THE INAUGURATION NUMBER

OF

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COMMEMORATIVE OF THE INAUGURATION OF

DR. FLAVEL SWEETEN LUTHER

THE ELEVENTH PRESIDENT OF TRINITY COLLEGE, HARTFORD, CONN.,
OCTOBER TWENTY-SIXTH, 1904

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To
Gurdon Wadsworth Russell, A. M., M. D.,
of the class of eighteen hundred and thirty-four,
the oldest living graduate of Trinity College, this
book is respectfully and affectionately dedicated.
DR. FLAVEL SWEETEN LUTHER.
PRESIDENT LUTHER'S INAUGURATION.

A DETAILED ACCOUNT OF THE EVENTS OF OCTOBER TWENTY-SIXTH, NINETEEN HUNDRED AND FOUR.

THE REV. FLAVEL SWEETEN LUTHER, Ph.D., LL.D., was chosen by the Trustees of Trinity College to be her eleventh President on April thirtieth, 1904. On the twenty-sixth of October a notable throng of alumni, trustees, undergraduates and friends of the College assembled in Hartford to welcome Dr. Luther on the occasion of his inauguration and to pledge anew their loyalty and devotion to him and to Old Trinity.

On the evening of the twenty-fifth the fraternities held reunions at their respective houses. Graduates were present in unusually large numbers and the annual initiations were held.

Inauguration Day came off cloudy, but the few sprinkles of rain which fell in the morning caused very slight inconvenience to the proceedings. The day was opened with the celebration of the Holy Communion in the College Chapel at 8:30 o'clock. The celebrant was Bishop William F. Nichols of California. He was assisted by the Rev. George McC. Fiske, D.D., and the Rev. G. Brinley Morgan, D.D. A good-sized congregation attended.

INAUGURATION EXERCISES IN PARSONS' THEATER.

The Academic Procession began its formation on Prospect street at about 10 o'clock. The following is the order of the procession:

Chief Marshal—Col. Jacob L. Greene.
Division I (Marshals, Prof. J. J. McCook and F. E. Haight)—State officers; presidents and delegates of colleges and universities; representatives of schools and academies; bishops; trustees of Trinity College; the Board of Fellows; the Trinity Faculty.
Division II (Hon. F. L. Wilcox, Marshal)—United States Senators; Congressmen; Supreme and Superior Court judges; clergy; city officers.
Division III (W. S. Schutz, Marshal)—Trinity Alumni in order of classes.
Division IV (C. W. Remsen, Marshal)—Trinity undergraduates in order of classes.

The gowned procession made an unusually imposing spectacle as it proceeded down Prospect street to Parsons' Theater.

The interior of the theater was decked in abundance with the Old Gold and Blue. The festoons which were hung about the stage and boxes were intertwined with tendrils of the college ivy. Over the stage hung an electric illumination. It consisted of the college seal, and above it the inscription "Trinity, 1823-1904." In the rear of the house over the center aisle was a blue banner with "Trinity" in gold letters, and above this, on the second gallery, was the seal of the United States, with which the boxes were also decorated. Flowers, ferns and palms figured prominently in the decorations. The effect of the whole scheme was simple but inspiring.

The inauguration exercises opened with a selection by the orchestra, after which came the invocation, by the Rt. Rev. W. W. Niles, D.D., LL.D., Bishop of New Hampshire.

The Hon. William Hamersley, LL.D., Judge of the Connecticut Supreme Court, presided.
Hon. Jacob L. Greene, LL.D., Secretary of the Corporation, presented the certificate of Dr. Luther's election. President Luther responded by renewing the promise which he made thirty-seven years ago to defend the interests of Trinity College.
In behalf of the Corporation, Judge Hamersley then delivered his address of welcome. The work of the college and the university of today was clearly outlined, together with the task of the one who stands at the helm.

ADDRESS OF THE HON. WILLIAM HAMERSLEY.

In the ordering of this gathering I have been charged with the duty of saying a few words on behalf of the Board of Trustees. We are met to celebrate the inauguration of the eleventh President of Trinity College. Trinity has just cause for pride in the distinguished character of the men who form this line and may well be specially thankful for the services of her last President. The able administration of Dr. Smith, covering the exceptional term of twenty-one years, forms a most important period in college development, complete in its solid and permanent achievement.
The Trustees prosecuted the search for a successor with deliberate patience until they became satisfied that the most successful result had been reached. They rejoice greatly that the high qualities necessary to our leader in the future have been found in most complete union in one who is a native of the ancient Commonwealth that gave us our charter in pursuance of the firm conviction of its founders that the common weal is best served when religion, learning and patriotism are one and inseparable; in one who, during his mature life has been a citizen of the city whose unrivaled beauty and historic culture pointed it out as the natural site of our college home; and in one who since early youth as student, alumnus and instructor, has been identified with his Alma Mater, filled with her culture, trained in her ways, as conscious of her needs, as proud of her history, who will approach in sober confidence, in the true Trinity spirit, the task of broadening and deepening the channels through which Trinity pours her contribution to the common work of developing the American university of the future. The influence and spirit of that university as a whole, the combination of varying forms of collegiate training must in the operation of natural laws reach all men and is thus destined to be a potent factor in promoting that national character which is the outcome of a self-respecting, liberty-loving, God-fearing people.

The immediate purpose of the common school is to furnish every child with that instruction deemed necessary to the performance of those duties, public and private, common to all citizens. Our government is framed for a people equal before the law and each having an equal share of the sovereign power which is vested in all. The successful administration of such a government is impossible unless the body politic, whose every unit shares alike in wielding the supreme power, is imbued throughout with that intelligent virtue essential to individual character and national greatness.

The immediate purpose of the university is to furnish instruction and means of development appropriate to the preparation for successful achievement of the comparatively few destined to avocations demanding broader culture and deeper, more varied and accurate knowledge, or practicable in the callings which occupy the greater number of men. But this purpose, most important as it is to human progress, is not the only one, nor is it the one which accounts for the hold the university has upon American life and the part it is destined to play in the formation of the American character. True culture leads to simplicity. Honest pursuit of knowledge leads to the love of truth. Genuine knowledge leads to reverence. Simplicity, love of truth, reverence — these are the natural result of that broader culture and higher knowledge which the best type of collegiate training imparts. These are the elements of that spirit which should pervade the self-governing man and the self-governing people.

In passing the college portals the youth enters a family whose every member stands upon absolute equality in the enjoyment of the family privileges and the performance of the family duties. All accidental advantages that serve a classification not based solely on individual merit are dropped at the college gates and thus, stripped of every adventitious aid or hindrance, the youths engage in the common work and generous rivalries of college life. It is the natural result of the years spent in such a life to nurture that conviction of the necessity of equality in rights, that fearless devotion to the maintenance of personal independence and that reverence for the supreme law, whose limitations upon all secure the freedom and independence of each, which are the conditions of a free and self-governing people.

The university is the natural nursery of freedom. For these and other reasons it comes to pass that the university, in the execution of its immediate purpose of preparing the comparatively few for special lines of action inevitably serves the higher and broader purpose of creating the spirit and exerting the influences which produce that sound character and patriotic zeal necessary to the fulfillment of the duties common to every American citizen. The influence of this spirit is not confined — cannot be confined — to the immediate objects of college training. The vibration it sets in motion may reach the farthest limits of the social system. The units which compose our body politic are not ranged in fixed strata. They change perpetually under a law which subjects all to the influence that modify each, and so every unit may be brought in touch with the spirit and influence of the university which thus, as really as the common school, may affect the life and character of every citizen.

In furnishing the instruction and appliances necessary to the development of the mind, the university must, in the nature of things, generate that spirit whose pervading influence is essential to the development of character, and this unconfined spirit must, by force of our social conditions, be brought in contact with the whole mass, influencing the character of all. And so, in the operation of natural laws, the character of the American people is inseparably connected with the spirit of the American university. The beauty and vigorous growth of vegetation is not more closely related to the height of the sun. No problem has a deeper interest for the whole people, than that concerned with the varying methods by which the American colleges are seeking to increase the purity and strengthen the efficiency of the university spirit.

To the president of a college comes an honor that is unrivalled, a responsibility that is most heavy and an opportunity that is full of possibilities. In his success the whole college fraternity and the whole people are interested. And so the custom has of late grown of making the presentation of the new president an occasion for a demonstration of the interest felt by all in the mission he has undertaken in behalf of all. Pursuant to this most fitting custom, we have come together to welcome a new leader in university life and to wish him God-speed in his noble and patriotic work.

Following another selection by the orchestra, the Rev. Professor Henry Ferguson, D.D. gave his address on behalf of the faculty. In welcoming the new President to his work he expressed the warm feeling of friendship which every member of the faculty feels toward Dr. Luther. He also paid a tribute to the peculiar fitness of Dr. Luther as a leader of young men.
ADDRESS OF THE REV. HENRY FERGUSON
IN BEHALF OF THE FACULTY.

The history of education is a record, not of uninterrupted advance, but of continual oscillations and alternations. We find in it long periods of conservatism, in which the teacher has felt that his duty consisted in pointing the learner to the wisdom of the ages, to the maxims of the wise, the prescriptions of unquestioned authority. We find also in its history, periods of intellectual revolution, of new interests, new ideas, new discoveries, times when the human mind, no longer content to walk in the old paths, tries to find new routes to its desired goal. In the former period, no greater intellectual crime could be committed, than disrespect for the past; so in this second period, the unpardonable sin is obstinate conservatism.

The highest merit in the one period is obedience and docility, in the other originality and independence.

The combination rather than the alternation of the two is the necessary condition of steady progress, for both are based upon natural and inevitable truths. No coxswain can ever win a race if he keeps looking back over his shoulder to see whether he has been steering straight; on the other hand, individual energy, and initiative, and originality may mislead rather than assist the helmsman if he has not some guide, or chart, or landmarks, that came to him from others' experience.

True educational progress, like true religious progress, requires therefore these sister qualities of conservatism and radicalism. The prophet must be kept steady by the "law and the testimony" of the priest; the priest kept up-to-date by the inspiration of the prophet.

In these respects, as in so many others, the law of the intellectual development of the individual corresponds with that of the human race. The earliest duty of the child is obedience to authority and docility. In this way may the mind be trained most readily and surely to think correctly for itself; and this process of training is most useful, even if the first act of the awakened mind be to throw away or relegate to the background the facts and theories on which it has been trained. Docility and obedience are not the characteristic virtues of the period of adolescence. The young man has better work for his mind than mere docility. To him the world is new, and to him is the wonderful power given, alas too evanescent, of new creation, of new discovery. Energy, enterprise, visions, enthusiasms, faith, they belong especially to the young man, and he who would wisely train him must sympathize with the bubbling and effervescent energy, and, wisely discarding as useless the childhood's methods by which the young man has been made what he is, must devote himself to directing the new and vigorous forces into the most effective and productive channels.

And, it is to such work as this, Mr. President, that your old associates and friends on the Trinity College Faculty are glad to welcome you, and bid you God-speed, knowing from our long comradeship with you that you value the young man for what he is, no longer the child simply to be taught jurare in verbis magistri, nor yet the mature man, ripe for the steady routine of life that all must come to,— the plodding industry, the measured steps, too often the disappointed hopes,— in that period of life, at once so fascinating and so dangerous, when dreams are more identical than ever afterward,— when the fresh, hot blood is beating in the veins, and earth and heaven, both, seem well within the grasp. We trust to you to guide, restrain, and direct this mightiest of all creative forces into the channels of the highest service for God and man.

We welcome in you, sir, this sympathy with youth, and mature wisdom and ripe experience with which to guide it. We welcome in you, also the progressive spirit, the true conservatism, that protects its chosen position by occupying the heights in front of it,— and the high regard for the worth and dignity of man,— the firm faith in a God who is still in and with His world, so that what most concerns men in the twentieth century demands the same reverent study, as what most concerned them in any of the centuries that have gone.

Our hearts and our hopes are knit with yours in the work that you have undertaken,— a work, the solemnity of which impresses itself more and more upon the conscience with each year of service. It is given to us, sir, under your leadership to struggle onward from the vantage ground won by the labors of those who have gone before us, to make Trinity College fulfill the hopes and desires of its founders: That it may be a home of Christian education, where the Christianity shall be lived as well as professed, where the treasures of sacred tradition and the consciousness of a priceless heritage from the past shall stimulate all our energies for the vital questions and the necessities of the present.

Under such influences, and with these ideals, it must be in the future as it has been in the past, a school of the Humanities, not only the so-called Humanities of bygone days, but those newer and living studies that today possess the quality of human interest, the capacity for human service, and the power of developing that complete humanity that is the world's treasure.

With this hope, and with a loving confidence based on a happy fellowship of half a lifetime, it is my privilege, in the name of the Faculty of the College, to bid you welcome, and to wish you every success in the serious and important work to which you have now set your hand.

The address of welcome from the undergraduates was delivered by Charles Edward Gostenhofer of the class of 1905. He spoke of the cordial relations which exist between the President and the men who make up the Trinity of today.

ADDRESS OF CHARLES EDWARD GOSTENHOFER
IN BEHALF OF UNDERGRADUATES.

It is my privilege to speak this morning on the behalf of the undergraduates.

I shall not presume to add an expression of my personal appreciation of Dr. Luther's fitness for the position he now holds. Others, whose greater experience makes their judgment of more value, have told of his
place in the scientific and in the college world. Our views as members of
the present College body are determined simply by our two our three years
of experience within the institution itself. Still, the men now working for
degrees have a large share in forming the character of the College today.
Their ideals will have a great influence upon her future. I shall, therefore,
endeavor to tell you of Dr. Luther's position among the students of
Trinity, and give their personal reasons for welcoming him so heartily as
President.

A well-known speaker once remarked that he found a meeting of
college undergraduates the most difficult audience to address. He said
it was because they were in every way so critical. We, at Trinity, I
suppose, are not an exception to this rule. We are critical, and perhaps
a little unreasonable, too. Our traditions, from the best to the most
trivial, are treasured as being of equal importance. All are held as essen­
tial to the permanency of college life, and an infringement upon under­
graduate privilege never fails to raise a storm of protest. Even when we
are satisfied or grateful, pains are taken not to show it, as a rule.

I can imagine a graduate being struck by the contrast between the
difficulties of this atmosphere, and Dr. Luther's popularity.

How— he would ask— did the new President gain the confidence
and affection of these young men? An average undergraduate might
try to explain it by saying: Dr. Luther has always taken such a sustained
and encouraging interest in the College athletics; he is ready to speak
and show his sympathy at College meetings. The success of the new
athletic field was due to his generous work.

But there is no need to go on with the list. He has done all this, and
it might well seem a sufficient explanation. There is, however, a deeper
feeling than the gratitude such acts of service might be expected to call
forth. It is deeper and stronger for being so seldom expressed.

Dr. Luther understands, as no one else understands, the under­
graduate temperament, peculiarities, and ambitions. The friend of the
students, he has always been the one who has sympathized most with the
things that are dear to college life and association. The undergraduates
are worthy of the College in his eyes. Their happiness and interests have
been his. Such affection, forbearance and comprehension is appreciated
by those upon whom it is bestowed. What Dr. Luther has given, is
returned in whole-souled admiration and confidence.

There is one more message I must bring you from those I represent.
It is our satisfaction at the condition of Trinity, and our gratitude toward
those who have labored in bringing it about. In the large entering class
we see growth,—growth that is an actual, living reality. More classes
are coming, larger and stronger, as first one and then another graduates
make place for them. Though we must leave so soon, it is indeed our
privilege to see, as undergraduates, the head of the new column,—1908
leading it. We shall be able to look back upon this Freshman Class as the
beginning of bigger, if not better things, and to remember they entered
this year of the Inauguration.

And now, sir, to you, to whose efforts our present condition is due,—
it is my privilege to assure you of the hearty welcome of all Trinity under­
graduates, and to pledge you our support in making our College on the
hill the pride of this city and the historic church.

A very brilliant address was then delivered by the Hon. Joseph
Buffington, LL.D., of Pittsburg, Pa., on behalf of the Alumni. He was
continually interrupted by applause. The "long Trin" cheer of the
undergraduates broke forth when he had finished. His speech was indeed
inspiring and again and again did the heart-throb of each Trinity man
quicken as he listened. It was also characterized by that peculiarly apt
humor for which the Judge is noted.

JUDGE BUFFINGTON'S ADDRESS.

Your committee of arrangement, moved by a spirit of heartless
"Haight," extenuates my limit. To give vent in a period of such con­
templable brevity to our feelings is impossible, but to dam them unvented
is dangerous, for we Alumni, today, are in the strange state of
the Scotchman's eight-gallon keg. When Sandy bought ten gallons of rum
and it was brought to him in the eight-gallon keg into which it had been
unfeelingly forced, the Scot dryly remarked, that he "did na mind paying
for the extra twa gallons, but he was highly uneasy anet the unseemly
strain of the keg." But not only is our eight-gallon capacity strained
with a sense of ten gallons plethora, but there is a sense of irony in a
graduate's welcome on the present occasion. The fact is, we need some­
thing in the welcome line, ourselves, for as we greet our College mother,
today, the sound of our voices is not wholly familiar to her ears. She
has trouble in recognizing us as her offspring, for many of us have not
been back, mayhap, "for an acen or two." I imagine the old lady's optic
nerve was well strained to pierce through the mask that years of absence
have slipped on each of us; heads grown gray, others bald, others possibly
swelled, slender figures widened to aldermanic girth, faces that left her,
bovish and care-free, now lined with world work. Yes, yes, she has been
fussing today, to find in these old boys the flashing eye, the ruddy cheek,
the care-free heart of years ago which bade her good-bye and have not
often slipped back to say she was mother still. And the irony of a wel­
come coming from us to him whom we gather to honor. For in this natal
day of happy hope and new life for our College mother, I can well imagine
her for the moment turning from the future with its beckonings of promise
and restful on her past of stress and strain. To those days when one loyal son at her
side meant everything and the absence and indifference of others but added
to the sorrow of her motherhood, and as she recalls the steadfastness of
our loyal brother whom we welcome. I can picture that mother restiig,
and restful on her strongest son's strength, whisper to him in words which
reach no other ears. "Son, thou art ever with me, and all that I have is
thine." Yes, yes, it is but the story of the old home, retold of the sons and
daughters who left it while most unselfish and oftimes the noblest stayed
to answer the calls of home duty and home ties.

I know not what siren charm, what mystic net, or subtle cord the Col­
lege mother wove around Flavel Luther, but somehow in the four brief
years he was hers she made him hers forever and a day.
"As a little sprig of ivy
Planted by the College wall
Ever reaches out its tendrils
Till at length it covers all,
So thy spirit, Alma Mater,
Planted once within our hearts,
With its roots of old tradition
Which the years gone by impart,
Reaches to our souls its creepers,
Tendrils formed of love for thee,
Binding us to thee forever,
Loved and loving Trinity."

Was it the work of a higher power, was it a providential preparation for a life work of devotion to him? It is not for me to say. "I came about," says Robert Louis Stevenson, speaking of his own life, "like a well-handled ship." "There stood at the wheel that unknown steersman whom we call God," and so with her he stayed, save those years when the call came for western work. We may be thankful this opportunity was given our future President to feel the heart throb of the great West. Such an experience is always to us eastern folk a wondrous broadening of heart and brain horizon, imbued as we are with tradition traveling the path of steady habit there is something in the air of unrest for the new and untried that one cannot escape as he nears the setting sun. There is that of high resolve and brave purpose that comes with the sky line's far reach, defenseless freedom of the field, the fresh upturn of league-long furrows, the men of straight-flung speech.

But through all these years of western absence this man's heartstrings still reached "o'er moor and fen, o'er crag and torrent till" they found his New England home, — Connecticut, — Hartford, — College Home, "the red roof line, long and low, that crowns the Trinity heights." And when the beckoning hand of his College mother summoned him to help her do for others what she had done for him, we can picture between the two a pledge of loyalty that 3,000 years before made sacred ground of a dusty Moabish highway, "Entreat me not to leave thee or to return from following after thee. Thy people shall be my people and thy God, my God." We know that in the years that followed calls came to coveted places and broader opportunities — college presidency; great pulpits; tempting offers to turn aside from the laboratory into the gold of commerce, but conscious, as he must have been of power and poise to fill them he yet stood Trinity true, and at the altar of self-surrender, consecrated to his college, his life.

Whence came this resoluteness of resolve? Oliver Wendell Holmes truly said, the education of a child began 250 years before it was born and when Flavel Luther nailed his name plate on the open door of a Trinity professor's quiet study, it was with the inherited spirit of steadfast stay that marked that other of his name and blood. Even old Martin Luther himself, when nailing his thesis to the door of Wittenburg church, he later said to the Diet of Worms in words, what Dr. Flavel Luther has done for his college in act and life: "I can do naught else—here stand I—God help me, Amen." And here he has stood and stayed and more than any other of her sons has drunk rich draughts of the under flow of her college life, its deeper significance and purpose. Here in the long sustained Trin.—Trin.—Trin.—of her cry he caught that undertone of manhood and purpose that has found vent in that slogan of unrest and action, "Now then, Trinity."

And through it all, how few of us knew the man or grasped what he was, or was to be. Oh, the pitiful tragedy of life that so often in our quest for what we yearn finds to see that in our own heart, by our own hearths, in our own homes, what we need and hunger for stands by unseen, unused, unvalued. And how often do wide and weary search but bring us back to find in that trinity of life and uplift, in heart and hearth and home,—that which, "seek where we may is not met with elsewhere."

It is not my purpose to here recount the last few years' work for this college, its removal from its old home, its rebuilding in the new, its adjustment to shifting educational conditions, the transplanting of the affection of the alumni from the old college to the new, its rescue from grave financial crises that threatened its very existence. These things, the work of Presidents Pyncheon and Smith, laid the foundation of the great advance upon which we enter today. And I am glad to voice the deep sense of gratitude we owe to them and here publicly record the same.

But I pass on to the time when with the latter's resignation came the duty of finding a leader for the new Trinity; it was then that we of the alumni—quorum pars fui—for an honest confession is good for the soul—started at breakneck speed to get away to far off fields, as far away as we could from home to find that most fatuous and pleading of mortals, the ideal College President. I recall the labors of Hercules, the tasks of Sisyphus and the diverse other mythological, allegorical and scriptural work. But if I may in this academic present use the forceful language of the street, I beg leave to say in my humble and humbled judgment that all these stunts compared with a College presidential hunt sink into littleness and are but as thirty of our minimum coinage.

