses. They were merely the facts that I had already covered enough ground in those lines. I do not believe I stated that I wished to plan my course wholly undirected. Advisers are necessary, but not in their present capacity of nailing a course together (they have no other alternative), but rather moulding it. Undoubtedly pressure is needed during the first year, but the next three should be rather free.

Although the group system would undoubtedly be an impediment in some courses, I think it would be a decided improvement in others. A. Gordon Melvin states that "we should never fail to realize the constructive creative possibilities of the group, the totality of its powers being greater, as in every pattern, than the

aggregate of its parts. So let us herald abroad the responsibility of the teacher in the formation of small groups. Specifically such a group may be earnestly and fortunately formed today on the basis of our pitiful social need."

As for memorization, that barbarous word again, we must realize that after facts are assimilated we should think upon them, but we do not, for time is lacking. The big question is, must facts be memorized before thought can be put upon them? Over fifty per cent. of the facts we assimilate are forgotten within forty-eight hours. When we reach the outside world will facts help us any, or will it be the power to think that will aid us?

Radicalism may be something to be avoided, and one can go too far in reform. The system I advocate is radical, and so is the system in sway today. In order to reach a happy medium one must argue far in the opposite direction. Wesleyan seems to be striving for that medium, why cannot we too attempt to reach it? Please remember any reform will take longer than the year and a half I have left at Trinity, so I am not attempting to evade work. I am only trying to point out certain points where the course of study can be improved.

"THE" '35.

(Editor's Note — We are in receipt of another communication from a correspondent who signs himself "Another Junior". This letter will be found on page four of this issue of the Tripod, and should be read with the above communication in mind.)

SMO-OTHIE!

The young man in evening dress, tie slightly askew, opened the door of the car with a bow which hovered between a courtly gesture and the first step in the act of falling on one's face.

"Won't you?" he said.

The blonde girl with the pencilled eye-brows and eyes lustrous from determined application of Murine (adv.) gathered up her skirt a bit and stepped onto the running board with the air of Little Eva braving the first block of ice. The young man followed her in and slammed the door definitely. He settled against the cushions, careful to retain a remote length of seat between her and himself, and extracted a cigarette case from his left vest pocket rather self-consciously. After two unsuccessful attempts to open and offer the case simultaneously, he managed to unfold it.

"Cigarette?" he asked.

"Thank you so much," she said. "Oh, they're Chesterfields. How thoughtful of you. Your friends all seem to have nothing but perfectly lousy cigarettes. Between you and me, I'd prefer corn-silk."

In the darkness of the car the young man glowed. He offered his lighter which the girl promptly blew out. He snapped it on again.

"Thank you, dear," the girl said. She flexed herself faintly and relaxed against the cushions of the backseat.

Again the young man glowed—perceptibly. On the girl's side of the

(Continued on page 3.)

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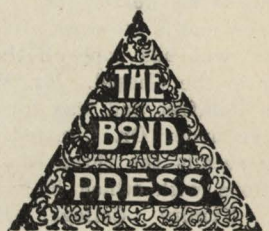
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**TRINITY FIVE SCORES
FIFTH COURT VICTORY**

**Turns Back Amherst Team 26-24
In Close Game to Keep
Clean Record**

The fast traveling Trinity basketball team registered its fifth straight triumph on the chalked courts this season by turning in an impressive 26 to 24 win over a highly-touted Amherst quintet just before the mid-year exam period. Opposed to one of the rangiest teams they will meet all season, and handicapped by the loss of Johnny Martens, the Blue and Gold team exhibited its true colors under fire all the way in a rough but hard-fought game.

Tommy Kearns, moved up from his guard berth to fill the place vacated due to the illness of Martens, was the particular bright light in the Trinity attack. His five field baskets, nearly all of the sensational variety, enabled him to take the high scoring honors of the contest. Captain Kelly and Bob Daut showed well on the defense, and Ray Liddell, though his eye was not as keen as usual, proved a constant threat to the Lord Jeffs with his fine floorwork and accurate feeding. Sampers and Fritzson, who were recruited to bolster the first five, deserve much credit, especially Sampers, whose two quick field goals midway in the final half, shot Trinity out into the lead again and spiked Amherst's early third quarter bid for victory.