You can find a man of scholarly culture here, one of executive power there; you meet inspiring enthusiasm here, tact and common sense there; you have noble Christian manhood here, savoir faire there— but when you come to unite the excellency of all these pluribus men in a composite individual unum, you find the old E Pluribus Unum on the nation's escutcheon as an undreamed of significance when applied to the selection of a College president. When it came to grouping collectively in any one man those traits and factors of availability which separately you found in many men, whose qualities of scholarship, executive grasp, altruism, conservatism, initiative, tact —lack of any one of which would cripple usefulness either in the world of sound scholarship, the estimate of men, the sphere of administration or in that crucial searchlight of X-ray penetration, the student body, one can readily understand that, like Benjamin of old, my brothers of the Alumni and myself found our mess was two-fold greater than that of our brethren. Indeed, speaking for myself, I may say that I bade fair to drift into the state of mind of that spinster who, urged to marry, said that in the first place she had no desire or need for a husband, for she already had a parrot that swore, a lamp that smoked, and a cat that stayed out all night; but if she would take a better half, though she would not halve, and those who would halve the bad man would
not have; and so after thinking much of men, the more we thought of them the less we thought of them, and we finally did what the presidential hunters of Harvard did when they found Charles Eliot — at home; what Princeton did when she gathered herself together and found Woodrow Wilson — at home; what Yale did, when reason was restored, and she found Arthur Hadley — at home.

And then we turned back to home and there found just as Harvard and Princeton and Yale had found what we were looking for, what we needed, and what, thank God, we got; found one of our own men who knew the college from bedrock to capstone, who knew her strength and possibility, her weakness and her wants, her traditions, her life; found one who in the disorganization always incident to a presidential interregnum, without any knowledge of the future policy of the college and precluded by the delicacy of his position in developing one of his own, still going ahead, wisely, sanely, forcefully, finishing a day's work at a time; and as each need arose drawing on a reservoir of reserve force and at hand found.

As I look over that year, I may be pardoned for saying frankly that in the trying and delicate position he had with the consciousness he must have had that men were watching and weighing his words, I have never seen such a happy coupling of dignity with freedom, of reserve with initiative, of the quiet way in which each day's work was met, and mastered without his using—much less misusing—the place he held as a stepping-stone to the place he deserved. That year tied us to the man. We felt that he was both great and good; we knew that the man for the hour and the hour for the man had come; gradually, steadily, irresistibly there came to one and another that calm of confidence that follows when man measures to test, when reserve equals the hour's need. Indeed, I can describe the coming of Luther to his own in no words more fitting than this—

‘...made Topsy account for her genesis to Miss Ophelia, “Why, Miss Pheely, I desse grow’d.”’

And so, Mr. President, you came to your own and we Alumni stand here to welcome, to wish you God-speed, to pledge our loyal support. We believe in you because you believe in Trinity College, and we believe further that when a man accepts a college presidency — and by a college we mean an institution that is but a college, that is content to be a college, that is proud of the fact that it is a college — he accepts a stewardship of the very highest ideals and one of the greatest power and possibility in the purely educational world. For his work is not alone to be abreast of educational advance, not merely to develop system and curricula, but it is a higher and holier creative force, to wit: that of moulding and making men. The last thirty years have witnessed a great flux in education and from the college has emerged the university. The trend university-ward has been so marked that the college, pure and simple, with its old time personal relation and friendship between the class bench and the professor's chair has been almost swept from the stage.

All honor to the great university, its vast and varied work, its touch on public life, the weight of its great numbers. Potent and progressive, it was bound to come, and is bound to stay. But the very fact that it is what it is, that its further advance must be on these broad general lines, make it imperative that in providing much for the many it cannot be hampered with detail for the few. And so it has come about that as college after college has left the sphere of collegedom and developed on university lines the need of preserving places and men and institutions where purely collegiate work shall be conserved has borne in on thoughtful men.

As I heard a great university president say, not long ago, what was keeping him awake all night was not a problem of buildings, equipment or numbers, but how, with his growing numbers, each student could get the best that was in each best instructor. It is this problem of personality, individuality, the human contact,—for after all the human element is a most potent force in education—that constitutes the colony. It is this touch of the human with the human that gives to the college president possibilities of personality, unequalled in any other educational position. And so it comes that under the college system that personal equation of a personal president becomes the most valued asset the institution possesses, and I say that if this college of ours stands true to the ideal of personality, the personality of its President and its staff absorbed by each contacting student, then there is nothing to prevent this college of ours from being one of the best and truest colleges in the land. The personal president who will know his men, who has a hunger to find and a power to bring out, educere, the possible man that is hidden and dormant in the thoughtless college boy, he is the real college president and the making of men is his priceless privilege.

In two wires whose ends are separated you can charge a current of untold voltage, but until they approach each other you charge in vain. But let them come closer, and the current will dash across a space and light, warmth and power prove the reality of nearness, so will it be in college life and class-room. The contact-point of teacher and taught must be so close that the warm current of personal magnetism, personal influence, personal character can span a space—can pass from the man of power to the student of absorption. And when, Mr. President, the growing numbers that I know will come to you reach a point where the current of your personality cannot bridge this space between you and every Trinity man, rest assured you are ceasing to be a college president and this College is ceasing to be a creator of individuality.

When that time comes, remember that beyond a certain number you cannot be a real college power and let me beg that you bravely stop, not because you cannot do any good, to any one of that additional number, but because you cannot do all good to every and each of them, and when that time comes let a younger sister rise by your side, a Brownell, a Jarvis, a Seabury. Let it take up a purely college work and if a university we must have, let it be made of individual, independent colleges.

In these days of great things and mammoth combinations it requires brave hearts to stand for the comparative littleness of individual work and independent effort. But when we reflect that to each man God gave his own body to develop, his own brain to broaden, his own hand and heart to train, and when, as though to emphasize this individuality, he
instances. To wholly died down. Those were also days when religious antagonisms man was a little surer of his friend's salvation than he is at present; and be profitless to analyze and inflictuous to recall.

The State has now one capital instead of two, and our political order is the better for it. The different colleges of the State regard themselves, not as rivals, but as neighbors, and all our higher educations are the better for it. When we in New Haven take the train northward and come in sight of Trinity College standing sentinel upon its ridge, we no longer regard it in the light of a tower set to defend the Episcopal church of Hartford against the inroads of New Haven heresy, but as an abode of science, scholarship and religion, where our men and our thoughts are ever sure of hospitable welcome, on whose sympathy we may rely, and in whose successes we may rejoice.

It is a special privilege, Mr. President, to have on this occasion the opportunity of manifesting, before the public, that sympathy of heart and unity of purpose. You have before you an honorable task and a hard one. Ours, it is today, to join in doing you honor. Ours it shall be tomorrow and through the successive years of your administration to stand shoulder to shoulder with you in the work that through our joint action the hardness of the task may but render the glory of the times more complete.

As President Hadley closed the students broke out in singing, "Here's to good old Yale, drink her down." Judge Buffington's song, "Mr. Luther," to the tune of "Mr. Dooley," then followed, and was received by all with much enthusiasm.

Dr. Luther was then presented, to give his inaugural address. Without a second's hesitation, the great crowd that filled the theater to overflowing, rose to its feet, and the student body threw heart and soul into a long "Trin-Trin-Trin-Trin-I-T-Y-T-R-I-N-I-T-Y-Trinity" for the new President. The applause which followed on all sides was long and tumultuous.

IN AUGURAL ADDRESS OF PRESIDENT LUTHER.

The duties of man change, in some respects, as the generations succeed each other. Perhaps there has never been a time when, looking out upon the world, men might not justly say, "here are special tasks set for us—tasks new and strange, without exact precedent, to give way, when accomplished, to other novel problems." Sometimes a war is to be waged, as happened to our fathers in '76 and '61. Or a new view of nature must be made clear; this occupied those who believed Copernicus and recently those who believed Darwin.

Religious theories may need restatement, as in the days of Christ and the Apostles, to say nothing of later—much later—instances. To-day perhaps we dimly perceive, some of us, that very particular social problems call upon us for anxious thought, and present themselves as our present duty and most inviting opportunity.

Yet there is one labor that has been common to all civilization—the work of administering the past in the interest of the future. To gather up all that the world has gained of truth and wisdom in all the ages, to pass it on, augmented by the fruitage of the present, as the inheritance of those who are to come after us—that is our duty and our privilege, as it has been the duty and privilege of every generation since man became a living soul. When this process goes on slowly, without the conscious
purpose of those through whom world-making causes operate, we call the
chain of results by the name, "evolution." For the more rapid changes
that ensue when evolution becomes partially directed by those in whom
and through whom it is effective, we need some other word. It is such
changes that we have in mind when we think and speak of progress. And
as, on the whole, what we mean by evolution tends from the simple to the
complex; so what we mean by progress leads toward increasing perplexity
and difficulty. And as the higher forms of lower life either perish or
else fit their environment, so those whose lives are cast amid new conditions
must be prepared to meet them; or else will progress fail and mankind sink
backward.

The work of education is thus two-fold, at least. It is the admin-
istration of an estate and the preparation of the heir.

We need not seek for any etymological definition of the verb "to
educate." But it is always worth while to consider what we mean by it.
And, broadly speaking, is it not just this that we mean? We are to see
that not one jot or tittle of wisdom and learning shall be lost, as the
children take up their fathers' tasks; and we are to strive to bring it about
that the children are trained in the use of what has been gained for them.

The former of these undertakings is relatively easy, though there have
been failures, temporary failures, even here. But it is doubtless true that
libraries and museums may be made to preserve records of all that is
learned in all the ages, and that pretty much all of it, through division of
labor and accountability, may also be communicated from the older to the
younger as intellectual acquirement. And if that were all, if to cause young
men and women, in the aggregate, to know all that their fathers and
mothers knew, were the sole concern of educators, if teachers were admin-
istrators and nothing more, then, great as were their task, yet would it lack
most of its present difficult problems. I fancy that the Chinese system of
education is relatively simple, because for many years it has stopped just
at this point — communicating things supposed to be true and neglecting
the training of the youth in using the tools put in their hands. The result
has been that the tools do not improve and that the nation is paralyzed.
Not thus shall we teachers contribute to the growth of mankind in what
makes for advancement, not thus if we stop when we have told the

It has just been said that there is a widespread suspicion, and it
amounts to a conviction, that pupils are not sufficiently trained, in school
and college, to utilize their acquirements. This belief finds expression in
the jesting paragraphs of the public press, in cynical confidences exchanged
at teachers' meetings, in solemn lamentations written for reviews and not
infrequently printed therein, in the complaining of men of affairs who ask
for the bread of skilled service and receive, they say, the stone of
learned incompetence. We who have been teachers for many years have
all along heard these fault-finding voices. We are aware of the criticism
that our work is more or less ineffective in producing the sort of men
and women that the world wants, that our pupils leave us while unmitted
for the duties of life; that they must still be taught the things most
necessary to be known. We have tried various methods for meeting this
complaint. What is called the elective system in school and college work
is largely an attempt to open new roads to actual usefulness by catering to
individual taste. This system has been found helpful and will surely be
continued and extended. This, not because the elective system enables
the few to follow the line of least resistance, but because it makes it pos-
sible for the many to obey the subtle, natural laws of character. But
there has been gaining ground for a considerable period a more important
idea than that at the basis of the elective system of studies and that idea
is that all schools ought to be professional schools, in spirit, method,
and purpose. I say that this idea has been gaining ground, and I believe
it, though it is certain that the bald statement just made is likely to pro-
voke vehement dissent from some educators, perhaps from many. But
to me it appears that the fundamental reason for trying to teach anybody
anything is that the learning of that thing qualifies the pupil for service.
There are many sorts of service, and there are requirements common to all
of them. Hence there are things to be learned by everybody and these
come first — are taught to children. They open the mind; yes. They
train the powers; yes. And the reason for taking pains to open the mind
and to train the powers is that thus the individual is made more useful.
It is a pity that so fine a word as useful may need to be explained. But we
ought perhaps to remind ourselves that it is a very comprehensive term.
It includes the shade tree and the rose bush, as well as the wheat field and
the grape vine. It applies to the artist and the man of letters as well as
to the engineer, the merchant, the farmer, the physician, and him who
labors more humbly with his hands. To enable one to become useful
then, is to make him competent to render some kind of service, able to
produce more than he consumes.

Now, it may well be that this principle of training with a view to labor
will call for exactly the same curriculum as the principle which affects to
ignore actual apprenticeship in college life. But it — the principle —
implies a motive in both teacher and pupil that is of great importance.

What reason is there for going to the High School, to the college?
There are many answers. Here is a very common one: "If you go to
college," it has been said, "you will become one of a very pleasant class
of people. You will get your living more easily, escape some hardships,
unload upon the less fortunate some of your just portion of the world's
burden of care and labor." No wonder that to many it seems consistent,
then, to enter at once upon this easier life and to make the college course four years of leisure. No wonder that many more earnest souls—boys dumbly conscious of the unworthiness of such a motive—will have nothing to do with such a life, and surprise their parents by saying, “I don’t want to go to college, I want to go to work.”

Convince such a youth that the college teaches before all else how to work most and best, and you have, if you have told the truth, pronounced the divine epiththathath to an imprisoned spirit. Can we do this? That, assuredly, is the great question for colleges to answer. It is not enough, indeed, it is a mere trifle, that the colleges put it in the power of their graduates to live lives marked by pleasures and gratifications from which the uneducated are shut out. It is a small thing that the college man is able to appreciate the great literatures of the world, able to comprehend the thoughts of philosophers, able to understand the marvels of natural law as revealed by modern physical science. He may be all this and still be like an engine without boilers—a fine product of mechanical skill, which, however, as it stands, is worth only a few cents a pound. Yet, undoubtedly, the man just described has gained something, as the engine is valuable by virtue of its possible uses when the boilers are added. For the man who has been improved and given cause for self-satisfaction may, if he will, still learn how to serve and exercise that ability to the advantage of his fellows. This, indeed, has been, in many thousands of cases, the history of the college graduate, otherwise would colleges long ago have been abolished. He has awakened at graduation like one out of sleep, has discovered the real purposes of life, has fitted himself for service and become a real man, giving out more than he receives.

But yet it is perhaps true that in many minds the opinion prevails that the training of the college is a thing not to be associated with any idea of productive labor—that it is well to make study and reflection ends in themselves, without relation to active doing, until the student is graduated at the age of about twenty-two. It seems to me that this is a mistaken notion, and that so far as it is entertained it makes much harder the task of arousing and maintaining earnestness of purpose among undergraduates. It is difficult for the average young American to become enthusiastic over things, without relation to active doing, until the student is graduated. It is a small thing that the college man is characterized. It has been condemned as basely material. Its application and results have been derided as a bread-and-butter theory of education. The notion against which protest is now made grew up later because of the presence in college of men who contemplated, as a life-work, vocations for which the older courses manifestly afforded no special preparation. A jealousy, wholly unconscious, of the claim of a score of novel occupations to be classed as learned professions, led, I think, to the untenable proposition that a youth should be trained for three or four years not only without reference to learning how to do any specific thing, but without much thought of ever doing anything whatever.

Of course, it is a well-known fact that special schools designed to afford a brief professional training in Theology, Medicine and Law were established quite early in our history. But their requirements were so meagre as to make them bits and fragments of a college or a college that had been spoiled in the construction, rather than professional schools in the modern sense. They were the asteroids in the educational sky. It is a longer process and more difficult to fit a man for service than used to be supposed, longer and more difficult than it really used to be, for standards are higher and demands more exacting.

My thesis takes this outline, then:

(1) The object of education is to fit men and women to do something.
(2) All honest occupations are of equal dignity, and for all of them training is necessary.
(3) American young men will respond to the invitation to learn how to do real work when they will not respond to an invitation to improve themselves.
(4) The ambition to serve is nobler than the desire for self-improvement.

On this last point a few words may well be added. Probably all of us have heard this motive for study, which I have praised, otherwise, characterized. It has been condemned as basely material. Its application and results have been derided as a bread-and-butter theory of education. Well, it is possible for men to do more shameful things than to earn a living. Such instances have been known. Many of us learned a good while ago and from a catechism of some historical importance that a part of man’s duty to his neighbor is “to learn and labor truly to get his own living.”

The principal source of our present social troubles seems to be the desire to get a living without learning and laboring truly—the desire sometimes expressing itself through unrighteous enterprises undertaken by the rich; and sometimes through attempts by the poor to render less than a fair equivalent for their wage. There has been a general weakening of our old pride in labor for its own sake, a loss of the old intensity of satisfaction in the well-doing of honorable tasks.

So, even if it were just to call education with special view to service a bread-and-butter education, one might well reply that a college which should do something to make its graduates conspicuously fit and conspicuously desirous to earn a living would deserve well of the Republic.
But, nevertheless, it may freely be conceded that the wish to earn the just reward of labor is not the highest motive. But that is not the motive which actuates the man who really desires to be of use in the world. The desire to serve means high ideals, self-sacrifice, altruism, faith in God and man, charity. It means a willingness to give one's self utterly to others. It is the one great motive which may most confidently be appealed to in American youth; yes, in all men, young or old, whom we are ready to honor. You will find it in the heart of the boy who studies by day and works by night to get through college and the professional school.

It urged and urges the generous men and women of the past and present who made and make it possible for young men, rich and poor alike, to obtain their education here in the Eastern States for far less than cost. It is the spirit which moves our younger commonwealths to charge themselves with the maintenance of their magnificent State Universities. It is the motive power of the world. So, fellow teachers, let us lay aside all fear of commercialism, of materialism, of trade and trades, and put ourselves frankly in sympathy with the noblest aspiration in the human heart, the desire to do something that ought to be done the best that it can be done. Let us say to our pupils that the reason for studying this branch or that is that a knowledge of it is useful—that they will need it in their business. If the student asks why, tell him. Or if you cannot, then consider whether the branch is really worth studying by that man and at that time. Shall we have manual training? Let things be made that some one else wants. Are we to teach a language? Teach the pupil to use it, to express his thoughts in it. Have we courses in the sciences? Let the students understand how to apply science to the actual problems of life and especially to that greatest and most practical of all problems, the finding out of God by man. Let the historian feel that he is revealing mankind to men and that understanding mankind leads to a most useful trade.

The curriculum perhaps will not be changed because we assume this mental attitude. We shall get no further light on the relative importance of various degrees nor shall we attain certitude as to the proper length of the college course. But I think that if we trouble ourselves less concerning the influence of the several branches of knowledge on the human mind and considerably more concerning the applicability of those branches in human lives, we shall do something toward restoring to college experience that intellectual earnestness, that strong desire to learn, and to learn how, that seems not always present in all colleges today.

We are troubled because it is hard for us to understand that all trades have become professions; that literature and art and theology and law and medicine and commerce and engineering and agriculture and every other righteous human employment are all on an absolute level of dignity; that each of them demands skilled experts and, in the long run, will have no others. We are unwise if afraid that learning may be degraded by association with man's needs and man's progress. Believe me, no keen thirst for knowledge, no reverence for the wisdom of the ages, no self-consecration to the highest things will perish, if we teach our students that all their acquirements and training bear directly upon their efficiency as laborers in the Garden of God. Let us teach all things as at West Point tactics and strategy are taught—teach all things as means for advancing the glory of man by service, unto life's end—teach them as a definite preparation for definite work, or as inquiries concerning matters which men must understand if they would continue to advance, and in explaining which good may be done to others.

We need not fear that we shall produce mere money-getters; for we shall be rather developing money-makers; i.e., those who add to the material and spiritual resources of mankind.

This is what, as I think, the world wants of us, and will have of us or of others who will be called to take our places if we fail. American colleges have not, thus far, led public opinion or directed progress in any large way. They have followed unwillingly at a distance. But it is time that we understood that nothing is more futile than to resist the well-defined trend of the aggregate of human thought. For the well-defined trend of the aggregate of human thought is upward, toward what is best, else were there no God.

It is hoped that in every college, whether the branches taught may be few or many, learning may be regarded as a set of tools, not as doses of medicine; as something whose results will be found outside the learner, not inside of him. It is altogether likely that what we now call professional schools will always be necessary to complete the formal training of the young and give to the new life its final impulse. But surely it were well that the colleges should do their earlier work with the same high ideals, the same consecration, their students striving with all sincerity to become useful. Most young men will do that, if they really understand that such is the purpose of education, and out of that effort to become of avail to others will surely grow the sweet, cultured humanity that is so beautiful to look upon and so precious to possess. It is a mighty work that colleges undertake. The steady accumulation of the treasures of knowledge—that is, the increasing complexity of the weapons needed for winning the further progress of civilization, has made exceeding difficult the problem of wisely training our young soldiers and servants to fight and work. The man who could do great service fifty years ago would be ill-equipped indeed for bearing the burdens of today. That is one good reason for the fact that trained men begin their productive labor later in life than they did a generation since. It takes longer to learn how because the work is more difficult. It has been truly remarked that the epoch of the so-called self-made man is probably about to close. Men all need thorough training henceforward. So there must be many more schools, more colleges, more universities; more and larger ones. The present must provide for the future, as the past provided for the present, by furnishing rich endowment for the training of the men of the coming years. Every man, and especially every college man, is a legatee of his predecessors. No man pays for his education, as he gets it. But he can recognize his obligation later and pass along, augmented, the heritage that he has enjoyed. The work of education is so great and of such overshadowing importance that Church and State have recognized their obligation to set it forward. Particularly have the churches, organized societies for the promotion of righteousness, associations pledged to struggle for the uplifting of mankind and progress toward all good things
— particularly have the churches, here in our part of America, devoted wealth and labor and consecrated lives to the enterprise of training the men of the future. Call the roll of the better-known bodied of Christians who have enlisted under some chosen regimental banner and that carry it in the great army of the Lord — name the churches, and note that each of them has founded and maintained establishments for the great task of training clumsy youth into deft efficiency. They are all doing the same work — these schools and colleges — and doing it with the same purpose. There is usually some specialty of routine or constitution, or some atmospheric suggestion that indicates the origin of these institutions. Yet they all work together to the same end, encouraged, each, by the loyal devotion of the successors of the founders. All this is well. It is denominational in that a denomination gives, it is universal in that the world receives. There is no Methodist variety of chemistry, but all are glad that Methodists are willing to provide that chemistry shall be taught. There is no Congregational sort of Greek, but America is proud of the great Greek scholar whom Congregationalists encouraged to do his work for American learning, and whose distinguished son is our honored guest today.

And, to take a final illustration, also from our own Connecticut, there is no specially Protestant Episcopal variety of science or letters. Yet we who are loyal sons of that communion rejoice because, eighty-one years ago, as our charter has it, “sundry members of the denomination of Christians called the Protestant Episcopal church, represented, by their petition addressed to the General Assembly that great advantages would accrue to the State, as well as to the general interests of literature and science, by establishing within the State another collegiate institution.”

We rejoice that they made this representation to the General Assembly because Trinity College resulted from their action. We rejoice because the quoted language shows that the founders of this collegiate institution were patriots, seeking authority, as patriot churchmen, to do their share in setting forward the high interests of humanity. Wisely has it been ordered that over this institution can be exercised no formal ecclesiastic control; that no convention nor synod nor church council has any official relation to it: that by special provision of the charter the religious tenets of any person can never “be made a condition of admission to any privilege in this college,” and that “no President or Professor, or other officer shall be made ineligible for or by any reason of any religious tenet that he may profess, or be compelled to subscribe to any religious test whatsoever.”

We are glad that our founders were sincere and that the gift to the people, by churchmen, was absolute. That is the denominationalism of this College; the gift to the city, State and nation, of an institution of learning, by members of a denomination. It is the contribution of a particular church to a general cause. We want to help. We want to make men who will serve. We want to train men for every vocation, men who will labor earnestly, honestly, effectively in the great country that God has given us. We feel that members of the Great Church, whose patriot sons gave this College, should and will loyally strengthen it and make it greater, so that they also may have a share in helping their church to be a blessing to the world. We feel that Alumni and others, who from interests personal or geographical are connected with our life may well consider the privilege and duty of helping us in our effort to serve the Republic.

We of the colleges, I repeat, are working together, not in hostility to each other. There is plenty of money, plenty of opportunity, there are plenty of students for us all. Our youth of bodily and mental vigor struggle vehemently against each other in their sports and contend in public discussion. But let a bugle blow, and all spring into the close fellowship of brotherhood in arms: sons, all of them, of the fatherland.

We of the colleges, old and young, stand shoulder to shoulder, leagued against ignorance, selfishness, inefficiency, incompetence. Our ideal is that which I have tried to urge as the motive power to be instilled in the individual lives that it is ours so largely to direct; service, self-sacrifice, making things go better and faster in this our world. It is morning, my brothers, the morning of humanity. The shadows and the darkness that lie about us in human life and character do not indicate the gathering night. They only show that still the day is very young. The schools that teach men how to work are fitting mankind for the sunshine; they are preparing the way of the Lord and making straight His paths.

The community that best realizes this truth counts for most in its own upbuilding. The church that does truest service in imparting all knowledge and making it effective, may be most sure that in itself is the Spirit of Truth, guiding man into all truth.

At the close of his address, Dr. Luther was given a second prolonged ovation, after which all present united in singing, “My Country, ’Tis of Thee.” The ceremonies were concluded with the benediction, pronounced by the Rt. Rev. Chauncy Bunce Brewster, D.D., Bishop of Connecticut.
THE ALUMNI LUNCHEON.

Never before had the gymnasium witnessed a gathering as distinguished as that which assembled there for the Alumni luncheon, at 2 o'clock. Presidents of many colleges, bishops, leading men in educational institutions, Trinity Alumni, business and professional men, were seated at the long tables which crowded the gymnasium floor. The hall was filled to overflowing with friends of the College anxious to get a view of this unique spectacle, and many ladies were present. The hall was beautifully decorated with a multitude of flags and banners and with the College colors. Smilax and ivy were in evidence and a mammoth "T" of chrysanthemums hung from the center of the ceiling. Music was furnished by Colk's orchestra, and the songs and cheers of the student body were an additional feature of the occasion.

Those present at the head table, on the right and left of Bishop Brewster, who presided, were the following: Prof. Lorenzo Sears, representing Brown University in the absence of President Faunce; President Hopkins of Williams College; Bishop Wells of Spokane, Wash.; Bishop Lines of Newark; Rev. Dr. W. R. Huntington, rector of Grace church, New York; Prof. C. T. Winchester of Wesleyan University; Bishop Niles of New Hampshire, Abiram Chamberlain, Governor of Connecticut, President Flavel S. Luther of Trinity, William F. Henney, Mayor of Hartford, Bishop Henry C. Potter of New York, Bishop Brooke of Oklahoma, Bishop Sessums of Louisiana, President William Douglas Mackenzie of the Hartford Theological Seminary, J. Pierpont Morgan of New York, F. A. Haight of New York, ex-president of the Alumni Association; Bishop Greer of New York, Bishop Graves of Laramie, Dr. Vibbert, rector of Trinity chapel, New York; Dr. Harris, president of Stephens College; President Shays of Haverford College, Miss Hillyer of St. Mary's Seminary, Waterbury; Canon Markland of St. Andrews' church, Honolulu; Dr. L. C. Stewardson, president of Hobart College; President Taylor of Vassar College; President Raymond of Union College, Flavel S. Luther, Sr., of Brooklyn, Conn., the father of President Luther.

It was nearly 4 o'clock when Bishop Brewster rapped for order. In welcoming President Luther, Bishop Brewster commended his wit and common sense and spoke of the necessity that Trinity College be up-to-date in everything.

Then followed the several speeches of distinguished and representative guests. The first speaker was the Rt. Rev. Henry C. Potter, D.D., LL.D., D.C.L., Bishop of New York, who spoke on "Higher Education."

BISHOP POTTER ON "HIGHER EDUCATION."

Bishop Potter laid emphasis on the recognition of personality in Faculty and pupil. He said that he was persuaded that President Luther would administer Trinity College with high ideals only in view, translated for the College in a popular way.

GOVERNOR CHAMBERLAIN FOR "CONNECTICUT."

Governor Chamberlain spoke briefly in appreciation of the honor of being invited and of his interest in the occasion. As the representative of the State he felt a deep interest in Trinity and was happy to be present as the representative of the foremost State in the Union, celebrated for its learned men, its common schools, its high schools, its universities and the high standard of education, the fundamental principle of all government. Education, patriotism and other virtues excel in Connecticut and make it a great State of 1,000,000 people, with practically no debt, no State tax, money in the treasury and plenty of energy and ability within the borders of the State. Governor Chamberlain spoke of the great and noble men the State had produced, its warriors and statesmen, financiers, theologians, leading men in great enterprises, and so forth. He had attended many important functions, but none greater or more important than the launching of Dr. Luther as President of Trinity College.

MAYOR HENNEY FOR THE CITY OF HARTFORD.

I am here today to bring you greetings from the city of Hartford, with heartiest congratulations on the accession of President Luther, and cordial best wishes for the future growth and development of Trinity College. At many of the college celebrations it is difficult to assign a reason for the presence of the mayor. On some of these occasions he has presented to me the appearance of a sort of excrescence, a little painful, perhaps, but not at all malignant, altogether harmless, and easily yielding to skillful and patient treatment; at others, he seemed to be a kind of necessary evil, like the class poet, illustrating to a bewildered community the vast courtesy and patience of mankind. Yet, all the proprieties would seem to concur in justifying his presence here today. It is eighty-one years last February since this College was incorporated by the legislature of Connecticut. It was eighty years ago that, having located in Hartford it first opened its schools in the arts and sciences. That incident was a happy event for Hartford. It is of immeasurable value to this city to have a seat of learning within its borders. It elevates the mental and moral tone of the community; it enlarges its vision and widens its horizon; it appeals to the thoughtful toiler up life's rugged pathway with the serene and sun-lit reaches of a land unsullied by commerce, whose treasures are more precious than gold.

As universities and colleges go, Trinity, in point of age, is the merest stripling. But it rejoices in a vigorous youth—the best promise of a consummate and glorious age. Like all good things, its beginnings were, and its development must ever be, like that metaphorical river which Prof. Shaw so fond of describing, which starting from small and unrecognized sources, receives in its course here a rivulet and there a rill, "till, broadening and deepening as it rolls, it bears on its immeasurable breast the solidest treasures of human wisdom and the fairest flowers of poesy and wit." That such may be the course of Trinity College onward through the vista of the years, will be the earnest hope of every citizen of Hartford who has the true interests of his city at heart. What a college wants, what
THE ALUMNI LUNCHEON.
it must have, in these days of commercialism, is a good administrator. Whoever knows President Luther, is well aware that he completely fills that bill.

From his judgment, his discretion, his executive ability, his sound sense and honesty of purpose, his popularity and personal magnetism, you have a right to expect much. In the near future you may be certain of this condition of things: A city loyal to its College, and a College loyal to its city. Hartford is a growing city, and Trinity is a growing College. Let them grow together in mutual progress and helpfulness. There are hundreds of men, scattered all over this broad land who know and love Hartford, because of their life at Trinity. May they increase and be multiplied in the coming years. A friend asked me the other day, "why is it, that the influences of his college so surround and cling to the graduate his whole life long?" I answered that I could not tell him; that it might be because the experience came to him while he was young and impressionable; it might be for a hundred other reasons—I couldn’t tell him why. It is, however, a potent fact. This much I do know: a college man shall gather close and yet closer around him, a never failing monitor standing ever at his side—the benign and inspiring presence of his Alma Mater.

And o'er the hills, and far away,
Beyond that utmost purple rim,
Beyond the night, across the day,
Through the whole world she follows him.

REV. DR. MACKENZIE FOR OTHER CHRISTIAN BODIES.

The Rev. Dr. William Douglas Mackenzie, president of the Hartford Theological Seminary, spoke for "Other Christian Bodies," extending a greeting to Trinity and to its splendid President. He spoke of the hopeful future for Christian bodies in the outlook for unity, and indorsed President Luther's view of Trinity College as a gift of the church to the country. He was satisfied that President Luther was just the man to lead men to unite their thoughts here with thoughts of heaven. He closed by saying that there were many ties between the seminary and the College and prophesied progress and advancement for Trinity under her new President.

PROF. C. T. WINCHESTER OF WESLEYAN FOR SISTER COLLEGES."

Mr. Toastmaster, I esteem it an especial honor that I have been asked to say a word of greeting and congratulation today to Trinity College from her sister colleges. This pleasing duty might indeed have been more fittingly assigned to some more distinguished representative of these colleges; but I shall not allow any native modesty to exclude me from the privilege of saying how heartily we felicitate Trinity College today. And possibly it may not be altogether inappropriate that this word should be said by a representative of the youngest of the trio of Connecticut colleges. For in many respects, sir, Wesleyan and Trinity have always felt themselves closely akin. We are of about the same age—you are, I believe, only six years our senior; both colleges were founded primarily from a desire to have an institution of higher education under the special patronage—though not in any narrow way of a particular religious body; both have been, I think, sometimes mistaken by the ignorant world for theological institutions, though their undergraduates by strenuous efforts on the athletic field and elsewhere have done their best to disabuse the public of this error; both are located on the banks of that river of colleges which we fondly believe to be the most beautiful of American streams. The growth of your busy city and its demand for more breathing space long ago forced you from your central location to the charming suburban site you now occupy; our staid old town—not sleeping, as slanderers might say, but rather sitting in dignified repose of manner upon her hillside—sympathizes with our atmosphere of academic quiet, and does not much vex the still air of delightful studies by any noisy agitations of business.

I believe, sir, for these and other reasons which might be mentioned, there ought to be, and there is, a close sympathy between Trinity College and the college I have the honor to represent. The other day a city missionary in New York met in the street two little boys, apparently of the same age and looking very much alike. Struck by their resemblance and wishing to say something pleasant, he addressed them, "Good morning, boys, are you twins?" "Naw," answered one, "we ain't no twins, 'cause I'se a Methodist." Perhaps for a similar reason Wesleyan and Trinity may not be exactly twins; but in their history, their methods, and their purpose, they certainly have much in common. Yet this is true of the whole sisterhood of New England colleges; in many particulars any one may represent them all. They were all founded in the conviction that the higher education is necessary to a healthy morality and a religion founded with the purpose to

"Let knowledge grow from more to more
But more of reverence in us dwell;
That mind and soul, according well,
May make one music."

It is true that the plan and the subjects of our higher educations have greatly changed. Our whole educational system is in transition. The field of knowledge with which it is supposed an educated man should have some acquaintance, has vastly widened. The point of view for many things has shifted. It is now justly considered the province of our higher institutions of learning to discover truth as well as to disseminate it and fit men for this work of discovering it. The scholar, as never before, feels it his duty to search for new truth, rather than merely to appropriate and assimilate the old. The college tends to pass into the university, whose function is largely research; the college professor is regarded not primarily as the teacher, but as the investigator and expert. And this is not only inevitable, but to a great degree it is fortunate. No institution of learning is in a healthy condition if it have not the spirit of the university. If it is not pervaded by the contagious enthusiasm of discovery—that zest for
learning which is at once the most valuable means and end of education. That spirit we know has always been found in Trinity College.

Yet the New England college does not forget, and I trust never will forget its obligation to the many men who are to make good citizens, as well as to the few who are to make good scholars. For of that great army of young men who every year enter our colleges, the most are never to be scholars in the narrow and technical sense of that word. They are, rather, in the professions, in the various forms of business, in the forum and the market place, to do the work of the world. To educate these young people in the truest sense of the word; not merely to inform, but to stimulate and to guide; to give them at least an inviting glimpse into the great departments of thought, to foster the beautiful in letters, to cultivate a habit of thought, and to make that thought straight and sound; to lay down some principles on which the man may firmly stand in all his dealings with practical matters; to teach a wise estimate of the real goods of life and a preference for intellectual and spiritual values — to do this, I say, for the young people who are to be the leaders in the activities of society, church and state, this is the great function of the college. After all the changes in our educational system, I hold that the fundamental purpose of collegiate education remains unchanged; and it is as true today as it was 200 years ago, that the work of the American college is, in a large sense, ethical — the education of the citizens of a moral and religious State.

And it is because I believe this duty is recognized by all the sisterhood of our colleges, that I am sure I can speak for them in extending hearty congratulations to a college where that duty has always been so well performed. Trinity has never been one of the largest of our colleges: but, if I mistake not, in this matter of individual influence upon the student, the small college has some distinct advantage over the great university. I will admit, indeed, that I never yet have seen the small college that wasn't willing to be larger — just a little larger, you know — or a large college that really longed to be smaller; yet there are compensations for us smaller folk. It is, I believe deemed fortunate by the President you have today inaugurated that he may know personally every one of his students; and I am sure it ought to be esteemed one of the great privileges of their lives that they may know him.

We all believe that the health of society, the triumph of reason over prejudice and ignorance, the resistance to the exclusive domination of material interests, all depend very largely upon the spread of a genuinely liberal education. Let me congratulate Trinity College that by her traditions and her spirit she can do so much toward the diffusion of such an education. And if I may be permitted a more personal word, I should like to congratulate Trinity College especially that the growing influence in all the best and highest ways is assured by the personality of the man today seated in her presidential chair. I can hardly think of a position that demands such a variety of high attainments and natural gifts as that of the New England college president — a position of such exacting responsibilities that I confess those of us snugly seated in professorial easy-chairs cannot look with envy upon one called thence to that high eminence. The college president must be a scholar, but not a cloistered one; he must be a man of business and affairs, a broadly human, practical man; and— perhaps above all — he must be what Mr. Mathew Arnold used to call "a friend and aider of those who would live in the spirit." Those of us who have had the privilege of knowing President Luther, though but slightly, know how well he meets all these requirements. May Trinity College, under his able guidance, have a career of widening prosperity and influence, is the wish and the expectation of all the sister colleges that greet her today.

PROFESSOR JOHNSON FOR THE FACULTY.

It is in one sense easy and in another sense difficult to say anything for the Faculty on this occasion. The Faculty of Trinity College is a singularly united and loyal body, and we all feel the same pleasure in welcoming President Luther to preside at our meetings and to direct the general policy of the institution. We wish no better walking delegate. Naturally, it is pleasing to us that one of our own number has been the choice of the trustees. But the reasons for our satisfaction are largely of a personal nature. I trust President Luther understands them. But like myself he naturally abhors any public expression of personal regard which would seem to verge on sentimentalism. Our intimate feelings must remain unspoken. But there are a few considerations of a more general nature to which I may, without impropriety, allude. Let the others be taken for granted.

In the first place, we welcome President Luther because he is a New Englander of the old stock. As a New Yorker I cannot be accused of local patriotism in saying that the old New Englanders had a high ideal of duty and of seriousness. They would never have settled in Tolland county without backbone, physical and moral. Not only had they this high ideal to begin with, but fortunately they had the capacity to improve it. In consequence they have in the course of 200 years got rid of most of the harsh and narrow individualism they brought from England, and have grafted into the original stock a sweeter and broader humanity. Their descendants are today foremost in developing the true democratic Republic, in humanizing society, in practical applications of the maxims of civil liberty, so that now their central community, Massachusetts, is the best governed State in the world except Japan. Again, they are natural born educators. They can never see a man without wanting to teach him something. They delight in explaining the fundamental conceptions of life to the inhabitants of other sections. To them belongs the general overseership of the world. It is therefore eminently proper that one of the three New Englanders in our Faculty should be made our President. President Luther's name, it is true, would indicate collateral descent from the brother of the great German reformer, unless, as his College mates say, he can more likely trace his remote origin from the gay Lothario, the Spaniard mentioned by Cervantes. However this may be, 200 years of Puritan ancestry have given President Luther the capacity for intelligent, persistent work and the honest New England conscience which are the best equipments for a college president.

In the second place, President Luther is an educator and understands modern education. Modern education is a science, a specialty, in which
experience counts for a great deal. President Luther has been an educator 
from his early manhood and has risen through all the grades. He has had 
the great advantage of living in the West, and no one who has not lived in 
that imperial domain can understand fully the American spirit or what is 
necessary to impress on young men the genius of Americanism. I say 
modern education is a science. True, it is a partially undeveloped science, 
and some of its theories are tentative and some of its methods have been 
adopted more from theory than from experience. Like every growing 
system it has its fads. But it rests upon a philosophy of the development 
of character and the possibilities of acquiring knowledge and forming 
habits which are quite unlike the old conceptions. It is slowly modifying 
our entire educational system from the primary school to the university, 
and it is safe to say that one who has been a teacher from his youth and has 
kept an open and receptive mind and has a certain amount of conservativism 
which, while it does not hold to the past, simply because it is the old way, 
nevertheless waits for proof of the new, is likely to be an intelligent 
director of a college. He will keep it in the line of progress and avoid the 
mistakes which one who is not familiar with the philosophy of his pro­ 
cession is apt to fall into. There is a great deal in having the right theory, 
but there is more in applying it practically. President Luther has been 
an educator for thirty years. He will make no fundamental mistakes of 
methods, but will quietly keep us in the line of progress and up with the 
best modern endeavor in his profession.

In the third place, President Luther combines the culture of the clerg­ 
gym and of the man of science—magister utrinque juris. He will 
make Trinity acceptable at once to the church and to the scientific world. 
A man who has dealt familiarly with the problems of space and force 
comes to know that there are more things in heaven and earth than were 
dreamt of in the old philosophy. In one of the text-books used in our 
College, which possibly the Alumni may remember, there was on the title 
page the motto, "In the universe there is nothing so great as man—in man 
there is nothing so great as mind." We can see now that this is quite 
the most arrogant saying on record, for we know that man is not the head, 
but the flower, of the world, and is rooted in material things and that mind 
or consciousness is not an attribute of him alone. Kant said that two 
things aroused his reverence; the moral sense and the sight of the 
heavens at night. We know now that it is not immensity alone that is 
great, for we have found that the atom is the true mystery and in its 
unfathomed recesses is the very home of life and energy. There has 
much been said of the conflict between religion and science. There is no 
such conflict, though there may have been a conflict between certain rather 
 arrogant scientific men and certain rather captious theologians. The true 
conflict is between religion and science on the one hand, and ignorance, 
irreverence and indifference on the other.

Mrs. Browning said:

"Though we trod the depths of ocean, though we struck the stars in rising, 
Though we wrapt the world intently with one hot, electric breath, 
'Twere but power within our tether, no new spirit-power comprising, 
And we were better men in life, nor bolder men in death."

This is nonsense, for all knowledge is of the same nature whether it 
comes through the eye or through the microscope. If it is true it has its 
spiritual power, and if false, none. Science is simply organized knowledge 
and not fundamentally different from other knowledge. Our College is 
to be congratulated that it has for its President a man who understands 
from education and natural aptitude that there is no underlying conflict 
between the old and the new phases of thought, but that the one is the 
natural and proper outgrowth of the other. There is no danger that 
anyone in Trinity College will run up unexpectedly against the dead wall 
of a narrow conservatism. Any sincere man may be sure of sympathy as 
far as he is sincere. Gentlemen of the Alumni, this is a great thing for any 
college.

President Luther has undoubtedly undertaken a difficult task. Trinity 
has long been the Cinderella of the colleges and a Cinderella without 
any fairy godmother. It is desirable that she be settled in life. We do not 
expect any miraculous transformation, but an increase in students and in­ 
structors is undoubtedly desirable because with the great specialization of 
modern science not less than forty instructors are necessary to offer what 
young men have a right to expect from their Alma Mater. To select these 
is a work of judgment, to raise the income to pay them is a work of faith, 
hope, and charity. Trinity has its own characteristics which are dear to 
us and must be preserved. It is not to be expected that she should become 
like one of the great eastern universities with their enormous endowments, 
their social prestige, their wealthy alumni, and their momentum.

A young graduate said to me, "Harvard is so strong that she can run 
entirely independent of her instructors and almost independent of her 
football team." I do not know that he was entirely in earnest, but his 
manners had "the repose which marks the caste of Vere de Vere," which 
President Eliot says must belong to the Harvard sophomore. We do not 
expect Trinity to reach the sublime elevation when the athletic tail wags 
the college dog, faculty and all. But Cinderella, even in her humblest 
state, was a lovely young girl with the promise and potency of developing 
into a beautiful and gracious matron, and she was the only one of the 
family that could wear the glass slipper. But my figure does not march 
very well, for Cinderella is already surrounded by a band of loyal sons. 
As I said, we do not look for any magic change, but a normal development. 
It will come. If we had ten Buffingtons and ten Haight it would over­ 
whelm us. It will come, because President Luther will work hard and 
intelligently and with no thought of self, but looking solely to the sacred 
cause of education.

President Luther, if you have a hard task before you, it is one worthy 
of your best efforts and is committed into strong and capable hands. And 
there are many things on which you may be congratulated. You have a 
board of trustees with full confidence in you. You have at your right 
hand Professor Ferguson, the very genius of disinterested and self­
effacing friendship. You have a loyal faculty. You have behind you 
the most friendly, liberal, and companionable body of men I have ever 
known in the course of a long and highly variegated experience—the 
Alumni of Trinity College. They are not rich, but they respond most 
freely to the numerous calls upon them. You start with a body of good
students so small in number that every additional man counts one per cent. There is no water in our stock and it is easier to earn a dividend. You yourself are young enough to be energetic and old enough to be experienced. The College is your own and you serve her in your chosen profession.