Turner and Captain Fusco, Amherst forwards, kept their team in the running all the way, and scored over half the Amherst points. Most of their tallies were made in the second half drive of the visitors, when, after trailing 10 to 14 at the intermission, they jumped into a 19 to 14 lead at the end of the period. The insertion of Sampers, however, pepped up the Blue and Gold players, and, once back in the van, they effectively checked any serious scoring thrusts on the part of their opponents.

This win stamps the Trinity squad as one of the top ranking fives in New England for the second straight season, and if they can maintain their early season pace against such teams as Wesleyan, Pratt, and Connecticut State when play resumes, there is every reason to believe that last season's phenomenal record of ten wins in twelve starts may be bettered. There are only five other colleges in the East which can boast of undefeated teams at the present date, and these include City College of New York, Colgate, and Long Island University, always noted for the high grade quality of their play.

SMO-OTHIE!

(Continued from page 2.)

car a street light glowed vaguely in the distance.

"Does that light," asked the young man, feeling a bit like a character from Noel Coward, "bother you?"

The girl regarded it obliquely.

"It does get in my eyes," she said. "Would you mind awfully—"

"Not at all," the young man said. With his left arm he reached across her shoulders and pulled down the curtain on her window. Surreptitiously he allowed his body to follow the arm, leaving the latter in a strategic position. The girl leaned her head on his shoulder.

"Have we," she asked, "really known each other such a short time?"

"For one dance," he said.

"One dance," she said. "I feel as if I'd known you all my life."

"Same here," said the young man.

"No, but really," said the girl. "Please don't think I act this—this way with—oh, just anybody. With you, it seems different."

"I feel that way, too," said the young man.

They sat and thought for a minute. In the darkness all you could see were the ends of the cigarettes and the girl's hair and the young man's shirt bosom.

"No," the girl said suddenly.

"Sorry," said the young man, a bit stiffly. "I thought after what you said—"

"Ah, darling," the girl said. "Please don't be like that. I didn't think you'd be like that."

"I'm sorry," he said again.

"Kiss me," the girl said.

The young man kissed her in the self-same style that had made him the scourge of Mahousac Falls, N. Y. After a while the girl disengaged herself. She rearranged her hair with her hands.

"You're sweet," she said.

"Am I?"

"You're not at all like the rest."

"Neither are you."

"Well!" said the girl.

"I don't mean that," the young man said. "I mean you're so much—so much sweeter and—everything."

"Darling!" said the girl. She looked about at the car, at the beautiful dash-board, the luxurious, obviously custom-built interior, the amazing length of hood stretching away before the windshield.

"Does it all really belong to you?" she asked.

"All what?"

"All this lovely car?"

"Yes," he said. "It was a birthday present."

Not wishing to get off the subject, he kissed her again. This time it was he who broke away.

The girl looked up into his eyes. "Hadn't we better go back?" she said.

"So soon?"

"But the boy I came with—! After all, you know."

He helped her out of the car.

"And you will write me, won't you?" she asked.

"Every day."

"I'll be waiting for them."

Back at the dance her escort claimed her. The young man returned to the stag line, swaggering a tiny bit.

One of his compatriots raised his eyebrows in question and six others formed a confidential semi-circle around him.

"Well?" one of them said.

"Quite well, thank you," said the young man. "Second base." He straightened his tie.