On one thing I must congratulate you at the risk of seeming personal. You possess the divine gift of humor, not merely the humor that laughs at a joke, but the kindly humor that enables a man to see that folly and perversity are a constituent part of human nature, but not the regulating part. Annoyances and irritations must come and you will be able to see that there is something absurd in them. You will not accuse fortune of personal animosity. Charles Warner said: "There is something about a boy I rather like after all." You understand the nature of the American youth. You sympathize with his love of sport, you understand the necessity he is under of sometimes emitting a yell. You understand his gregariousness and the tenacity with which he insists on what he thinks is his traditional rights. There is something about a sophomore you rather like after all and I believe, too, there is something about you they rather like after all. You know the difference between a first offense and one that comes from evil habit. You understand just how far laxity induces wildness and how far repression results in dull resentment. The boys will get justice from you, but it will be a justice based on human sympathy and on the insight humor gives. That is all a boy asks.

The question of ways and means may be a vexatious one. You are to be congratulated on your treasurer, who is giving his time to his College largely from a feeling of personal interest. If you collect a dollar you know it will never get away from him till it is nailed down solidly to a 4 1/2 per cent investment. But, sir, the moment you can say, "We have an institution here that is turning out young Americans of a good type and we are cramped for means," you will find men in New England and the middle States who will say, "Such a work shall not be hindered for want of money. If you have more students than you can take care of with your present endowment, I will help the work."

No deserving enterprise working for the public good is ever allowed to fail in America if its value is evident and its needs are known.

For all these reasons the faculty is of good cheer and expects to see Trinity College participate in the advance of the country and contribute to it by promoting the cause of science, culture, character and good citizenship among the young.

PROFESSOR ANDREWS FOR THE ALUMNI.

We are gathered here today to aid in the inauguration of a new President of our College, and to assist in setting a new milestone along the way of its history. Welcome as is this opportunity to us all to renew old associations and to receive new impressions, nevertheless, as loyal sons of the College, we may take pride in the fact that such a summons as this to which we are responding is not a frequent one, and that in the history of our College a long time has elapsed between inaugurations. Blessed is the college whose presidents are few, for a long tenure is a strong tenure; and in an undertaking, whether in business or in the management of a College, time is necessary to carry out a policy or to consummate a reform.

We may well congratulate ourselves, then, that in the thirty years just passed but two men have filled the office of President, and that each, in one direction or another, has given it a splendid impetus. During a period, critical not only in the political, but in the educational world as well, we may rejoice that the affairs of the College were in wise and conservative hands and that the work of the one President in giving to Trinity College a beautiful site and in transferring thither its lares and penates, was continued by the other President in increasing the number of its buildings and extending its teaching faculties to meet the demands of present day education. I would add my word of profound regret that he who as undergraduate, alumnus, tutor, professor and President was for half a century identified with the College, should not have been spared to bless this occasion by his presence. Dr. Pynchon has passed from among us, leaving us a memory of a scholar of exceptional attainments, and of a personality always kindly, sincere and true; and his service of twenty years as professor emeritus, may well stand as an example and precedent to those who come after him. I do not— for one may not— eulogize those who are still with us; suffice it to say that the name of Dr. Smith arouses the loyalty of twenty classes of Trinity students, among which the class of '84 is proud to enroll itself first in the order of time. May his experience and wisdom be available for many years to come to further the interests and extend the influence of our Alma Mater, and to serve as a stimulus and a guide to at least another score of Trinity classes!

Upon these thirty years, stamped by the work of two honored Presidents of Trinity College, a generation of men look back with pride and affection. In those good old days conditions prevailed that made for strength, simplicity and manliness, and high were the ideals kept constantly before us. The memories of those thirty years will not be, I venture to think, of Greek or Latin, chemistry or history or mathematics; they will be of the men who taught us and impressed upon our plastic natures their own enthusiasm and ideals; of the classmates who in classroom, society and the field, shared with us our work and our play and who have remained friends in the exigencies of life; of the College men who went into the great world ahead of us, very heroes to all the undergraduates left behind. Brave men and brave deeds make up the life of the College world as they do that of the larger world outside.

Fellow Alumni, the best a college has to offer is the spirit that animates the men who compose the various parts of the larger college world. There is a little Trinity on the hill, but there is a greater Trinity in the wide world wherever a Trinity graduate has staked a claim or built a house. While the elms on the campus have been growing under the benignant encouragement of Bishop Brownell, and the buildings have increased through the benefactions of Northam, Jarvis, Morgan and others, the greater Trinity has been gradually but steadily increased by new alumni who each year have left the College halls. Gradually, also, this larger Trinity become infused with a new sense of duty and responsibility to the mother that gave it birth. In the older day the new graduate of necessity became a member of the Alumni Association, paid his yearly subscription,
occasionally relieved his conscience by meeting an appeal from the under­graduates, and then feeling that he had performed his full duty and that the College owed him something, he came back at Commencement to be amused and entertained, to have a holiday and a jollification with the alumni dinner, a good smoke, and the speeches, if amusing. On such an occasion the graduate felt little sense of obligation or responsibility, for money could be extracted without straining the conscience or endangering a friendship. On the other hand, to the alumnus, the undergraduate was an insistent beggar, to be dealt with or less according to the state of the funds and the number of the requests for money. If the unfortunate alumnus happened to have an alumna for a wife and in addition to have been admitted to all the rights and privileges of another degree in another university, and so to be liable to an attack from front, rear and flank at the same time, little wonder that he early developed a thick skin and a hard heart.

Now while all these conditions still prevail, a new sense of duty seems to have awakened in the Trinity graduate. The old round of entertain­ments and reunions is still adhered to, and the hat is passed around even more frequently than before, but the graduate is discovering that his College needs him, needs his active, ever present interest in the affairs of the College. He is waking to the appreciation of the fact that the term esprit de corps applies to the alumni as well as to the faculty and the undergraduates, and that the greater Trinity, to be effective, must be a union of faculty, undergraduates and alumni, active together in the act of preparing men, not only to engage in the battle of life, but to raise, by clean and honorable lives the standard of the world about them. This is the greater life of the college and the university; and to that institution whose alumni are alive to their duties as members of this greater body, and who are developing a wholesome and strenuous interest in the affairs of their Alma Mater, will come a speedy reward in the opportunities it can furnish not only to the undergraduates who come to its threshold for help and guidance, but also to the community in which it is placed.

Fellow alumni, these are signs of the times manifest to the keen ob­server and here is our opportunity. The one side is the college, from president to undergraduates, turning to the alumni for aid and support; on the other are the alumni organizing themselves more efficiently than ever before, establishing local associations full of enthusiasm and spirit, appointing advisory committees to confer with college presidents, demand­ing the establishment of permanent academic councils to make sugges­tions and offer advice and taking their places on boards of trustees. In one direction or another we can see the alumni persistently seeking a share in collegiate management in matters both athletic and academic, and proffering their advice with a confident expectation that in part or in whole it will be accepted.

I foresee, therefore, that when the book of the American university comes to be written we shall read that in the twentieth century the era of the benevolent desots was followed by the rule of the alumni. If that, then, is to be our high calling; if the future is to show an increase in the influence of the alumni at the collegiate council board, ought we not to search ourselves for the qualifications which render us competent to offer advice? Gentlemen, if we are going to help manage the College, let us see to it that we know what we are about, and that in our zeal we do not injure that which we wish to reform and regenerate. Seventy-five per cent. of the alumni of the average college are engaged in active professional careers, unconnected with the College itself. As a body, therefore, the alumni are actively interested in the pursuit of wealth, the attainment of success in life, and the practical advancement of health and material com­forts. It is not difficult for such an alumnus to see that college except as an adjunct of the business of professional world, a preparatory school for the training of young men in those things that shall directly and im­mediately promote success in some particular branch of professional or business activity. In the older days the cry was that the college was but preliminary to the theological seminary, and that the curriculum was adapted to the needs of those who were to preach the gospel. In this country, un­deniably, the college in the first instance meant to be the ally of the church; but in later times, the pendulum has swung in the opposite direction and may it not be swinging too far! If the college is not the place for the training of ministers, no more is it the place for the training of lawyers, chemists or engineers. The college is not a professional school, and should not be called upon to give a professional education; and, gentle­men of the alumni, you ought not to demand that it do so. The scientific world is but asking its due when it pleads that a definite attention be paid to the subjects with which it is chiefly concerned; but there is no reason why these aspects of modern education having a practical and commercial side should be cultivated to the exclusion of those which, though lacking a definite market value, make the better and the more agreeable men. I must confess that when I meet a business man off his beat, so to speak, I want to talk about something else than the running of automatic slot machines, the latest discoveries in chemical manures, or the most approved process in making paper pulp. What would the business man think of the scholar who bored him with the latest theories regarding the origin of the Hittites, or the latest interpretation of difficult passages in Livy or Tacitus?

What the college should bring forth is not the scholar, the lawyer, the minister, the engineer, or any one else ready trained for the duties of any profession or business. It should take the boy as nature and his parents have made him, and in three years or four, by classes or by groups, by compulsory courses or electives, by class room recitations or by lectures, should make him a better member of his family, a more useful member of society, a stronger citizen of the state to which he owes his allegiance; it should lay foundations and develop resources within the boy himself that will serve him later, whatever superstructure he may decide to build. If this be our aim, fellow alumni, and if to this end we direct our efforts, we shall in the end contribute something genuine to the betterment of the world.
President Luther, it was my privilege twenty-one years ago, as a member of the Tablet board to write an editorial for that paper extending to a new president and a number of new professors the greetings of the undergraduates of Trinity College. You were one of those professors, and it is my great pleasure and privilege, as a son of our Alma Mater, to extend to you today the welcome of the Alumni of the College, and to assure you of our loyalty to yourself and to the cause which you represent. We have not come here today to offer you advice. We have come to say, and every man here by his presence tacitly agrees with this, that we believe in the small college as one of the most important educational agents in our country, that efficiency is measured, not by size of classes, equipment of laboratories or extent of libraries only, but by the men who in these classes, laboratories or libraries teach and are taught; and apparatus and method are not ends in themselves but only accessory to the ideas which they stimulate, the character that they develop. We believe that an institution in which faculty, undergraduates, and alumni are banded together in a common effort to keep up the standard of scholarship and character, and to increase its efficiency and influence as well as its resources has no cause to fear for its reputation in the world of scholars or the world of affairs.

To you, sir, we look to carry forward the work of your predecessors; and we assure you that in the great task of attaining the highest educational ideals, based on enthusiasm, scholarship, and that unity of action so well expressed in your own happy phrase, “Now then—Trinity,” you will find the alumni class at your shoulder prepared to lend you its support in every emergency that may confront the College during the years, and may they be many, of your presidency.

At half past five the exercises closed with three cheers for Trinity College and President Luther, led by Bishop Brewster.

THE FOOTBALL GAME.

TRINITY 5, STEVENS 0.

While the speeches at the luncheon had been in progress in the gymnasium, the 'varsity football team had been putting in its good work outside on Trinity Field. The visiting team from Stevens Institute of Technology was defeated by a score of 5 to 0. The game began at about 4 o'clock. The bleachers were crowded and many spectators stood along the side lines. Alumni, students and friends, members of the Corporation and many of the distinguished guests, made up the spectators. The music furnished by Colt's band proved inspiring to both players and onlookers, and the ably led cheering by the undergraduates was of a kind which drew many complimentary remarks upon the spirit of the Trinity of today from Alumni as well as from friends.

Stevens kicked off and the ball was carried back for fifteen yards. Trinity gained ten yards and then punted for sixty-five more. The ball was regained on a fumble and advanced by a series of line plunges. A goal from the field was attempted, but failed, and Stevens advanced the ball to the one-yard line, and then made gains amounting to twenty yards. Trinity held for downs and then by steady work the one touchdown was gained. A goal was kicked. The first half ended with the ball in Trinity's possession on Stevens' ten-yard line. The time between the halves was enlivened by a spirited serpentine dance executed by the undergraduates. The entire student body in rows of eight men proceeded around the cinder track which encloses the gridiron, headed by the band. The line waved back and forth and the air was replete with shouts of triumph indicating confidence in the final result of the game. Nor was this confidence misplaced, for the scoring had been ended.

Trinity kicked off in the second half, but the visitors could make no noticeable gains. They punted, and the ball then remained in the possession of the home team until darkness put an end to the game, the score standing 5 to 0 in favor of Trinity.

RECEPTION AT THE PRESIDENT'S HOUSE.

From 5 until 9 o'clock President and Mrs. Luther received the congratulations of their many friends at their attractive home situated at the entrance to the College grounds. The house was very prettily decorated with yellow chrysanthemums and palms. The veranda was converted into a Japanese room, forming a very pleasing feature. The wives of the Faculty assisted Mrs. Luther.
THE EVENING ILLUMINATION.

As a fitting close to so successful a day, a unique attraction was offered to the friends of the College and to Hartford people in general. This was the illumination of the campus and a general jollification on the part of the undergraduates.

The rooms of all the students were open for inspection and were crowded continually with those to whom so near a view of the typical college life of Trinity was a treat. All the buildings were illuminated and thrown open to the inspection of the public, Alumni Hall, with its elegant decorations, being a special attraction. The Fraternity houses were likewise brilliant with Japanese lanterns and electric lights that showed off their handsome decorations as though it were day, and all were open to the inspection of the friends of the students. It is hard to estimate how many people were about the College, but certainly two or three thousand Hartford's citizens enjoyed Trinity's hospitality. The reaction of the somewhat unusual restraints which the dignified morning proceedings had imposed upon the students, together with the natural feeling of elation upon winning the football game, combined to make them ready to devote the evening to hilarity. The band was early on the campus, and before any organized effort was perceptible, students voluntarily accompanied it with their voices, singing songs that, although not unusual among college men, brought, by reason of their quaintness, many a laugh and clap from the crowd surrounding. The real proceedings of the evening were begun by the assembling of the various classes in answer to the class cheers, and soon all united in giving long and rousing cheers for Old Trinity. The students gathered close to the band and all around an eager throng pressed, anxious to catch every word of the College songs which are the delight of every heart.

It seemed as if Providence wished to give some token of favor and future blessings in store for Trinity, for the night was such a one as we enjoy but once or twice in a year. The air was as clear and still as one could wish and the full moon in unusual splendor smiled upon the College, doubly enhancing the various effects of the different lights which prevailed on all sides. The whole was indeed a pretty sight. From the flag pole above were strung old gold and blue lanterns, reaching from its entire height to the ground in a sweeping string of brilliancy. From the roof of the natural history laboratory an ever-restless search-light continually sought out the beauties of our campus and revealed them in a fleeting, mystic way, one moment throwing the long building in brilliant contrast to the darker sky, and another sending its beams to the more inconspicuous portions of the campus. The walk from President Luther's house was lined with a double row of Japanese lanterns which beckoned a nodding welcome that was unaccepted by only a few of those who attended the charming reception of our new President and his wife. Off toward the athletic field colored fire cast its weird light over the whole scene and throughout the evening, balloons, many with fireworks attached, were sent up. The College dormitories formed a background for the whole scene. From every window Japanese lanterns were suspended, and gazing from one end of the building to the other the eye lost all track of their arrangement, seeing, or rather merely feeling, a mystic, fairylike array of moving lights. The lighting of every room added to the appearance of the whole, and the shading of the electric light globes to a deep blue helped to bring out the effect of the brightness of the building. In fact it appeared as though some mystic hand had descended upon our College with careful arrangement of every detail, neglecting nothing.

As the evening wore on, more active enjoyment than the mere singing of songs was desired, so the band headed the undergraduate body for a parade. The usual kaleidoscopic manner of marching was indulged in, the fours swinging from side to side, advancing a little on each return to their original positions. The temptation was too much for graduates and many a dignified coat tail found itself in this unaccustomed occupation. A long line of march left students, graduates and band winded, and so less riotous songs and cheers were again resorted to. At 11 o'clock the band, and with it most of our visitors, left, and it was then that the bonfire, prepared earlier in the evening, was lighted and graduates and students enjoyed its warm glow until far into the night.

Thus ended a day full of radiant hope for dear old Trinity College. It was one which will never be forgotten by any Trinity man who was present, from the oldest living graduate to the youngest of those who will within the near future add their names to the rolls of classes larger and nobler than the College has hitherto known, and enjoy the rare privilege of undergraduate life under President Luther.
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*HARTFORD THEOLOGICAL SEMINARY, Hartford, Conn.
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TRINITY COLLEGE.

It is now (1905) eighty-two years since the College charter was granted by the General Assembly of the State of Connecticut. The charter is a liberal one, granting all the privileges that can be desired by any institution of learning, and prohibitory in only one important point — it makes it impossible that the College should ever become narrowly sectarian. This prohibition is less important now than it was eighty years ago. It is generally recognized today that those things which make for Christian character may be taught apart from the special tenets of the denominations, and that religion is the common possession of all good men. A lifetime ago this was less evident. It is a part of the glory of our founders that they recognized this principle earlier than their neighbors did, and that they were nearly the first to establish a collegiate institution at once religious, tolerant, and inclusive.

Trinity College has always been quick to recognize new learning and to incorporate it in the curriculum. It was among the first of colleges to give an important place to Political and Social Science, to the Modern Languages, to Physical Science.

All along it has been conservative without prejudice and radical without fear. It has trained a goodly company of men who have achieved in all of the various skilled professions and occupations that success which is the mark of eminent service.

At the present time Trinity College offers upwards of one hundred courses of study, including, it is believed, all those branches which may profitably be undertaken by undergraduates. In the languages courses are offered in English, Latin, Greek, Hebrew, Sanskrit, Arabic, French, German, Spanish, and Italian.

Well-equipped laboratories offer opportunities in Physics, Chemistry, Natural History, and Biology.

The work in Mathematics may be pursued for four years, and comprises special courses in the special lines adapted to the needs of advanced engineering and research.

A small observatory meets the needs of students in Astronomy.

The Departments of History, Political Science, Ethics, and Philosophy are fully represented and include twelve courses.

For the more definite professional study such provision is made that students may anticipate much of the work of the special schools in Law, Theology, and Medicine. Courses in Electrical Engineering and in Civil Engineering have lately been established, together with comprehensive courses in Mechanical Drawing and elementary training in shop work.

The College library, of 49,000 volumes, 26 per cent. of which have been procured within the last ten years, is adjacent to a large, well-lighted reading and reference room, open to all the members of the College during the greater part of every day. In this room the more advanced students
find it convenient and profitable to do much of their work. The Librarian and his assistants are in constant attendance.

The Gymnasium and the field of the Athletic Association provide opportunities for physical exercise, which are offered to all the students free of charge. The main hall of the gymnasium building is amply supplied with the best modern apparatus, in the use of which the students are trained by a special instructor. A padded running track is laid on the floor of a gallery surrounding the main hall. In the basement are bowling alleys, lockers, shower baths, etc. The Freshmen and Sophomores are required to attend Gymnasium practice two hours in each week for about half of the College year and class instruction is also given throughout the year to such other students as desire it.

Besides a skilled instructor there is a Medical Director, to whom all students are required to report, on entering College, for careful physical examination and his prescription is followed in the selection of gymnasium and other exercises. He also has medical superintendence of all candidates for athletic teams and competitions, and of the hygienic condition of the Gymnasium and its apparatus.

A new athletic field, about nine acres in area, was recently completed at a cost of ten thousand dollars. It includes football fields, a baseball field, and a quarter-mile cinder track.

The students reside in the dormitories or in the several fraternity houses. Those from Hartford and vicinity commonly live at home. The
TRINITY COLLEGE ABOUT 1850.

THE COLLEGE AS PROPOSED BY ARCHITECT BURGESS.

TRINITY COLLEGE AND THE LITTLE (NOW PARK) RIVER.
From old lithographs in possession of The Rev. F. W. Harriman, M. A., D. D.

READING ROOM OF LIBRARY IN SEABURY HALL.
undergraduate life centers to a considerable degree about their fraternity interests. Seven of these organizations are represented at the College. They offer opportunity for associations of a special intimacy and value in after life and seem to give a training in manliness and sense of responsibility that is of peculiar importance. It is in this way that students appear first to learn the proper management of their own affairs. Six of the fraternities own handsome buildings adjacent to the College grounds.

Organizations of a more general character are the Athletic Association and the Musical and Dramatic Clubs. The social life of the College is made especially attractive through the cordial friendliness of the citizens of Hartford, who receive the students in their homes with a charming hospitality. There is no graduate of Trinity who has not grateful recollections of Hartford.

We are now looking forward to increased usefulness for our College. If there is a new note in the College life of today it is perhaps the recognition of service and self-sacrifice as the peculiar duty of the educated man. It is right that with the perennial light-heartedness of youth should be found an increasing sense of obligation. It is for Trinity, as for every other college, to discern and encourage this growth in cheerful seriousness. It is for the members of the College, old and young, to unite
in an earnest effort to do our share. We are not concerned, just yet, with questions between University and College, between large colleges and small. What concerns us now is that we may grow larger and retain whatever of good is distinctive in the small college. Other questions may be settled if they arise. Alumni and friends — let us have your assistance in continuing and developing the splendid work of the last eighty years.

Give us money, tell prospective students what we can offer them, help us to move even nearer the high ideals of the founders. We shall never cease to appeal for support in our efforts to become more and more useful to our country. And Trinity men will never cease responding to calls based upon such praiseworthy ambition.
THE history of the development of the Department of Physics in Trinity College is typical of the growth of the science during the past fifty years, and now, as one examines the well-filled cases where instruments of the finest workmanship and precision rub elbows with an occasional antiquated model of 1860, one sees at a glance the immense stride science has made in that time and with it our laboratory equipment and methods.

In 1860 the instructor's chief aim was to give lively lectures illustrated with numerous entertaining experiments. These experiments were often striking, but they served mainly to give the class a vague feeling of awe for the "wonders of science," and came perilously near the province of the artist of legerdemain.

All sorts of changes were rung on a single law; for instance, the well-known fact that unlike electric charges attract, and like repel each other, gave rise to a whole series of experiments illustrating this law in a more or less diverting way. Bells were rung, marionettes danced, pith balls swung; and yet, when all was finished, I doubt if many of the class could have given a precise and comprehensive statement of the cause of what they had seen.

How different is the method of today! The lecture table experiment is not ignored, far from it; but in place of experiments that really belong in books of "One Thousand and One Games and Amusements," and the like, the instructor exhibits instruments and apparatus calculated to elucidate the quantitative as well as the qualitative nature of science. He is no longer satisfied with showing a class that an electric current heats a wire, but how much heat is given out is now the important question, and we are thus brought face to face with the greatest aid to modern scientific thought, mathematics. Without mathematics quantitative measurement is meaningless or impossible, and in these days of accurate measurements one can no more study physical science without mathematics than he could expect to work in biology without the microscope; and I firmly believe that the underlying difference between the $2,000 engineer and the $10,000 man is in the firmer mathematical grasp of his subject held by the latter.

Coupled with mathematics the laboratory at once becomes a place where determinations rather than mere experiments are made, and it is the aim of our department to have the laboratory classes work with the very best modern apparatus, so that there will be as little guess work and
Nothing, in my opinion, is more discouraging to a student than to be forced to work with antiquated, inaccurate or partially ruined instruments. He has no confidence in his results and feels a constant irritation, that is not conducive to a love of science. The best that the laboratory affords is therefore put at the disposal of the student just as soon as he is ready for it, and so far I have not found that this privilege has been abused. The "best" is really saying a good deal, for our equipment has been growing and improving for twenty years or more without interruption. Our annual appropriation, coupled with the income from the Cheeseman fund, bequeathed in memory of a former professor of physics at Trinity, bring in each year additions from English, German, Swiss and our own makers to the nucleus of high grade instruments started by Dr. Cheeseman himself. The growth has been strongest in the domain of electricity, as is natural in this electrical age, and with such advocates in the past as Cheeseman and Robb. But it is the aim of the department not to ignore such vital fields as heat and light, and several important additions in that line have come in the last few years.

In the department of electrical engineering, as distinguished from "pure" science, the laboratory has an excellent equipment for a small class. Of course, as the classes grow the necessary machines and meters will be provided. At present an induction motor, three direct current generators, any one of which may be run as a motor, and a rotary converter, two static transformers, and a constant current transformer comprise the heavy machinery of the laboratory. Numerous meters and rheostats of all descriptions are provided for making commercial tests on these machines, so the student with a five-horse power machine learns the principle that would apply in testing one of 500 horse power; with the advantage that a mistake is not paid for so dearly.

In addition to the above mentioned apparatus, there is a complete X-Ray outfit, with a large assortment of tubes for showing vacuum discharges. Two wireless telegraph outfits, a wireless telephone set, a Tesla coil for showing high frequency phenomena, a completely equipped photometer of the most approved pattern; a storage battery of sixty-four cells and one hundred ampere-hours capacity; and a shop fitted with lathes, drills, etc. The building in which this outfit is located is the Jarvis Laboratories building, and it houses both the chemical and physical laboratories. The former occupies the top floor, the latter the ground floor and basement. The ground floor is divided between the main lecture room, main laboratory for large classes, photometer room, apparatus room, and three smaller laboratories for special work, one of which is occupied by the instructor.

In the basement is the electrical engineering laboratory with its generator, switchboards and case for meters; the battery room, the high
A tension room where work with voltages of from 3,000 to 10,000 volts is carried on; the shop, and two spare rooms, at present unused. Both floors are wired with three systems of connections, and alternating or direct currents may be supplied at different pressures by making suitable switchboard connections. The city alternating current is supplied and the direct current is taken from one of the generators or the battery.

Now a word about the courses offered. Physics I. is an elementary course, in the sense that it treats of the subject from the beginning, although the text book used is naturally fitted for mature pupils than those used in schools. It is purely lectures and recitations with as many lecture table experiments as possible.

Physics II. is a laboratory course to supplement Physics I. In the course from 60 to 100 experiments are performed with occasional explanatory lectures. It is a most desirable course for those intending to teach, or to study either medicine or engineering of any kind, and by its inculcation of accurate and careful observation and manipulation is a valuable course solely from the standpoint of general education.

Physics III. is a technical course for engineers and deals with the steam engine and other forms of prime movers as well as the theory of thermo-dynamics.
Physics IV. is also a technical course covering the theory and construction of direct and alternating current machinery as made in our leading manufacturing plants.

In addition to these courses a supplementary course for the benefit of advanced pupils will be offered each year, either in the realm of electro-technics or pure science, as the case may require.

A course in shop work should also be mentioned, for it fills a most important place in the technical training of the modern engineer. One morning each week is devoted to metal working, and such processes as turning, planing, soldering, forging, etc., are ably taught by Mr. Sterling.

I hope I have now convinced the reader that the Department of Physics at Trinity is keeping abreast of the modern development of the science, and that, both in methods and equipment, we have progressed as far beyond the days of the frictional machine and electric chimes as the 5,000 K. W. generator is beyond the Grove's battery of fifty years ago.

Henry A. Perkins.

Prof. Perkins, who has charge of the Department of Physics, graduated from Yale in 1896, receiving the degree of B. A. He received the degrees of M. A. and E. E. from Columbia in 1899. In addition to eminent research work in Radium he has published articles on Physics in the American Journal of Science and is a distinguished authority in that line.
CHEMISTRY.

THE Chemistry courses are given in the following subjects:

(1) General Chemistry. Taught by lectures, recitations and laboratory practice. The purpose of this course is to give an elementary knowledge of fundamental principles, a personal acquaintance with the more important inorganic substances and some understanding of the methods of work.

(2) Organic Chemistry. A study of the chemistry of the carbon compounds serves to give a more extended and deeper knowledge of fundamental facts. Typical representatives of each of the more important classes of carbon compounds are made and examined. Special attention is given to general methods of preparing them and to such changes as show best class relations in order to bring out the simplicity existing between the different classes.

(3) Qualitative Analysis. The more common inorganic acids and bases are taken up with a view to their separation and identification. Considerable time is given to the examination of commercial material.

(4) Inorganic Preparations. This course is intended to familiarize the advanced student with the methods and processes used in making inorganic compounds and serves at the same time as a review in General Chemistry.

(5) Quantitative Analysis. (a) In an elementary course typical volumetric and gravimetric methods are studied and a knowledge of the exact methods of the science is gained. (b) An advanced course gives opportunity to examine and practice more complex processes. (c) Opportunity is given to apply the knowledge and experience acquired to the study of a few special processes, viz.: Assaying; Technical Gas Analysis; Water Analysis, etc.

(6) Chemical Theories. From time to time classes are formed for a more extended study of the laws and theories which constitute the scientific and philosophic basis of Chemistry.

The course in General Chemistry is one which might well be taken by all those desiring a liberal education. [Nowadays the number of such subjects is so great that no one should feel compelled to take chemistry for fear that he may fail in this respect.]

For those intending to study Medicine the courses in General Chemistry (1), Organic Chemistry (2) and Qualitative Analysis (3) are recommended.

For one who thinks of teaching the science or of becoming a chemical expert in any line the scheme taken as a whole furnishes but a point of departure.

The Jarvis Chemical Laboratory is well equipped for the prosecution of work in general and organic chemistry, in qualitative and quantitative analysis. It has accommodations for sixty students.

ROBERT BAIRD RIGGS.
THE DEPARTMENT OF NATURAL HISTORY.

The work in Natural History is designed as a part of general education, in which should be included some exact knowledge of nature. Besides training one in correct observation of the things of the living world, and the geological history of the earth, the courses in Natural History are fundamental to the philosophy of those studies like History and Psychology, which especially consider the phenomena and relations of human existence. The work of the department as a whole forms a valuable preliminary training, either to the more special study of human anatomy and physiology, in the medical school, or for the profession of teaching and investigation in Natural History.

Whenever possible the recorded facts given in lectures and collateral reading are verified by original observation of the living plants and animals in the laboratory, vivaria, aquaria, and the field. In Geology the student determines the rocks by examination in the laboratory and as they lie exposed in the strata. The organisms studied are interpreted through dissection and microscopic work, accompanied by careful drawings and notes.

General Biology.—An introductory study of the fern presents a definite idea of the structural element, the cell, and of the combination of cells into tissues, and of these tissues into organs. Next simple one-celled organisms, like Amoeba, an alga, Euglena, the yeast-plant, and bacteria, illustrate the fundamental principles in the organization of plant and animal life. In the study of bacteria an analysis is made of the laboratory air and the city tap-water. Sterilization of apparatus and media by steam under pressure in the autoclave, the making of the usual plate and tube cultures, and the determination of the numbers and kinds of bacteria, give the student a thorough introduction to modern Bacteriology.

Then the stoneworts and Hydra, whose cells have been differentiated into the simpler tissues, lead to the more complex forms, like the star-fish, earth-worm, mussel, fish, frog, and the liverwort, mosses, ferns, horse-tail, club-mosses, pines and flowering plants.

Subjects of philosophical importance are presented, such as the chemical constitution and properties of protoplasm; the common characters, and the differences of plants and animals; cell differentiation and specialization; the cell in its relation to development and as the mechanism of heredity; the distribution of organisms in time and space; the interrelation of living and lifeless things; etiology; ecology; the principles of classifica-
tion; theories for the origin of species by evolution and for the origin of life.

General Zoology.—The animals studied include the sponge, sea-anemone, sea-cucumber, tape-worm, bryozoan, insect, spider, snail, squid, ascidian, Balanoglossus, lancelet. A period is given to the study of the mammal selected, to acquire a knowledge of an animal closely related to man, and practical skill in dissecting and injecting, preparatory to work in human anatomy.

Animal Histology—Vertebrate Embryology.—The student prepares a certain number of the tissues for examination, thus becoming familiar with microtomic technic. The course includes a complete series of vertebrate tissues.

The essentials of vertebrate embryology are studied with the fish and frog for cleavage stages, while the chick furnishes the principal material for the course.

General Physiology.—The general constitution of protoplasm in plants and animals and the tropisms resulting from the action of chemical substances and of physical agents like gravity, electricity, light and heat upon the simpler organisms are considered.

The activities of muscle, nerve and gland tissues; the clotting of blood and the association and dissociation of oxygen and carbon anhydride with blood; the relation of development under normal and abnormal conditions, and of regeneration, to the attainment of the adult form; the various functions, such as constructive and destructive metabolism, respiration, circulation, and waste elimination; the phenomena of the central and peripheral nervous systems and of sense-organs, as shown in reflex action, habit, instinct and reason, are treated experimentally and comparatively.

Mammalian Embryology.—Series of pig embryos, whole, sectioned, and dissected form the basis for laboratory study, and other mammals furnish comparative material. Lectures are given upon the experimental production of variations (monsters), with especial reference to teratogenic experiments upon the egg of the common fowl.

Variation.—Instances of variations among plants and animals, appearing as sports, or as hybrids from crossing, are given; the statistical methods in the analysis of the data of variation are demonstrated, and where it is possible, the causal relation of interaction between the variate and its surroundings is considered.

Biological Research.—The anatomy, or embryology of some animal, or a problem in general physiology, teratogeny, or the quantitative study of variation, is given for original investigation.

Biological Seminar.—Each term each member of the Seminar reads a paper founded upon a careful study of some general work of historical or philosophical importance in Natural History. In addition the current biological journals are reviewed.

General Geology.—The course is illustrated by specimens and models from the college museum, and by excursions in the field.

THE HALL OF NATURAL HISTORY.

The Hall of Natural History was finished in June, 1900, at a cost of over $50,000. It has a frontage to the north of 122 feet, and a width of 72 feet, and is three stories high above an ample basement. The materials used are common brick, molded brick and sandstone for finish.

The museum occupies three floors, the two upper ones having each an area of over 4,050 square feet, the first floor being connected with the

THE VERTEBRATE COLLECTION IN THE HALL OF NATURAL HISTORY.
second by a large floor-well, which forms a feature in the construction of
the second floor. The whole museum has a southern exposure, and is
adequately lighted.

From the entrance hall a door on the right leads to the Lecture
room. A smaller lecture preparation room, containing charts, and other
illustrative material, as well as a large draughting table, is connected with
the Lecture room. A professor’s study and private laboratory, with an
outside entrance, complete this suite.

A main laboratory for General Zoology and Physiology, smaller
laboratories for Histology, Embryology, and Biological Research, a prepa­
ration room, and a Department Library divide the space of the second
floor with the museum.

The third floor is similarly divided between the museum, a laboratory
for General Biology, the instructor’s room and a preparation room.

The departments of Geology and Mineralogy will find provision in the
spacious basement. There is a separate entrance on the east.

The basement also contains room for vivaria and aquaria, a receiving
room, a constant temperature room, a cold storage room, dark room and
projection room for photography. Steam heat is introduced from an out­
side plant. The apparatus for ventilation is of the most admirable modern
type. The various rooms are provided with both gas and electric light. A
lift enclosed in a brick shaft runs from the basement to the third floor.

THE VERTEBRATE COLLECTION IN THE HALL OF NATURAL HISTORY.

The interior finish of the whole building is of brown ash. Special
attention has been given to detail in the museum. The first floor through­
out has mill construction, with heavy hard-pine timbers, and hard plaster
on metal lath has been extensively used on walls and ceilings.

All the laboratories are equipped with working tables, supply cases,
ample shelving and the most complete modern plumbing. The Lecture
room can be darkened for the stereopticon, which is for both micro and
lantern slides, with electric light and rheostat.

A number of larger and smaller aquaria, to which air is supplied, are
stocked with typical marine and fresh water organisms. There are
a number of land and water cages, aviaries, and vivaria for amphibia,
reptiles and mammals.

The necessary instruments of biological and geological technic, micro­
tomes, microscopes, dissecting and injecting apparatus, sterilizers, includ­
ing a large autoclav, incubators, physiological apparatus, and chemical rea­
gents, constitute the equipment of the department. For the lectures there
are sets of the Leuckart zoological, the Kny and Dodel-Port botanical, and
the Migula bacteriological charts, a series of lantern slides, and a specially
prepared series of water-color charts, illustrating the fundamental tissues,
elementary biology, embryology of the chick, the nervous system,
teratology, etc. Books of reference and current journals are in the
Department Library. A working collection of the plants and animals
studied, and of slides for histology and embryology, are at hand.
The College collections are distributed upon the three floors of the museum in accord with the following plan: The first floor is given to the vertebrates. It contains sections for fishes, amphibia, reptiles, birds and mammals. On the second floor are placed the invertebrates, also properly classified and distributed in sections. The third floor holds the minerals and rocks, which are arranged both stratigraphically and lithologically. On this floor also is the section for plants.

Among the collections especially to be noted are the Batteron minerals; the series of invertebrate and vertebrate fossils furnished by Ward; the skeletons of modern vertebrates; the Sydney G. Fisher collection of North American water-fowl; the marine animals representing very completely the faunal areas of Naples, the Bahamas, and Woods Hole; a constantly growing collection, arranged whenever possible to show the relation of the organism to its specific environment; the Lorenz collection of Ferns and Liverworts; the very complete herbarium of Nebraska plants presented by the Rev. John Mallory Bates; the special collection of Connecticut plants exhibited at the World's Fair in St. Louis and presented to Trinity College by the Horticultural Society of Connecticut; a series of injected and dissected animals; of Fric anatomical preparations: of Blaschka glass models of invertebrates and of Zeigler embryological models.

The Secretary of the Smithsonian Institution and the Director of the United States National Museum have deposited the Government Collections of pedate Holothurians with Professor Edwards for the purposes of investigation. These collections are sui generis, representing all parts of the world visited by the various Government Exploring Expeditions. The results of this study, embodying the description of new species, will be issued as a monograph by the Smithsonian institution.

CHARLES LINCOLN EDWARDS.

Charles Lincoln Edwards, Ph.D., J. Pierpont Morgan Professor of Natural History, in graduate preparation for his profession studied first at the Indiana University where in collaboration with President David Starr Jordan he completed an investigation of a group of marine fishes. The next three years he was a student at the Johns Hopkins University under Professors Martin, Brooks and Howell, and then for one year at the University of Leipzig, under Professor Leuckart, where he received the degree of Ph.D. in 1890. The two years following he was Fellow at Clark University under Professor Whitman and then was called to the University of Texas to organize the Department of Biology and thence to the Professorship of Biology in the University of Cincinnati.

PROFESSOR EDWARDS.

Professor Edwards has published the results of his investigations in various biological journals and is now preparing a work upon the Holothuroidea belonging to the Smithsonian Institution and Harvard University. He has in press a Report upon the Holothurians collected by the U.S. S. Albatross in 1903 for the United States Bureau of Fisheries. He is a member of the American Society of Zoologists, Association of American Anatomists, ex-president of the American Folk-Lore Society, and Fellow of the American Association for the Advancement of Science.

Karl Wilhelm Genthe, Ph.D., Assistant Professor of Natural History, was at the University of Leipzig for seven years preliminary to taking his Ph.D. He studied under Professors Leuckart, Pfeffer and Zirkel.

After coming to America he was instructor in Zoology at the University of Michigan and from that institution was called to Trinity College. He is now engaged upon monographs of the free-living Copepoda for the Smithsonian Institution and for the United States Bureau of Fisheries.
PLAN FOR FLOATING LABORATORY.

Auxiliary schooner proposed by Richard T. Greene, Builder, Chelsea, Mass.


DIMENSIONS:
Length over all, 92 feet; beam, 22 feet 3 inches; depth, 11 feet; draft, 10 feet.

*A FLOATING LABORATORY
For the Department of Natural History of Trinity College.

Most important study and research in Natural History has for some time been devoted to the investigation of the apparently unlimited and infinitely varied animal life of the ocean. There are several causes which have compelled this study of marine forms.

1. There is a wide range of animal life in the ocean which is now generally believed to have been the original home of all the living things of the earth.

2. The ocean not only affords a wide range of forms, but furnishes them within a smaller area than either the land or fresh water.

3. Problems of embryology, physiology, the distribution of forms, and the relation of organisms to their environment, can be studied upon organisms in the ocean with great economy of material and effort.

4. Not only problems of pure science have been dealt with in this way in recent years but practical and economic questions have been solved in oyster and lobster culture and the increase of food fishes and sponges.

5. In biology much of hope and inspiration for the future is now centered upon the ocean, which is so boundless in the material offered that all that has been done seems scarcely a beginning.

The usual way of conducting investigations in the ocean is by stations on the coast where biological students and investigators work in summer time. Such stations are now found at various points in the United States and Europe. The most notable in this country are at Woods Hall, Massachusetts, Cold Spring Harbor, Long Island, Beaufort, North Carolina, The Tortugas and Pacific Grove, California. Among the most noted deep-sea expeditions are the voyages of the Blake, the Albatross, the Beagle, the Challenger, and the Valdiva and the records of their investigations and discoveries fill many volumes. Such expeditions have usually been made under the authority and with the financial aid of the government. The United States Fish Commission keeps several vessels engaged in this work the entire year.

A vessel equipped with suitable apparatus, moving from place to place in the ocean, would furnish the most favorable facilities for comparative studies of marine animals. The advantages of such a floating laboratory are obvious.

It is proposed, therefore, to raise money among friends of Trinity to buy a strong, sea-worthy schooner. Such a vessel, practically as good as new, can be bought second hand for about $2,000. To build one would cost at least $5,000. Buying is preferable to chartering and will be cheaper in the long run, because the schooner must be used every summer, and to charter a fresh vessel every year would involve great trouble and waste of valuable time in looking for one, and every year the cost of altering and refitting for the laboratory would be gone through with anew.

A suitable vessel once found and purchased would be equipped with the necessary permanent biological, chemical, physical, and photographic laboratories. She would have on board the best sounding machine, thermometers, dredges, trawls, tangles, intermediate and surface tow nets, with winding engine and reel for abysmal as well as pelagic and littoral work.

*From The Tripod for March 19, 1905.
In the early summer the vessel would sail to some sub-tropical island, cast anchor in a protected harbor, and within a few minutes be transformed into a stationary laboratory, fitted for more or less extended embryological and physiological research. After a month or more in the sub-tropics the vessel would weigh anchor for the cruise northward, making a harbor every hundred miles or so for the purpose of getting material for comparative studies. Such an opportunity is invaluable to one who is making a quantitative study of variation in some species of wide range.

In going to a new region each summer large collections for class study and research can be made year after year. A supply department would enable other institutions and individuals to obtain needed material, fixed and preserved as desired, and thus the usefulness of the plant to science would be much extended. Such a supply department would of course first be used for equipping in the most complete manner our own museum at Trinity. But such is the demand for material of this sort not only in the United States, but in Europe, that it is believed that in time this supply department might go a long way towards defraying the annual expense of the expeditions.

The first expedition to be made would be to the Bahama Islands where the conditions are very favorable for the most abundant and varied fauna. These islands are situated in the mouth of the Gulf Stream where it debouches between Florida and Cuba bringing with it myriads of creatures which it has caught up in its wide circuit from the equator and through the Gulf of Mexico.

The Bahama Islands are never visited by yellow fever. Their climate though warm is agreeable in summer and seldom varies from 84° to 86°. The trade winds blow steadily; the water and sky are clear and deep blue; the people are honest and simple hearted. Biological investigators have already found the life there in summer both interesting and delightful. These healthful conditions are of great importance for northern men when working hard with both mind and body on the edge of the tropics.

The idea of such a vessel as a part of the college equipment for study and investigation in biology was first proposed by Professor Edwards some fifteen years ago in an article published in the journal Science and has been elaborated into the present plan of a Floating Laboratory. In the prosecution of his investigations Professor Edwards has spent three summers in the Bahamas, one on the Gulf coast of Texas, another along the Florida Keys, two on Long Island Sound, and one at the Wood's Holl, Mass., Laboratory, so that his experience gives to this plan a practical working basis.

The Trustees of the College at a meeting held May 25, 1901, have formally voted their approval of this undertaking.

Already friends of the project have subscribed $1,500, but at least $2,000 is necessary for the purchase of a suitable vessel, and it is hoped that the first expedition may be made in the summer of 1905.

This is a splendid opportunity for Trinity college to become a pioneer in a field as important for scientific investigation as it is attractive for undergraduate study and we have faith that the alumni and other friends of the college will realize that now is the golden moment for success. To be first among all the colleges to establish a Floating Laboratory will give Trinity prestige the world over, and under such ideal conditions for laboring our investigators and students may hope to do work of the highest quality.

*The first meeting of the stockholders of the Trinity College Floating Laboratory was held last night at 8 o'clock at President Luther's house, 115 Vernon street. The stockholders present were:

Dr. Luther, Professor Edwards, Professor Genthe, Dr. C. C. Beach, Mr. Bidwell, Mr. Storrs, Mr. Shiras Morris '96, H. D. Goodale '03, Lauderburn '06, Barbour '06, Bowne '06, Haight, '06, Kenyon '07, Licht '07, Butterworth '08.

On the motion of Professor Edwards, Dr. Luther was elected temporary chairman, and A. D. Haight secretary of the meeting.

Professor Edwards discussed informally his plans for the expedition, its object and advantages. He said that it was proposed to hold the first expedition in the summer of 1906.

Professor Edwards made acknowledgment of the assistance that had been rendered him, and particularly thanked the undergraduates and The Tripod. He reported $2,275 on hand and $2,800 in sight.

*From The Tripod for June 6, 1905.
THE FACULTY.

If a college consisted of but handsome buildings, a beautiful campus, a healthful location and excellent athletic facilities, then Trinity would be among the foremost and we should have to offer no further proof of the matter. But besides these necessary features a college must have facilities for training her men and able professors to do the work. It is undoubtedly the strongest feature of a small college that her Faculty is in constant touch with the undergraduates, and hence it becomes necessary that the men composing it be men of ability and leaders in their special lines. It is with pride that we call attention to the men who teach and train Trinity undergraduates and with pleasure that we here record the benefits which we believe are derived from such intimate association with them as is rendered possible.