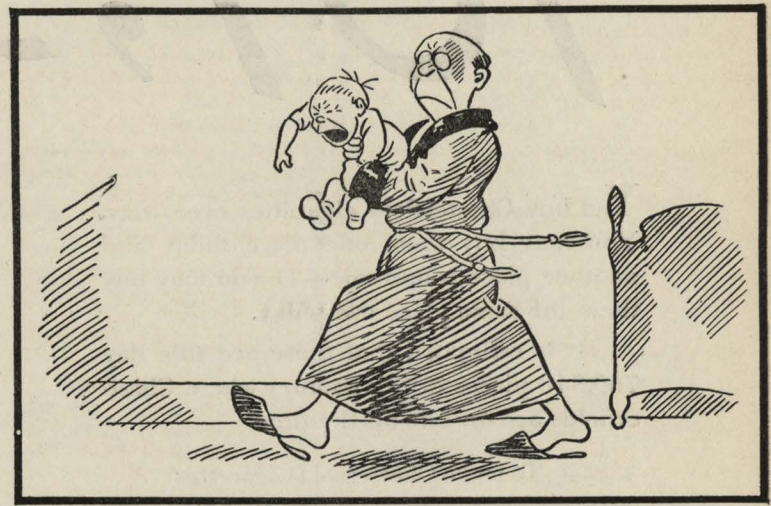
"Good subject?"

"Oh," he said. "She put up a little fight. I fed her the old stuff."

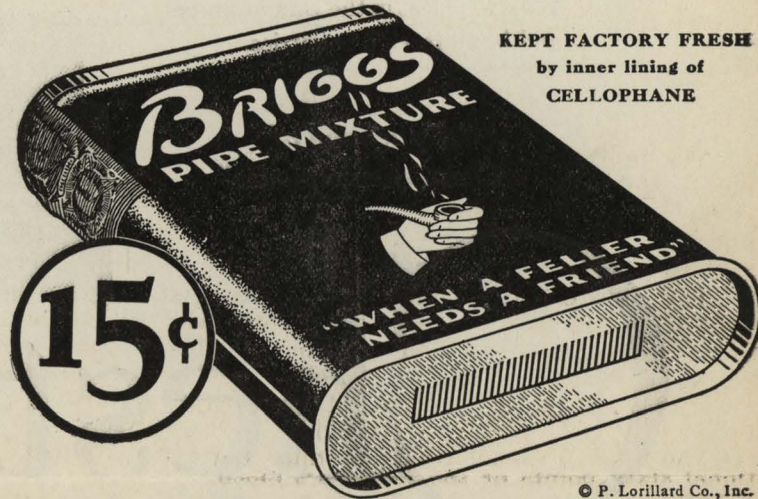
"And you're the one who knows how," said his friend.

For the third time in an hour the young man glowed. It had been a very successful evening, all considered. With an eye to climactic exits, he moved away from the group. The others watched him.

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"Boys, he gets 'em!" said one of his friends.
"Don't think he doesn't," another said.
"Smoothie Griffin," said the first one.
"Smoothie is right," said the second. He wagged his head deferentially. "Smoothie Griffin."

**PRESIDENT WILL PREACH
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St. Paul's Church in Stockbridge, Mass., is celebrating its Centenary this year. Thomas Ruggles Pynchon, the tenth president of Trinity, was at one time Rector of this parish. President Ogilby is going to preach a memorial sermon in honor of his predecessor at Stockbridge on Sunday, February 4.

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COMMUNICATION

"Another Junior" Enters Into the Discussion of Curricular Change

To the Editor of the Tripod:

The letter in your issue of December 12 has served its purpose if it has aroused both faculty and students to a discussion of the problem it presents. Unfortunately the letter from "Just '35" is so jejune that any answer would be wasted. A student capable of such back-biting and such despicable punning on names as was evident in this letter only serves as proof that there is a great deal of truth in the statement by Professor Shepard that college students are unable or unwilling to think. The only reply to a serious statement of an irksome condition elicited no replies from the body who would be most affected by reform, except an attempt at feeble humor that missed the main points of the complaint.

There are a number of dragons to be slain on the Trinity campus which require no very great amount of knight errantry. Professor Perkins has apparently slid over these difficulties to engage in a little jesting at Professor Shepard's expense. This will accomplish no more than would a state of ineffectual rebellion. For these dragons are very real, and are recognized by all the students and faculty except those unable to think or too reactionary to countenance any

reforms; nor are all the evils confined to Trinity—in this respect, at least, Trinity is not much different from other colleges.