PRESIDENT FLAVELO S. LUTHER, LL.D.

On April 30th, 1904, the trustees of the college elected Professor Flavel S. Luther to succeed Dr. Smith. The election of Dr. Luther met with the hearty approval of the alumni, undergraduates and friends of the college. Congratulations and assurances of support poured in upon the new leader. During his year as acting president Professor Luther accomplished much. The results of his labor were shown at the opening of college this fall, when the largest class in the history of the institution entered.

President Luther was born in Brooklyn, Conn., in 1850. He was graduated from Trinity in 1870. He was professor of mathematics and astronomy in Racine College and later in Kenyon College until 1883 when he was appointed Seabury professor of mathematics and astronomy at Trinity, which position he has held since that time. He refused the presidency of Kenyon College and was for many years consulting engineer for manufacturing companies. During his year as acting president Dr. Luther started a course in civil engineering, which is very thorough and popular. He assumed the full duties and title of president on July 1st, 1904.

THE REV. HENRY FERGUSON, M.A., LL.D.

Northam Professor of History and Political Science, he received his B.A. from Trinity in 1868. He was given the degree of M.A. in 1875 and of LL.D. in 1900. He has been professor at the college since 1883. Dr. Ferguson is a member of the American Historical Association, and is the author of “Four Periods in the Life of the Church” and “Essays on American History.” His address is 123 Vernon street.

CHARLES FREDERICK JOHNSON, M.A., L.H.D.

Professor of English Literature, graduated from Yale in 1855. He received his M.A. in 1863 and his L.H.D. in 1895. He was Assistant Professor of Mathematics at the United States Naval Academy from 1865 to 1870. He has been professor at Trinity since 1883. Dr. Johnson has written “English Words,” “Three Englishmen and Three Americans,” “Elements of Literary Criticism,” “What Can I Do for Brady?” and other poems. His other works include “Outline History of English and American Literature” and “Forms of Verse.” His address is 69 Vernon street.
THE REV. JOHN JAMES McCOOK, M.A.

Professor of Modern Languages, was graduated from Trinity in 1863, after which he pursued studies at Jefferson College, New York College of Physicians and Surgeons, and Berkeley Divinity School. He served as Second Lieutenant in the First Virginia Volunteer Infantry during the Civil War. Dr. McCook has been professor at Trinity since 1883, and Rector of St. John’s church, East Hartford, since 1869. He is the author of reports on poor law administration and prison reform and has also contributed to various magazines numerous articles on vagabondage, political venality, pauperism, drink, etc. His address is 396 Main street.

ROBERT BAIRD RIGGS, Ph.D.

Scovill Professor of Chemistry and Natural Science, was graduated from Beloit College, Wisconsin, in 1876. He received his Ph. D. from Gottingen, Germany. He was Chemist for the United States Geological Survey from 1884 to 1887, and Professor of Chemistry in the National College of Pharmacy, from 1885 to 1887. He has been a contributor to The American Chemical Journal, the American Journal of Science and other journals. His address is 35 Forest street.

WINFRED ROBERT MARTIN, LL.B., Ph.D.

Professor of Oriental Languages, was graduated from Princeton in 1872. He received the degree of Ph.D. from Tubingen in 1887. He studied in Berlin and Leipzig as Classical Fellow from Princeton. Dr. Martin has been professor at Trinity since 1888. He wrote the articles on Indian and Persian biography, mythology and literature in the Century Cyclopedia of Names, 1894. His address is 21 Jarvis Hall.

FRANK COLE BABBITT, Ph.D.

Was graduated from Harvard in 1890. He received the degree of M.A. in 1892, of Ph.D. in 1895. He was a Fellow of the American School of Classical Studies at Athens in 1895 and 1896. He taught Greek at Harvard, 1896-1898. He has been professor at Trinity since 1899. Dr. Bab­bitt is a member both of the American Archaeological Institute and of the American Philological Association. He has written a Greek grammar, as well as papers in the American Journal of Archaeology and in Harvard Studies in Classical Philology. His address is 65 Vernon street.
THE REV. HERBERT MULLER HOPKINS, M.A., Ph.D.
Professor of the Latin Language and Literature, was graduated at Columbia in 1893. He received his M.A. from Harvard in 1896 and his Ph.D. from there in 1898. He was instructor in Latin in the University of California from 1898 to 1901. He has written several philological articles and several of his poems have appeared in The Bookman. He is also author of "The Torch" and "The Fighting Bishop." His address is 821 Broad street.

CHARLES LINCOLN EDWARDS, Ph.D.
Charles Lincoln Edwards, Ph.D., J. Pierpont Morgan Professor of Natural History, in graduate preparation for his profession studied first at the Indiana University where in collaboration with President David Starr Jordan he completed an investigation of a group of marine fishes. The next three years he was a student at the Johns Hopkins University under Professors Martin, Brooks and Howell, and then for one year at the University of Leipzig, under Professor Leuckart, where he received the degree of Ph.D. in 1890. The two years following he was Fellow at Clark University under Professor Whitman and then was called to the University of Texas to organize the Department of Biology and thence to the Professorship of Biology in the University of Cincinnati.

Professor Edwards has published the results of his investigations in various biological journals and is now preparing a work upon the Holothuroidea belonging to the Smithsonian Institution and Harvard University. He has in press a Report upon the Holothurians collected by the U. S. S. Albatross in 1903 for the United States Bureau of Fisheries. He is a member of the American Society of Zoologists, Association of American Anatomists, ex-president of the American Folk-Lore Society, and Fellow of the American Association for the Advancement of Science.

WILBUR MARSHALL URBAN, Ph.D.
Professor of Philosophy, is a graduate of Princeton. He got his Ph.D. from Leipzig in 1897. He studied at Jena and Leipzig and was reader in Philosophy in Princeton and Professor of Philosophy in Ursinus College. He is a member of the American Psychological Association and of the American Philosophical Association. He has contributed largely to philosophical journals and reviews. His address is 74 Vernon street.

HENRY AUGUSTUS PERKINS, M.A., E.E.
Professor of Physics, received his B.A. from Yale in 1896 and his M.A. from Columbia in 1899. He received the degree of E.E. in 1899. Professor Perkins has published articles on physics in the American Journal of Science. His address is 27 Marshall street.
KARL WILHELM GENTHE, Ph.D.

Assistant Professor of Natural History, was at the University of Leipzig for seven years preliminary to taking his Ph.D. He studied under Professor Leuckart, Pfeffer and Zirkel. After coming to America he was instructor in Zoology at the University of Michigan and from that institution was called to Trinity College. He is now engaged upon monographs of the free-living Copepoda for the Smithsonian Institution and for the United States Bureau of Fisheries.

THE REV. CRANSTON BRENTON, M.S.,

Assistant Professor of English, was graduated from Trinity in 1899, and from Berkeley Divinity School in 1901. He began teaching at Trinity in 1904. His address is 78 Vernon street.

JOSEPH DEVINE FLYNN, B.A.

Assistant Professor of Mathematics, was graduated from Trinity in 1897. He then became Instructor of Mathematics at Professor Stearn's School, Hartford, and later in the Hartford Public High School. His address is 145 Washington street.

AUGUSTUS HUNT SHEARER, M.A., Ph.D.

Instructor in History, was graduated from Rutgers in 1899 with the degree of B.A. He received the degree of M.A. from Harvard in 1901 and in 1903 the degree of Ph.D., and was Assistant in History at that institution in 1904. His address is 17 Seabury Hall.
WALDO SELDEN PRATT, M.A., Mus. D.

Instructor in Elocution, was graduated from Williams College in 1878 and received his M. A. degree in 1881. He was a student at Johns Hopkins University from 1878 to 1880 and was then a Fellow in Aesthetics and History of Art from 1879 to 1880. From 1880 to 1882 he was Assistant Director of the Metropolitan Museum of Art, New York City. He became Registrar of the Hartford Theological Seminary, occupying that position until 1895. He is now Professor of Music and Hymnology at the same institution. He has been a lecturer on Musical History and Science in Smith College since 1895, and has been editor of various publications. His address is 86 Gillette street.

EDGAR FRANCIS WATERMAN, M.A., LL.B.

Assistant Treasurer, was graduated from Trinity in 1898, and received the degree of M.A. in 1901. He received the degree of LL.B. from the Columbia Law School in 1901. His address is 12 Seabury Hall.

GEORGE BERNHARDT VELTE.

Instructor in the Gymnasium. Address is West Hartford; postoffice address is Box No. 277, Hartford.

WILLIAM HARRY CHICHELLE PYNCHON, M.A.

Lecturer in Geology. Address, Oyster Bay, L. I.
GUSTAVUS ADOLPHUS KLEENE, Ph.D.

Professor of Economics, was graduated from University of Michigan in 1891, after leaving there he studied in Germany at the Universities of Berlin and Tubingen. He then studied at Columbia University and at the University of Pennsylvania, receiving his degree from the latter institution. He worked for two winters for the Charity Organization Society of New York City, and then became assistant professor of economics at the University of Wisconsin; he then became Instructor in Economics and Social Science at Swarthmore College and a lecturer at the University of Pennsylvania. He is a frequent contributor to the *Annals of the American Academy of Political and Social Science*. His address is 15 Seabury Hall.

SYDNEY GEORGE FISHER, L.H.D., LL.D.

Lecturer on Law, was graduated from Trinity in 1879; received the degree of L.H.D. from Western University and is a graduate of the Harvard Law School. He was elected a Trustee of Trinity in 1895 and received the honorary degree of LL.D. in 1903. He is the author of "Making of Pennsylvania," "The Evolution of Constitution," "Men, Women and Manners in Colonial Times," "The True Benjamin Franklin," and many magazine articles of wide influence.

FREDERIC ROBERTSON HONEY, Ph.B.

Instructor in Drawing and Descriptive Geometry, in 1871 received a Marine Engineer's Certificate from the London Board of Trade, and in 1885 his degree of Ph.B. from Yale. He was an instructor in Smith College, Sheffield Scientific School and in the Yale School of Fine Arts. He is the author of "Linear Perspective," and also of numerous articles in scientific periodicals. Address, 427 Main street.

JOHN BUTLER McCOOK, B.S., M.D.

Medical Director, was graduated from Trinity in 1890. He received the degree of M.D. from the College of Physicians and Surgeons, New York, in 1894. His address is 306 Main street.

WILLIAM NEWNHAM CARLTON, M.A.

Librarian and Secretary of the Faculty.

CLARENCE CANFIELD STIRLING.

Instructor in Shop-Work. Address, 66 State street.

OUR COLLEGE IN LITERATURE.

Trinity College has always had an enviable reputation in literature. This is no doubt connected with the fact that the clergymen of our church have inherited a love of letters and many of them have been and are now men of elegant scholarship and have a certain respect for dignified form which is the basis of literary culture. It is true that reverence for ancient usage may sometimes militate against vigor and freedom of expression and may hold men stationary in the progress of thought about them, but after all, literature is based, at least on its formal side, on tradition and on the models of the past. Conservatism, especially in art, as frequently conserves the beautiful as the outworn, and there are many among the graduates of Trinity who love the best of our English literature and love it, not, as so many of our modern English scholars do, for its character as verbal bric-a-brac, but for its artistic worth.

The memory of the writer goes back but twenty-five years in the history of Trinity. The first of the literary enthusiasts whom he can recall is Richard Burton, '83, now Ph.D. of John Hopkins and Doctor of Letters of Trinity. Dr. Burton's gift is distinctly literary and his acquaintance with English letters is wide and accurate. His two volumes of verse are marked not only by felicity of expression, but by justness of thought. In his first volume, "Dumb in June," several of the sonnets and lyrics are admirable and all are poetic in conception and construction. The "City" and "An Unpraised Picture" and "To One Afflicted with Deafness," are especially beautiful and the little volume is throughout good evidence of the fact that Mr. Burton is a poet. He was for a season Professor of English Literature in the University of Minnesota and his removal to the East was regarded by the authorities as a distinct loss. Dr. Burton has an especial gift in popular lecturing and makes the most abstruse subject interesting to his audience. His critical essays are marked by mastery of the subject and the light touch which adorns what might without it be the ordinary dry exposition of the professional. Dr. Burton is now literary adviser to a publishing house and it is to be hoped that his duties will not interfere with his literary productiveness.

Charles Andrews of '84 is more an historical scholar than a literary man; still, his hereditary tendency to philosophical thought, though kept in abeyance by the modern requirement of bald and unadorned statement, gives his writings literary value. He is a man of thought and if he has paid more attention to fact in his historical researches than to the relation and interpretation of facts we must remember that reflection is valueless without a solid basis of fact. Dr. Andrews—for he, too, is a Johns
Hopkins Ph.D., has done valuable work in historical research and is sure to do more. The modern scholar scorns to produce a "popular book," but Dr. Andrews' friends hope that the fruits of his investigations will be some day presented in a form interesting to more than the specialists in the department in which he is a recognized authority.

Mr. Edward S. Van Zile of the class of '84, Doctor of Letters of Trinity, began as a journalist and was for some years regarded as one of the best writers of "paragraph editorials" in New York. He has written a large number of tales and novels, among which his historical romance, "Sword and Crucifix," holds a high rank. It is based on careful study of the Spanish records in early Louisiana and is an excellent imaginative reproduction of pioneer life. Mr. Van Zile has also published a volume of verse and innumerable magazine stories. He has decided gifts as a dramatist and those who have read his hitherto unpublished political comedy are enthusiastic in its praise and confident that if the almost insuperable difficulties which beset the presentation of a new play can be overcome, Mr. Van Zile will show that he is a true playwright. He has given much intelligent study to the modern stage.

Dr. Clarence G. Child, '86, assistant professor of English in the University of Pennsylvania, and Doctor of Letters of Trinity, is recognized as one of the best scholars in Anglo-Saxon and Middle English among the younger men of our country. He has done a great deal of work in German philology and on the new edition of Worcester's Dictionary, and the university gave him a year's leave to recuperate from the effect of overwork. Dr. Child's thesis on the Euphism of Lyly, printed by the University of Munich, is the recognized authority on the subject. His introduction to "Mort Arthur" shows at once exact scholarship and literary appreciation of the most delicate kind. Mr. Child is also a writer of verse and is one of the most acceptable "occasional poets" in the country. His translation of Beowulf is reckoned by scholars as the best extant and his annotated editions of several of Dryden's plays are marked by careful investigation and artistic appreciation.

Henry Marvin Belden, '88, was, during his College course, the best poet ever resident in Trinity. Since his two years at Johns Hopkins, exact scholarship has claimed his attention rather than artistic literature. Mr. Belden's verse is marked by the depth and sincerity of his Americanism. He seems to care little for publication, contented with the potentiality of fine literary work. At the present he is professor of English literature in the University of Missouri.

Professor Hall Frye, '89, published a volume of verse of excellent quality and marked by genuine inspiration. There is little encouragement to verse-writers in America unless they confine themselves to "The jiggling veins of rhyming mother arts,
And such conceits as clownage keeps in pay"
as Marlow says. Humorous verse or children's verse is in better demand than serious poetry. Since his first volume Mr. Frye has become one of the best literary critics in the country and has done much work for the New York Evening Post. He is familiar with French literature, ancient and modern, and his article in the Nation on Maupassant was recognized as from the hand of a master. His work is unsigned and his reputation, therefore, confined to the experts in the same profession, but with them few stand higher than Mr. Frye, Professor of English Literature in the University of Nebraska.

Mr. Robert Clarkson Tongue, some time of the class of '95, rector of All Saints', Meriden, whose lamented death cut short the career of a useful man and a preacher of great promise, possessed the true emotional nature of the poet and not a little of the poet's power of expression. He was a man of profound humanity, a sympathizer with the poor and possessed a keen eye for the characteristics, especially the quaint and kindly characteristics of all men. Though born in England his Americanism rested on conviction and democratic sympathy. Rarely does a man comprehend the essential nature of the working man as well as Mr. Tongue did. He was a true priest, a "brother of the afflicted," and his sensitive soul went out in love to all men except the pretentious, the selfish and the sordid. His feeling for nature was also exquisite, but it is his quick human sympathy based on an instructive perception of the vital qualities of a man that gives his verse power — the power to touch and convince. A laurel leaf to his memory.

There are many others among the graduates of the last quarter of a century who have shown a love for literature. But literature is a "good crutch though a poor staff," and men find the remuneration of a practical career so much greater than what literature offers and the entrance to the literary career so beset with difficulties, that they hesitate to essay it.

William Collins, '93, in college a writer of delicate, witty, society verse, is the editor of the largest paper in Newark, New Jersey. As he is so near the top of his profession perhaps he may find time for light verse or short stories. Whatever he does he does well — nihil tettigit quod non ornavit. There are others of our recent graduates who find in medicine, teaching and the ministry an outlet for all their energies. We are not a literary nor an artistic people and the present is not a literary nor an artistic age. Those who love the beautiful had best keep it to themselves unless they do not mind the cold stare of incredulity or the superior shrug of the scientist. Still, there is a chosen remnant of the children of light to be found here and there, solitary in the serried ranks of toilers and "men of business." Among this chosen remnant is a fair proportion of the graduates of Trinity. May there ever be as many, for the people are not fed by bread alone.

Charles Frederick Johnson.
GENERAL GRIFFIN ALEXANDER STEVAN, M.A.

Born in Hartford, January 6, 1838.
Graduated at Trinity College, 1859; M.A., 1863.
Wounded in the attack on Petersburg, August 5, 1864.
Died at Petersburg, August 6, 1864; aged 26.

"He was born in this city, January 6, 1838, where he passed his youth and early manhood. He received his education in the schools of which Hartford is so justly proud, graduating from Trinity College in June, 1859. He began reading law here, but subsequently went to Philadelphia, entering the office of S. C. Perkins, a leading lawyer of that city. When the attack on Sumter was made, he at once joined the Washington Greys, but on learning that Colonel Colt was here raising a battalion for the Fourteenth United States Infantry, exchanged to that command in May, 1861, just as it was taking up its quarters on this spot."

"Realizing amid all the excitement and enthusiasm of the time how poorly we were prepared for the struggle, that war was a science, that numbers and bravery could not win battles unless directed by intelligence and skill, he devoted himself with untiring energy to acquire a knowledge of his new calling. He early showed such aptitude and ability as to attract the attention of Major Baker of the regular army, in charge of the instruction of the battalion, who recommended him for a commission."

"The enterprise of Colonel Colt was not successful, the battalion was disbanded, and the Fifth Regiment of Connecticut Volunteers was called for by the Governor, who, in recognition of Stedman's qualifications commissioned him as captain of Company I. He left Hartford July 29, 1861, with the regiment, which was assigned to duty under General Banks in the Department of the Shenandoah. The regiment was at once called upon to make a series of long and rapid marches up and down the banks of the Potomac to cover threatened points, earning for itself the designation of "foot cavalry," and becoming thoroughly acquainted with guard and outpost duty in the face of the enemy. Stedman availed himself with alacrity of these opportunities for improvement, and so impressed Colonel Ferry with his ability that he was selected to command a detachment sent across the Potomac to cover the retreat of our forces after the disaster at Ball's Bluff. He received great credit for the effective manner in which he performed this service. It is a difficult and delicate mission and seldom accomplished without sacrificing a portion of the picket line on withdrawal. Stedman withdrew the picket himself and brought back every man."

"In November, 1861, he was promoted to be major of the Eleventh, and served with the regiment under Burnside in the expedition to North Carolina, taking part in the capture of Newbern and the different affairs of the campaign. In 1862 he was promoted to lieutenant-colonel and returned with the regiment to the Army of the Potomac in time for the Antietam campaign. The regiment formed the advance guard in entering Frederick City and was engaged at South Mountain."

"In the battle of Antietam, Stedman had command of the right wing of the regiment in the attack on the Stone Bridge, and after the death of the gallant Kingsbury led in the charge by which it was captured. Here he was severely wounded, but refused to leave the field until the regiment was relieved."
"On September 25, Stedman was made colonel and was in command at the battle of Fredericksburg. Shortly afterwards he was ordered to Newport News, then in March 1863, to Suffolk, where he took an active part in the defense during its investment by Longstreet. In June he participated in the demonstration on Richmond and during the rest of the summer and fall was in garrison at Gloucester Point and Yorktown. In January, 1864, the regiment re-enlisted, and on its return to the front was assigned to the Eighteenth Corps and was engaged in the affair at Swift's Creek, May 9th, and in the battle of Drury's Bluff on the 16th, where it lost nearly two hundred men. In the latter part of May, Colonel Stedman succeeded to the command of the brigade and went with General Smith's corps to the Army of the Potomac in time to join in the deadly assault upon the enemy's lines at Cold Harbor. On June 15th, he was present at the capture of a portion of the defenses of Petersburg and subsequently was engaged in the investment of that place. On August 5th, just at the end of an attack which had been repulsed, and while talking with General Ames, he received his death wound. Repeatedly recommended for promotion by his division and corps commanders for personal gallantry and effective service while leading his brigade, his commission as general reached him as his life was ebbing away."

"Such, in brief outline, was the career of one of Connecticut's best and bravest sons. His country called, he gave her all he had — his life. The details that would round out the story of his service are woven in records of the Fifth and Eleventh Connecticut Regiments, and of his later commands. These records tell of many a well-fought field, of patient endurance, of weary march, of defeat and victory; and are illumined with the spirit of patriotic devotion and self-sacrifice."

"General Stedman was possessed in a high degree of the qualities which mark the successful commander — cool and collected, he was always master of himself and of the situation, and inspired a confidence in those under him that was unbounded; ever ready for any service, never complaining, always setting an example of cheerful obedience to orders, and always exacting strict compliance with his own. He was in no degree a martinet. By force of his personality he exerted an influence that was irresistible. He governed not so much by fear of punishment as by creating an ideal of duty which made every man feel the honor of the regiment was in his keeping, and that failure on his part would bring discredit on the command."

"Those who knew General Stedman best, loved him best. This statue is faithful, but cannot convey to you the indescribable something in his bearing and manner by which you realized that you had met a man. It fails to disclose the kindly smile that made you feel a welcome words cannot express. He was strong of heart and true of purpose, and withal tender as a woman; self-reliant, but always considerate of others."

"Whom the gods love, die young.' Lives are not like leaseholds, measured by a term of years; achievement laughs to scorn the reaper Death."

"If Stedman's years were few they sufficed to bring him honor and renown. He left a memory without a stain. He died for "others".
"DR. THOMAS RUGGLES PYNCHON.