To say this is neither to advocate rebellion against the whole system nor abandonment of the system. Restraint is necessary, but complete restraint defeats its own ends. The Freshman is incapable of choosing with intelligence the courses he needs for an education; he is apt to lean too much toward specialization. Furthermore, the Freshman knows nothing of the courses available, and he is in a strange environment, where he needs some routine to steady any tendency he may have towards aimlessness.

The upperclassmen are familiar with the schedule of courses, are somewhat acquainted with the individual members of the faculty, and have become acclimatized enough to choose with steadiness the courses which will serve them best. For those few individuals who have no idea what end they wish to pursue in their education, or who are likely to be too narrow in their choices, the advisers still exist. Under the present system the advisers are of practically no value to the student, precisely because they are not needed. From the moment a student enters Trinity until he leaves, his schedule is mapped out beforehand, according to the group of major subjects he wishes to enter. In twenty courses there are not more than three or four choices. Because of the restraint which denies all power of initiative to

the student, the student refuses to consider the possibility of using any slightest initiative, and is too apt to choose for his electives what are known as pipe courses.

There is no doubt that a well-rounded education is the only education. Any other is unbalanced and so cannot be considered educational. It is also true that the preparatory schools do not cram students quite so full as European schools do, and this is because the student is forced in High School to keep pace with students who expect never to go on to college, and Preparatory Schools are held back by the High School curriculum. Prerequisites for a college education are becoming greater and greater each year, but they do not yet include a complete knowledge of the classics, nor even a really usable knowledge of any foreign language. The college student who does not major in a language very often does not have an easy reading ability in it. This again is because men are forced into classes in which they have no vital interest, so that those genuinely interested are retarded. It takes two years of grinding to learn the grammar of a language and to read six to eight books in the language. If classes were composed of those truly interested in the subject, twice this work could be done.

Probably two-thirds of those attending college intend to go into business after graduation. Now certainly they should be educated—if our democracy is to continue to exist—but very often they are merely becoming learned;

and they are wasting the time of those students who wish to become truly educated. It is not impossible for a student to do twice as much work in a given course as another student, but the real waste comes when he is forced to attend classes in subjects which have no significance for him, and which he could learn as well from books as the professors. It is well known that no professor ever had a genius in his class. Nor is the professor usually likened to a Greek god. His resemblance seems nearer that of some Hindu god who sits placidly ignoring all mundane objects, or one who frowns down with a terrifying intensity. Yet, if any objection to recitations were to be made, it would not be that the student has no time to discuss Newton's law, nor even that he is occasionally expected to know a fact. Facts are excellent in themselves; but they do not constitute the final truth. If recitations are merely recitations of facts—and even certain aspects of history, economics, etc., may degenerate into this—and if these facts are isolated and in no way tied up with past, present, and future, or related to other branches of learning, then the whole value of those facts—their significance—vanishes.

To memorize facts can scarcely be called necessary for reasoning about them. If some reason is applied to the facts as they are studied and discussed, the relationships of the facts will imprint them almost indelibly on the mind. Again it is not a question of memorizing facts, but of memorizing nothing but facts.

As an example, I have learned perhaps four hundred dates and figures in such a way that I could write them out for a History examination. Today those facts are forgotten and their significance alone remains, where they had significance. Nor was their significance dependent on memorizing the facts for an examination.

It probably is too late for a course in Kant's Critique of Pure Reason, or thermodynamics. It is just this fact that is so terrible. Is there no way to end the "uninspiring drudgery," or at least so reduce it that the mind may not shrink from such subjects?

That parrot-like recitations are sometimes necessary may be admitted, but they are not necessary in so many courses. Even a Phi Beta Kappa man, thinking for himself, will agree that such changes as are recommended in the editorial of the Tripod of January 16 would considerably reduce the number of such classes, improve the education and attitude of the students, and remove a great annoyance from the lives of nearly all professors.

Let us hope that any further consideration of this subject may be treated with a serious attention to the principal features of the argument, and that those minor points which may serve as loop-holes will be ignored in favor of those points which are of primary importance. It would be too bad if they were not at the same time treated with good humor, but wit alone has no place in a serious discussion.

ANOTHER JUNIOR.