The news of the death, after a short illness, at the ripe age of 87 years, of Thomas Pynchon, graduate of Trinity College in 1841, successively tutor, Professor of Chemistry and Natural Science, librarian, chaplain, from 1874 to 1883 the ninth President of Trinity College, from 1883 to 1902 Professor of Moral Philosophy, since then Professor Emeritus, can have brought no surprise or shock. Death had been knocking at the door a long time. Those who loved and honored him, whom He was to take, could but be thankful that his approach to the termination of his life had been so slow and gentle. For a year, those who were privileged, at times, to meet our venerable and honored father and brother and friend, have felt that his eyes were soon to close to the earthly sight of the College he loved so well. It was, however, the hope of many that he might be spared, on the 26th of October, to give, at the Inauguration of President Luther, the benediction of Trinity's past to that more glorious future based on the struggles and toils of all his predecessors, and not the least, his own.

Dr. Pynchon's biography would not only run parallel with that of almost the whole of Trinity College, but was intimately interlinked with it. In fact, the very existence of the College today is, perhaps, due to the manifestation at critical times of signal wisdom and administrative energy on the part of the man, whom, in his last years, men were wont to reverence more especially as illustrating the courtly grace and gentle calm of the Christian philosopher approaching the end of his appointed course.

Dr. Pynchon was often asked to dictate to someone the experiences of his life and the story of his struggles for the College, which, in private, to intimate friends, he related with a charm and vivacity which he had seldom been privileged to illustrate in public discourse. His answer always was that it was for an old man to write his reminiscences. He, perhaps, had a little of the superstitious feeling of men who hesitate to make their wills for fear of hastening their probate. It was only very lately that Dr. Pynchon really felt old. Born of a historic family, the history of which is connected with some of the noblest episodes of our colonial life, in the town of New Haven, which, if at that time a little crude, had still the old colonial flavor, and included among its citizens many men of mark, receiving his early education, formally, in the famous old Boston Latin School, but quite as much in the atmosphere of Boston's brahmanic caste as represented by Alexander Everett, the less known but equally gifted brother of Edward, his boyish hopes were centered upon entrance to Harvard, when a chance circumstance, or, for us and for him, a peculiar Providence, dissuaded him to the new college founded two years after his own birth. Professor John Smyth Rogers, from 1828 to 1830 Professor of Chemistry and Natural Science, happened to be dining at the house of Dr. Pynchon's father. Turning, benignantly, to the bright and graceful son of his host, he said:

"Thomas, what are you going to do?"

*From The Tripped for October 7, 1905. Written by Prof. Martin.

"I am going to enter Harvard in the fall," was the eager answer.

The professor raised his hands in horror.

"What! that Socinian institution?"

Appalled by the religious danger, the father sent the boy to the Washington College, upon the assurance that Professor Rogers would make him an object of special care. Dr. Pynchon used to talk with interest of his arrival by stage coach, one evening, at the United States Hotel, whence it was impossible for Major Goodwin to convey him so far as the residence of Professor Rogers, opposite the site of the present Roman Catholic cathedral, over the unmacadamized roads.

In the first days of his residence here as a sub-Freshman, he was entrusted to the care of and roomed with John Williams and "Jim" Bailey, who slept in a double-decker bed with one destined to be the senior Bishop of what we must call, at least for once, the Episcopal Church, to distinguish it from the Roman Catholic Church of which James Roosevelt Bailey was destined to become an Archbishop.

Dr. Pynchon was attracted to chemistry by Professor Rogers and to theology by the future Archbishop, who would sit many hours, with his feet on a cast-iron stove, holding on his knees a huge tome that he declared to be the works of Origen.

The youthful Pynchon often was sad, as he walked by the then more pellucid Park river, and thought of Harvard. One day a light dawned. He felt that Trinity was the older institution in the antiquity and grandeur of the traditions she represented. This to show what Dr. Pynchon would have told about his times.

He owed it to himself, modestly, but clearly, to declare his historic services to the college; first, when the Trustees, forgetting that a million is only a thousand thousand, proposed to dig the cellars of the three quadrangles, and to proceed at once with the construction of all the buildings, he saved the College from bankruptcy and extinction by persuading the Trustees to concentrate their whole efforts upon the construction of the present Jarvis and Seabury halls. Secondly, the new site once determined, he showed the great administrative energy requisite for the completion, in a short time, of the buildings, and the transfer of the College there.

It is to be hoped that the many who knew what Dr. Pynchon really did for the College and what he was in his prime, will furnish some chronicler to describe aright his works, and to pay a fitting tribute to him whom the College so loved and honored.

Let it here be said that the endowment of the Northam Professorship of History and Political Science, and the stately Northam Towers, and a large contribution to the general fund, are enduring monuments of the regard of a man who was not only highly successful in business but who knew how to choose his friends.

Tender memories will fill the hearts of many as they gaze the next time upon the magnificent memorial of our friend, which will forever associate him with the heart of an advancing college, its library.
THE REV. THOMAS RUGGLES PYNCHON, D. D., LL.D.
Rev. George Williamson Smith, tenth president of Trinity College, was born in Catskill, N. Y., in 1836, and graduated at Hobart College in 1857. He holds the honorary degree of LL.D. from Trinity and of D.D. from Hobart and Columbia and Yale, the last conferred at the bi-centennial. Dr. Smith served as professor at the naval academy in Newport and as chaplain at Annapolis, and was chaplain on the government ship, Franklin. He was subsequently rector of Grace Church, Jamaica, and of the Church of the Redeemer in Brooklyn.

Dr. Smith served as president of the College for twenty-one years, almost double that of any of his predecessors.

Immediately after Dr. Smith's assumption of office changes were made in the curriculum. Four courses were instituted: a course in Arts, a course in Letters and Science, a course in Science, and a course in Letters. During his term of office were built in 1883, the St. John Observatory; in 1887, the Alumni Hall and Gymnasium; in 1888, the Jarvis Hall of Science; and in 1900, the Hall of Natural History.

Under Dr. Smith's leadership the college showed greater activity and the policy of instruction became broader in that the students were allowed greater latitude in selecting their studies, especially after the freshman year. The college slowly grew in strength, the faculty being increased in numbers, and the facilities for instruction being improved upon. Dr. Smith continued as president of the college until June 30, 1903. On June 5 of that year he tendered his resignation, giving as his reason failing health. In order to allow the trustees ample time in which to select his successor, Dr. Smith's resignation was not to take effect until June 30, 1904, but a year's leave of absence was granted him from June 30, 1903, to June 30, 1904.
EDITORIAL.

The purpose of the Inauguration Number is to preserve in a permanent form a record of the inauguration of Dr. Luther, and to show the College to the world as she is today.

With this end in view we are publishing a complete account of the inauguration; photographs and descriptions of the College buildings; an account of some special courses offered; the photographs and names of our faculty and the pictures and names of the men today in College.

But as the strength of an institution must rest upon the men who have gone out from it we have taken pains to obtain photographs of our Alumni and we publish a brief account of the life of each man represented in order to show what the training of Trinity has done.

Our task has been, on the whole, a pleasant one. The only regret is that more photographs have not been obtained. But it is our hope that the near future will see a similar work undertaken, when the book will be made more complete, and therefore, of greater interest.

For the length of time spent in compiling the volume we have no apology. We have done our best, and although late in publication, the speed has been all that was consistent with the desired results. The increased scope of the work as the result of the delay must be our only excuse.
Some of Trinity's Living Alumni.

Representative Men of the Classes from 1834 to 1908.
Of the Class of 1834, the Oldest Living Alumnus.

Each year as the commencement season approaches, there is one to whom the thoughts of the alumni very naturally turn, Gurdon W. Russell, A.M., M.D., the Nestor of Trinity College.

His kindly words we all anticipate and it is a safe statement that no other college in the United States can report an address yearly from an alumnus graduating as far back as 1834, more than three decades ago and sole survivor of all the classes in college during his course.

Dr. Russell was born in Hartford April 10, 1815, eight years before the charter of Washington College, now Trinity College, was granted.

His immediate preparation for college was through the Rev. Oliver Hopson, a graduate of the class of 1827 of Washington College.

He entered Washington College, then situated on the Capitol grounds, a half-mile out of town, in 1830, while Bishop Brownell was president, and graduated in 1834 under President Wheaton.

His graduate study was pursued at the Yale Medical School, where he received his degree of Doctor of Medicine in 1837.

Quickly he had an expanding medical practice throughout Hartford county.

On April 30, 1840, he was elected a member of the Connecticut Historical Society, of which he is again the Nestor by many years.

During 1846, through his instrumentality, the City Medical Society was established, and on November 21, 1887, the organization as a recognition of half a century of faithful and efficient service, gave a complimentary dinner in honor of, and presented a loving cup to, Dr. Russell.

After the Acta Life Insurance Company was incorporated in 1850, Dr. Russell was appointed medical director, where he still performs the official duties covering more than fifty-four years of continuous service, well advanced in his ninetieth year.

In all life insurance companies, the judgment of the examiner is a vital factor, the Acta has been signally successful, therefore, in no small measure must its low mortality be attributed to his keen discernment.

The draughts upon his time continually increasing, moved toward the margin of endurance, and after 1885 his general practice was no longer enlarged.

He is now president of the Retreat for the Insane, and for many years he held a similar position in the Hartford Hospital, where he is now President Emeritus.

In 1871 he was elected president of the State Medical Society.

Long prominently identified with Christ Church, Hartford, he was senior warden from 1879 to 1888.

Since graduation, his interest in the work of the college has been active and unceasing, serving as trustee from 1855 to 1869, as secretary of the board from 1856 till 1865, in addition to the duties of Fellow at intervals from 1855 to 1893.

To the fund raised for the erection of Boardman Hall of Natural History he was one of the largest contributors.

For many years he has been a member of the Board of Park Commissioners of the city of Hartford.

In conjunction with a life of constantly sustained effort his contributions to local history have been highly valued.

The following monographs have appeared from time to time, as well as numerous articles in the Hartford Times upon local natural history and notes of travel: “Up Neck in 1825” — 1890; “Physicians in Hartford in 1820 and 1837” — 1890; “Early Medicine and Early Medical Men in Connecticut,” read at the centennial of the Connecticut Medical Society at New Haven, May 25, 1892 — 1892; “Contributions to the History of Christ Church, Hartford” — 1895.

*From The Tripod for April 7, 1905, written by Prof. Martin.
GURDON WADSWORTH RUSSELL, M.A., M.D.
Of the Class of 1834.
CLASS OF '41.

SAMUEL PORTER CHURCH, '41, B.A., M.D. 
AΔΦ
Graduated in Medicine and Surgery in '45 at College of Physicians and Surgeons of New York City. Practicing Physician and Surgeon in Derby, Conn. for 10 years. Practicing Physician and Surgeon in Newburgh, N. Y. 30 years. Retired at age of 70 from active business. Age 83 years. Address: South Avenue Campus, Ithaca, N. Y.

NATHAN MERRILL, '46, B.A.
Ansonia, Conn.

CLASS OF '43.

ΦΥ ΦΒΚ
General Theological Seminary.

WALTER ALVES TOWLES, '46
IKA

LOUIS NATHANIEL MIDDLEBROOK, '48, B.A., M.A. 1852. 
AΔΦ
Admitted to bar 1851. Editor and proprietor Bridgeport Republican Standard 1856-69.

CLASS OF '46.

JOHN WATSON BACON, '46, B.A., M.A. 
IKA ΦΒΚ

LEWIS THOMAS DOWNE, '48, B.A., M.A. 
IKA
In manufacturing business in Providence, R. I. 1855-73, organized the What Cheer and the Hope Mutual Fire Insurance Companies, and was president of both for many years. Now retired. Address: 48 Elmwood Ave., Providence, R. I.

LEWIS OCTAVUS FLAGG, '48, B.D. (Univ. of N. Y.) 
IKA

CLASS OF '48.

RE. GEMONT GRAVES, '49, M.A. (Trinity and Middlebury, Vt.) 
IKA
Graduate Gen'l Theological Seminary, New York City.

JOHN MITCHELSON ATWOOD, '49, Residence, Wichita, Kansas.
CLASS OF '49.

Ordained Deacon and Priest in '53-'54. Rector of many parishes, mostly in Vermont. Has had consecrated three new churches and been rector of three Parishes of Church schools. Has been a frequent contributor to Church and other papers. Residence: 96 Colchester Ave., Burlington, Vt.

CLASS OF '49.

Yale Medical School. Professor in Yale Medical School 1860-84. Secretary of Connecticut State Board of Health. Member of Board of Health of New Haven, and of various Medical societies. Author of several medical books. Residence: 15 Elm St., New Haven, Ct.

CLASS OF '50.


CLASS OF '50.


CLASS OF '50.

J. WHEATON ABBOT, '49.

IKA


CHARLES WHEATON ABBOT, '49.

IKA

REV. GERRET E. PETERS, '50.

B.A., M.A.

IKA

Lawyer. Junior Fellow 1872-73. Trustee since 1872. Treasurer of College since 1876. 101 Grove St., New Haven, Conn.

CHARLES HAVELY STOTENBURG, '50.

B.A., M.A.

IKA

REV. JOHN TAYLOR HUNTINGTON, '50.

B.A., M.A.

IKA

A & M

Episcopal clergyman. Auburn, N. Y.

CLASS OF '51.

JAMES WRIGHT HAZELHURST, '51.

B.A., M.A.

IKA


GEORGE AUGUSTUS HICKOX, '51.

B.A., M.A., L.L.B. (Yale)

IKA

CLASS OF '53.

JAMES PERKIE BOWMAN, '53
ΔΔΦ
Cotton planter.
Residence: St. Francisville, La.

REV. LOUIS FRENCH, '53, B.A., M.A., B.D.
ΨY
General Theological Seminary.
Rector of various churches in Sharon, Conn., Staten Island, N. Y., Ansonia, Conn. and Darien, Conn.
Residence: Noroton, Conn.

WILLIAM JARVIS BOARDMAN, '54
B.A., LL.B. (Harvard Law)
ΛΔΦ
Graduated Harvard Law School 1856.
President Case Library, Cleveland, 1869.
Trustee Kenyon College 1870.
President of Trustees, Diocese of Ohio 1873.
General Counsel, Valley Ry. Co., of Ohio 1876.
Trustee Western Reserve University 1884.
Address: Washington, D. C.

REV. CORNELIUS B. SMITH, '54
M.A., B.D., S.T.D.
ΨY ΨBK
General Theological Seminary.
Ordained in 1858.
Assistant minister in the Church of the Holy Trinity.

REV. HENRY TROWBRIDGE GREGORY, '54, B.A., M.A.
ΨY ΨBK

CLASS OF '54.

Brooklyn, for a year, and afterwards for three years at the Church of the Ascension, N.Y. Rector of St. John's Church, Lowell 1865-69. Rector of St. James' Church, N. Y. 1867-95; Rector Emeritus since 1895.
Residence: 101 East 68th St., New York City.

RECTOR JOHN SCARBOROUGH, '54
ΨY ΨBK
General Theological Seminary 1857.
President of Burlington College and St. Mary's Home.
Consecrated Bishop of New Jersey 1875.
Residence: Trenton, N.J.

REV. EDWIN CORTLAND BOLLES, '55, B.A., M.A., PH.D., S.T.D.
ΨY ΨBK

CLASS OF '55.

FREDERICK CLAPP, '55
IKA
Manufacturer at Greenfield, Mass.
Present address: Greenfield, Mass.

LUKE ADOLPHUS LOCKWOOD, '55,
B.A., M.A.
II5 Broadway, N. Y. City.

REV. JARED STARR, '56, B.A.
IKA
Connecticut Legislature 1867.
Ordained 1887.

CLASS OF '56.

PROFESSION: A Universalist clergyman for forty-nine years, but now withdrawn from active ministerial work. Has been a lecturer in various academical institutions on Science and History. At present occupies the Dickson Professorship of English and American History in Tufts College, Mass.
Residence: Tufts College, Mass.
CLASS OF '56.

Rector Grace Church, Newington, since ordination. Present Address, Newington, Conn.

EDWARD MINER GALLAUDET, '56, B.S., M.A., Ph.D. (Columbia) LL.D. (Ph.B. (Columbia) LL.D.

President and Professor of Moral and Political Science in the National College for Deaf Mutes, Washington, D.C. Member of various societies; author, and contributor to various magazines; Trustee of Columbia University and of Howard College, Washington, D.C. Present address: Kendall Green, Washington, D.C.

CLASS OF '56.

Stenographer. Official court stenographer of Providence, R.I. since 1881. Official stenographer of Illinois Constitutional Convention 1870; and of the Church Congresses of 1876, 1881 and 1885. Present address: 156 Cypress Street, Providence, R.I.


IKA PhBK

Ordained deacon 1853; priest 1864. Professor of Latin at St. Stephen's College since 1863. Has written several religious books. Present address, St. Stephens College, Annandale, N.Y.

REV. SAMUEL F. HOTCHKIN, '56, B.A., M.A.


ΨΨ ΦBK

Berkeley Divinity School. Rector of various churches. Professor of Latin at Trinity 1864-70.

CLASS OF '57.

Bishop of New Hampshire since 1870. President of the Board of Trustees of St. Paul's School, Concord, N.H.; of Holderness School, Plymouth, N.H.; and of St. Mary's School, Concord, N.H. Trustee and Visitor of Trinity College since 1877. Concord, N.H.

REV. WILLIAM H. VIBBERT, '58, S.T.D.

ΔΨ ΦBK


J. EWING MARES, '58, B.A., B.S., M.A.


ΨΨ


WILLIAM HAMMERSLEY, '58, M.A., LL.D.

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CLASS OF '58.

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Ordained deacon 1853; priest 1864. Professor of Latin at St. Stephen's College since 1863. Has written several religious books. Present address, St. Stephens College, Annandale, N.Y.

WILLIAM HAMMERSLEY, '58, M.A., LL.D.

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CLASS OF '58.

Harvard Law School.
In practice since 1859.
Has held various offices in the city of Hartford.
Member of the Connecticut Legislature 1886.
Trustee of the Episcopal Academy, Cheshire; and of Trinity College.
Judge in Connecticut Supreme Court.
Present address: 189 Farmington Avenue, Hartford, Conn.

CLASS OF '60.

Surgeon of 68th Reg. N. Y. Vol. 1863-64.
Professor in University of Buffalo.
Present occupation: President State Board of Charities of New York.
Business Address: 62 State Street, Rochester, N. Y.

CLASS OF '60.

Rector of Emmanuel Church, Geneva, Switzerland; at present, rector of Christ Church, Exeter, N. H.

CLASS OF '60.

General Theological Seminary.
Examining chaplain for the Diocese of Illinois 1872-75, and of Michigan 1875-83.
Chaplain of Michigan State Troops 1881-83.
Contributor to numerous church papers and other religious periodicals.
Author of various sermons and poems.
Address: Freehold, N. J.

CLASS OF '61.

LIEUTENANT COMMANDER
FREDERICK AUGUSTUS MILLER,
U. S. N., '61.
Fought in the Civil War.
Present address: 2201 Massachusetts Ave., Washington, D. C.


IKA
Chaplain in Civil war, 5th Vermont Regiment.

REv. William Wells Holley, '61
D.D. (University of Mississippi) 1880.

ADΔ
General Theological Seminary 1863.
Berkeley Divinity School 1865.
Rector Church of the Holy Comforter, Eltingville, N. Y. 1866-68.
Dean, Jersey City, N. J., 1880-88
Thirty years rector Christ Church, Jersey City.
Address: 219 State Street, Hackensack, N. J.

REV. CHARLES HENRY WRIGHT STOCKING, '60, B.A., M.A., B.D. (General Theological Seminary), D.D. (William and Mary). ΨΥ ΦΒΚ

REV. CHARLES STUART HALE, '62.

IKA
Chaplain in Civil war, 5th Vermont Regiment.

REv. Edward Godbridge, '60, B.A., M.A.

ΨΥ

Berkeley Divinity School.
Rector of various churches in New England; at one time

REv. Edwin Ely Butler, '60, B.A., M.A.

ΨΥ

Madison, N. J.

THOMAS B. SEXTON, '60, B.A., M.A.

Ψυ

In mercantile pursuits 1860 to 1880.
Mining engineer in Mexico since 1880.
Address: Oñatogotè, Río Yaqui, Son, Mex.

REV. Edward Goodridge, '60, B.A., M.A.

ΨΥ

BERKELEY DIVINITY SCHOOL.
Rector of various churches in New England; at one time


ΨΥ

M.D., ALBANY MED. COLLEGE, '63.

Class of '60.

WILLIAM GILBERT DAVIES, '60, B.A., B.S., M.A.

ΦΒΚ

University of Leipzig, Germany.
Private in 22nd regiment, N. G. S., N. Y. during Gettysburg campaign; Adjutant 4th Regiment, N. G. S., N. Y.
Practicing lawyer.
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LIEUTENANT COMMANDER
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REV. WILLIAM WELLS HOLLEY, '61
D.D. (University of Mississippi) 1880.

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Madison, N. J.
CLASS OF '63.

REV. JAMES WALTERS CLARK, '63,
B.A., M.A.
Δ BK
Rector St. James Church, Washington, D. C.

ARTHUR BOWEN, '63.
217 Drake Street, Rochdale, England.

REV. JOHN JAMES McCook, '63,
M.A., B.D.
Φ BK
He was graduated from Trinity in 1863, after which he pursued studies at Jefferson College, New York College of Physicians and Surgeons, and Berkeley Divinity School. He served as Second Lieutenant in the First Virginia Volunteer Infantry during the Civil War. Dr. McCook has been professor at Trinity since 1883, and rector of St. John's church, East Hartford, since 1889. He is the author of reports on poor law administration and prison reform and has also contributed to various magazines numerous articles on vagabondage, political venality, pauperism, drink, etc.
Address: 366 Main St.

CLASS OF '65.

JOSEPH HORACE GOODSPEED, '66,
B.A., M.A.
ΔΨ
Vice-president Colorado National Bank, Denver, Col., 1866.
Cashier and Paymaster Kansas City, St. Joseph & Council Bluffs Railroad Co., 1870-76.
General Auditor Mexican Central Railroad Co., Mexico, 1887-88.
84 State St., Boston, Mass.

CLASS OF '66.

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IKΑ Φ BK
General Theological Seminary.
Founder and President of Portsmouth Cottage Hospital.
President of the New Hampshire Society of the Sons of the Revolution.
President Chase Home for Children.
Rector of St. John's Church, Portsmouth.
Address: Portsmouth, N. H.

REV. JAMES BRAINARD GOODRICH, '66,
B.A.
ΨΥ
Berkeley Divinity School.
Connected with various churches in New England since 1890.
At present at Littleton, N. H.
CLASS OF '66.

WILLIAM FELL JOHNSON, '66.
B.A., M.A.
B.K.

CLASS OF '67.

REV. FRANK SOMERVILLE HARRADEN, '67, M.A., '70.
B.K.
Harrison, Mass.

CLASS OF '68.

REV. HENRY FERGUSON, '68, B.A., M.A., L.L.D.
B.K.
Northampton Professor of History and Political Science. Received his B.A. from Trinity in 1868. He has been given the degree of M.A. in 1875 and of L.L.D. in 1900. He has been professor at the College since 1883. Dr. Ferguson is a member of the American Historical Association and is the author of "Four Periods in the Life of the Church," and "Essays on American History." His address is 123 Vernon street.

CLASS OF '69.

CHARLES CLARENCE BARTON, '69, B.A., LL.B. (Univ. of Boston).
B.K.
Studied Law at University of Boston. Prominent Boston Lawyer. Address 82 Devonshire street, Boston, Mass.

CLASS OF '69.

D.D., University of N. C., '90.
D.D., University of the South, '94.
B.K. (Hon.)
Bishop of North Carolina, consecrated Oct. 15, 1893.
Raleigh, N. C.

CLASS OF '69.

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General Theological Seminary.
Rector of churches in New Jersey and Trenton, N. J.
At present rector of Church of the Beloved Disciple, New York City.

PERCY S. BRYANT, '70, M.A.
Lawyer.
Hartford, Conn.

GEORGE EDWARD ELWELL, '70, M.A.
Bloomburg, Pa.

REV. FLAVEL S. LUTHER, '70,
PH.D. (Trinity), LL.D. (Trinity and Tufts).
Was born in Brooklyn, Conn. in 1850. He was graduated from Trinity in 1870. He was professor of mathematics and astronomy at Racine College and later in Kenyon College until 1883 when he was appointed Seabury professor of mathematics and astronomy at Trin-

CLAS S OF '70.

J. KENNEDY STOUT, '70, B.A., M.A. '73.
Studied Law.
Newspaper work on Easton, (Pa.) Daily Express 1873-75; on New York Tribune 1875-78.

CLAS S OF '70.

GEORGE LEWIS' COOKE, '70, B.A.
L.L.B. '72, M.A. '73.
ΦBK
Attorney at Law.
Secretary Trinity Col. Alumni Association 1886-92.
Vice-president Trinity Col. Alumni Association 1898-1900.
President Trinity Col. Alumni Association 1900-02.
Member Connecticut Beta.
Phi Beta Kappa.
15 Westminster St., Providence, R. I.

CLAS S OF '70.

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Canon Residentiary of the Cathedral of St. John the Divine, New York City.
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Present address, care Bureau of Corporations, Washington, D. C.

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Private secretary to U. S. Senator Turner.
Has been in Department of Commerce and Labor since 1903.
Present address, care Bureau of Corporations, Washington, D. C.
REV. JOHN MALLERY BATES, '72, B.A., M.A.  
Fellow of American Association of Science.  
Has written several Botanical articles.  
Is sending Trinity 1,000 or more botanical specimens.  
Missionary work in Nebraska.  
Red Cloud, Neb.  

At Bishop Whipple School, Sanford, Fla.  

Columbia University.  
Practicing Lawyer since 1875.  
Present address: 434 Diamond St., Pittsburg, Pa.  

Columbia College.  
Member of New York County Medical Association.  
Present address: 34 West 38th St., New York City.  

REV. JOHN CAMERON BUXTON, '73, B.A. '74, (Hobart).  
Student at Law, Asheville, N. C., 1874-5.  
President First National Bank of Winston, N. C., since 1885.  
State Senator, '95-'97.  
Address, Winston, N. C.  

REV. GEORGE WASHINGTON WEST, '72, B.A., M.A.  
Riverhead, L. I., N. Y.  

REV. OLIVER HENRY RAFTERY, '73, B.A., M.A.  
BERKELEY DIVINITY SCHOOL.  
Rector at Colchester, Mass., '77-'79.  
Tashua Church, '79-'89.  
Sheboygan, Mich., '89-'98.  
In charge of several missions in Michigan since '98.  
Residence, 603 Washington avenue, Alpena, Mich.  

REV. ELBERT BIERR TAYLOR, '73, A.B.  
BERKELEY DIVINITY SCHOOL.  
Rector of Various Churches in Connecticut since 1876.  
At present Rector of Trinity Church, Portland, Conn.  
Trustee of Episcopal Academy of Connecticut, Cheshire.  
Archdeacon of Middlesex Archdeaconry.  

REV. WILLIAM HOWARD BULKLEY, '73, B.A., M.A.  
BERKELEY DIVINITY SCHOOL.  
Rector at Colchester, Mass., '77-'79.  
Tashua Church, '79-'89.  
Sheboygan, Mich., '89-'98.  
In charge of several missions in Michigan since '98.  
Residence, 603 Washington avenue, Alpena, Mich.
CLASS OF '73.

REV. NATHANIEL HARDING, '73, ΔΨ
Washington, D. C.

REV. CHARLES EWELL CRAIK, '74, B.A., M.A., D.D., ΨΥ
Rector Christ Church, Louisville, Ky.
Dean Christ Church Cathedral since 1882.
Member Standing Committee for past eight years.
Deputy to General Convention for past three sessions.
Louisville, Ky.

HON. JOSEPH BUFFINGTON, '75, B.A., LL.B., ΨΥ
Practicing Lawyer 1878—
Appointed Judge in the United States District Court of Pennsylvania.
Author of song, "Trinity True."
Trustee of Trinity College.
Present Address, Judges' Chambers, United States Courts, Pittsburg, Penn.

CLASS OF '74.

REV. SAMUEL BARSTOW CARPENTER, '73, R.A., M.A., '76, ΨΨ
Augusta, Georgia.

HARRY GORDON MCCOUCH, '75, B.A., ΔΨ
Lawyer,

ARThUR FRENCH CLARK, '75, ΨΥ
Student of Engineering, Lawrence Scientific School, 1874.
On United States Coast Survey, 1873.
With Bones and Coffer Dry Goods Co., Wheeling, W. Va., 1874-81.
Address, 145 Franklin street, Boston, Mass.

CLASS OF '75.

CLARENDON COBB BULKELEY, '75, B.A., M.A., '78, ΨΨ
Has been connected with Colt's Patent Fire Arms Manufacturing Company for fifteen years, and for four years has been Purchasing Agent.
Residence, 72 Deerfield avenue, Hartford, Conn.

REV. EDWARD WILLIAM WORTHINGTON, '75, B.A., M.A., '78, ΨΨ
Ordained Deacon, May 29, 1878.
Ordained Priest, May 30, 1879.

WILLIAM EDMUND CURTIS, '75, LL.D., ΔΨ
Secretary of the Treasury in Cleveland's first Cabinet.
Delegate from New York City to the Democratic National Convention in 1904.
Chairman of Committee of Trustees to select a candidate for President of Trinity College which reported Dr. Luther's Name.
27 W. 47th street, New York City.

CLASS OF '78.

Reector St. John's Church, Yaleville, Conn., 1878-9.
Rector Christ Church, West Haven, Conn., 1879-82.
Rector St. John's Church, Mt. Morris, N. Y., 1882-87.
Rector Grace Church, Cleveland, O., since '87.
Author "Ember Days and Other Papers," '97; "The Holy Eucharist, Devotionally Considered," '01; "Occasional Offices of the Prayer Book," '03.
34 Cheshire street, Cleveland, Ohio.
EDWARD NEVINS BURKE, '76, M.A.
Lowell, Mass.

EDWIN JOHN RINEHART, '76.
With Pennsylvania R. R. Port Deposit, Cecil Co., Md.

ISAAC HEISTER, '76.
Admitted to Practice of Law, 1878.
President Second National Bank, Reading, Pa., 1890 to date.
Address, 138 N. 5th street, Reading, Pa.

COL. WILLIAM CONVERSE SKINNER, '76, B.A.
IKA
Junior Fellow 1887-95.
Vice-President Alumni Association 1896-98; President of same, 1898-1900.
Trustee since 1900.
Partner Dwight Skinner & Co., Hartford till 1892.
Colonel on staff of Governor Bulkeley four years.
Director Connecticut Mutual Life Insurance Co., Hartford Fire Ins. Co., and several Hartford Banks and Manufactories; Vice-President Colt Fire Arms Co.; formerly President Hartford Club.
Present address, 61 Woodland street, Hartford, Conn.

JOHN DE FONTEVIEUX M'KENNAN, '76, B.A.
IKA
Admitted to Pennsylvania Bar 1883.
Served in Riots of 1877 with 10th Regt. N.G.S. Pa.
Chairman Shaner Gas Coal Co., Ltd.
Director Pa. Title & Trust Co., Pittsburg.
Chairman Examining Board of Admission to Allegheny County Bar.
Prominent in Pittsburg Clubs.
Present address, 400 Pennsylvania avenue, Pittsburg, Pa.

IKA، ΨBK
Entered Trinity from Brown University.
Invented Electrode for Measuring Electric Reactions.
Master in Columbia Grammar School, New York City.
Present address, 34 East 51st street, New York City.

REV. EDWARD KILBOURNE TULIDGE, '76, B.A., M.A.
ΨY
924 Walnut street, Philadelphia, Pa.

WILLIAM E. ROGERS, '77, B.A., LL.B. '86 (Boston University Law School).
ΨY
Graduated Boston University Law School, 1886.
Appointed Register of Probate and Insolvency for Middlesex County, Mass., Dec., '01.
Member of Middlesex Bar Association.

WILLIAM E. ROGERS, '77, B.A., LL.B. '86 (Boston University Law School).
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Graduated Boston University Law School, 1886.
Appointed Register of Probate and Insolvency for Middlesex County, Mass., Dec., '01.
Member of Middlesex Bar Association.

GEORGE FREDERICK LEWIS, '77, B.A., M.D. (Yale).
ΨY
Yale Medical School.
Practicing Physician at Stratford, Conn.

REV. JAMES DOWDELL STANLEY, '77, B.A., M.A. '80, B.D.
ΨY
Graduated from General Theological Seminary.
Other charges: Church of Epiphany, Cincinnati, O.; St. Stephen's Church, Terre Haute, Ind.; Church of Our Saviour, Cincinnati, O.; Member of four General Conventions; President of the Standing Committee of the Diocese of Indianapolis.
At present Rector of Christ Church, Indianapolis, Ind.
HARRY MITCHELL SHERMAN, '77, B.A., M.D. '80 (Columbia), M.A. '86 (Trinity).
IKA
Professor of Surgery, Medical Department, University of California.
Surgeon to St. Luke's Hospital and Orthopedic Surgeon to the Children's Hospital, San Francisco, Cal.
2125 Jackson street, San Francisco, Cal.

JOHN HENRY KING BURGWIN, '77, B.A.
ΦBK
For several years a Civil Engineer.
Now Treasurer of the Westmoreland Steel Company, Greensburg, Pa.
Present address, Greensburg, Pa.

REV. JOHN FRANCIS GEORGE, '77, B.A., M.A., B.D.
ΨY
Berkeley Divinity School.
Rector of various Churches in Connecticut since 1880. At present Rector of St. John's Church, Rockville, Conn.

WILLIAM G. MATHER, '77.
ΨY
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REV. JOHN DOWS HILLS, '78, B.A., M.A.
ΑΔΦ ΦBK
Curate St. Mary's Church, Burlington, N. J., '80-82.
Rector St. Andrew's Church, Mount Holly, N. J., '82-89.
Chaplain Annie Wright Seminary, Tacoma, Wash., '91-92.
Vice-President Fannie Paddock Hospital, Tacoma, Wash., '92-92.
Examining Chaplain Jurisdiction of Washington, '91-92.
Deputy General Convention from Washington, '92.
Associate Rector St. Mary's Church, Philadelphia, Pa., '90-98.
Rector Christ Church, Dayton, O., '99-1902.
Chaplain 3d Regt. Ohio National Guards, '01-02.
Deputy General Convention from Southern Ohio, '01.
Rector Christ Church, Oil City, Pa., since '03.
Pittsburgh Hon. Secretary of Church House, London, '04.
Examining Chaplain, Diocese of Pittsburg, Pa., '04.
Oil City, Pa.

REV. SYDNEY DOUGLASS HOOKER, '77.
ΑΔΦ ΦBK
Berkeley Divinity School,
1879.
Secretary to Bishop of Montana, 1880.
Missionary of Dillon, Mont., since 1881.
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Graduated from General Theological Seminary, 1886.
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CLASS OF '78.

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Lawyer. County Auditor for three years. Deputy Collector Internal Revenue for fifteen years. Residence, Wilkesbarre, Pa.

REV. FREDERICK WYNDHAM WHITE, '79, B.A., M.A.
Student at University of Leipzig, Germany and at Oxford University, England, since Graduation at Trinity. Freeport, Ill.


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ALPHEUS HENRY SNOW, '79, B.A. (Yale), LL.B. (Harvard) '83. ΔΦ
In Law Partnership, Indianapolis, Ind. Published in 1903 "The Administration of Colonial Dependencies." Address, 536 N. Delaware street, Indianapolis, Ind.

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ΙΚΑ
Entered from University of Pennsylvania.
Berkeley Divinity School.
Parochial Work till 1892.
Professor Nashota Theological Seminary 1892-97.
Dean of same since 1897.
President Standing Committe Diocese Milwaukee since 1898.
Delegate to General Convention, 1898, 1901, 1904.
Author of "An Index to the Literature of Electrolysis."

REV. CHARLES ANDERSON HAMILTON, '82, B.A., M.A. '90.
ΔΚΕ ΦΒΚ
Rector of St. Clement's Church, Brooklyn, N.Y.
Assistant Minister, Trinity Church, New York City, '92.
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REV. CLARENCE ERNEST BALL, '82, M.A.
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GEORGE DAVISON HOWELL, '82.
ΑΔΦ
Attorney at Law.
Since Graduation has Practiced Law in Southwestern Pennsylvania, in the Pittsburg iron and coal region, and has become identified professionally and otherwise with many corporations and industrial undertakings in that section.
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Columbia Law School.
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CLASS OF '83.

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In Business at Cedar Rapids, Ia., '83-1900; removed to Boston, Mass., 1900.

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A Deput to the General Convention since 1882.

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Government Expert 1898-1903.
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Judge of City Court of Putnam, since '01.
Master at Holderness School, Plymouth, N. H., '85-'87.
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Rev. Frederick D. Lobdell, '85, C.S.S.S.
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Curate St. James, Philadelphia, '88-'89; also Holy Cross Mission, New York, '89-'90.
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Author of various monograms on medical and allied topics including "When and Why does Labor begin?"
CLASS OF '85.

Text-books, "Fallacies in Obstetrics," "Superstitions of the Nursery," etc.
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Law Books, and as a member of various Bars.
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Practiced Law, Berlin, N. H., '92-'96; Concord, N. H., since '96.
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Delegate from Concord to Convention to Revise the Constitution of New Hampshire, '02.
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Left Trinity to enter U. of P. in 1885. Deacon 1891. Priest 1892. Ass't at St. George's N. Y. City 1891-93.

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Pursued graduate work in Harvard. Lecturer in Geology at Trinity.
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GILBERT PAYSON COLEMAN, '90, B.A.
ΔΔΦ ΨBK
On staff of New York Sun, 1890-92.
Staff of New York Sunday World for two years.
Admitted to Bar, New York, 1893.
In law office of Reeves, Todd & Hitchcock, 55 Liberty St., N. Y.

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Graduated from Berkeley Divinity School and ordained Deacon by Bishop Williams at Middletown, Conn., June, 1893.
Ordained Priest by Bishop Whipple, June 1894.
Missionary and Parish Work for several years in Western Minnesota, St. Paul, Minn., Grand Forks, N. D., and Billings, Mont.

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Episcopal Theological School, Cambridge, Mass.
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Entered Trinity from Harvard.
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John Bird Burnham, '91. Managing Editor of Forest and Stream, 1891. Address, Essex, N. Y.

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Candidate for Lieutenant-Governor of Connecticut, 1902.
Assistant Paymaster, Governor's Foot Guard.
Delegate Gold Convention, Indianapolis, 1896.
President Alumni Committee Athletic Association.
“Arawana,” Middletown, Conn.

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IKA φBK
After graduating engaged in newspaper work in Springfield, Worcester and Hartford.
Editor Newark Evening News since 1900.
Address, care Evening News, Newark, N. J.

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Vice-President the Cincinnati Ice Company.
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Five years Rector Trinity Church, Redlands, Cal., Diocese of Los Angeles.
Appointed Diocesan Missionary, Western Massachusetts, by Bishop Alexander H. Vinton, May, 1904.
Elected Missionary Bishop Coadjutor South Dakota, June 1907.
Springfield, Mass.
REV. ROBERT LEWIS PADDock, '94,
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WILLIAM HENRY GAGE, '96, B.A., LL.B.
Detroit College of Law.
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LOUIS POTTER, '96, B.A.
Study Art in Paris 1899-99.
In Africa 1899-1900.
Sculptor in New York City since 1900.
Designed portrait statue of Andrew Jackson and large bas-relief of "Sun-Worshippers" for St. Louis Exposition, 1904.
Has done noted work in Decorative Sculpture and made several portrait busts.

WALTER FAIRMAN DYETT, '96
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DE FOREST HICKS, '96, B.A.
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AXP
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EDGAR FRANCIS WATERMAN, '98, M.A., LL.B.
ΨΨ
Assistant Treasurer. Was graduated from Trinity in 1898 and received the degree of M.A. in 1901. He received the degree of LL.B. from the Columbia Law School in 1901.

WILLIAM MORRIS AUSTIN, '98, B.S.
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REY. JAMES WATSON LORD, '98, B.A.
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General Theological Seminary. Ordained deacon in Chicago, 1904. Cathedral in Albany, studying under the Dean's supervision. Present address: The Deanery, Albany, N. Y.

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Delta Phi

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CLASS OF '99

VICTOR FORREST MORGAN, '99, B.S.
AXP
With the John-Pratt Manufacturing Company, Hartford.
Address, 227 Sigourney St.,
Hartford, Conn.

CLASS OF '99

RODERICK HARRISON F. X., '99
ΔΦ
In office of St. James' Hotel,
Bradford, Pa. 1900 to date.

CLASS OF '00

JOHN GILBERT MCILVAINE, '00
B.A.
University of Pennsylvania.
Now practicing architecture.
Address: 3209 Baring St.,
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CLASS OF '00

EDWIN PEMBERTON TAYLOR, JR.,
'00
ΨΥ
Western Electric Company,
1900-01.
Lyall & Taylor, General
Insurance Brokers, 25 Pine St.,
New York City, since 1901.

CLASS OF '00

MOSES JAMES BRINES, '00
AXP
For Carnegie Hall, New York
City.

CLASS OF '00

CHARLES BAKER-HEDRICK, '99,
B.A.
ΔΦ ΦBK
Master at St. Luke's School.
Bustletown, Pa., 1900.
Entered General Theological
Seminary, N. Y., 1903.

CLASS OF '00

REV. FRANK ARTHUR MCILWAIN,
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1901-2.
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GUSTAVUS AUGUSTUS HINNEN, '01, B.S., M.D.
Secretary, Cincinnati Society of Natural History.
Professor of Physiology, Cincinnati Veterinary College 1901-02.
Professor of General Biology, Botany and Zoology, Cincinnati Veterinary College 1903-4.
Interne, Dr. Holmes' Hospital for eye and ear diseases, April 1902, to October 1903.
Chemical Otologist, Miami Medical College, Cincinnati, O.

ARTHUR R. VAN DE WATER, '01, B.A.
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Deacon 1903. Priest 1904.
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CLASS OF '02.

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ΦΓΔ
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CLASS OF '04.

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’04, B.A.
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EDWARD JAMES MANN, ’04.
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HERMAN LIVINGSTON SCHWARTZ, ’06.
AΔΦ
322 West 23rd St., New York City.

WILLIAM HEWITT GREENOUGH,
’06.
IKA
Left college 1903. Sunbury, Pa.

CLASS OF '06.

ELMER MUNSON HUNT, ’06.

CLASS OF '04.

CLASS OF '04.

ABNER PACKARD, ’04.
ΦY
60 Elm St., Quincy, Mass.

STANLEY KINNE DIMOCK, ’04.
West Hartford.

CLASS OF '06.
STANLEY WIMBISH, '06.

IKA
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JAMES RUFUS BIRD, '54, M.A., B.D.
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Illion, N. Y.

CLARENCE EUGENE WOODMAN, '73.
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JOHN FRANCIS FORWARD, '96
ΣAE
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REV. HENRY HARRISON OBERLY,

REV. J. NEWTON PERKINS, '61.
281 Fourth Ave., N. Y. City.

REV. WILLIAM MASON COOK,
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General Theological Seminary.
Illion, N. Y.

CLARENCE EUGENE WOODMAN, '73.
B.A., M.A. (Amherst), Ph.D. (Manhattan).

JOHN FRANCIS FORWARD, '96
ΣAE
Practicing lawyer in the office of A. F. Yates, 11 Central Row, Hartford, Conn.
CLASS OF 1905.

1 Edwin Lathrop Baker, Massachusetts.
2 James Hardin George, Jr., Connecticut.
3 Edmund Samuel Carr, Vermont.
4 Philip Thomas Kennedy, Connecticut.
5 William Francis Bulkley, Michigan.
6 Harry Clayton Boyd, Pennsylvania.
7 Charles Milton Rhodes, Ohio.
8 Francis George Burrows, Pennsylvania.
9 Roger Heaton Blakeslee, Connecticut.
10 Charles Hamlin Pelton, Connecticut.
11 Charles Jarvis Harriman, Connecticut.
12 Cornelius Wagstaff Remsen, New York.
14 Walter Beach Sherwood, Connecticut.
15 Allan Reed Goodale, Connecticut.
17 Robert Mosby Ewing, Illinois.
18 Charles Francis Clement, Pennsylvania.
CLASS OF 1905.
### CLASS OF 1906.

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5. Donald Ely Lauderburn, Massachusetts.
8. Frederick Augustus Grant Cowper, New Hampshire.
10. Austin Dunham Haight, New York.
15. Ralph Evelyn Cameron, New York.
22. Garret Denise Bowne, Jr., Connecticut.
24. Owen Morgan, Texas.
27. Lester Munroe Pond, Minnesota.
**CLASS OF 1907.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
CLASS OF 1907.
### Class of 1908

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5. Gilbert Rogers Wentworth, Connecticut.
27. Frederick Joseph Corbett, Connecticut.
32. Herman Thomas Morgan, Connecticut.
33. Saul Berman, Connecticut.
34. Frank Zoubek, New York.
37. Frederick Stevens, Washington.
39. Perley George Haskell, Massachusetts.
40. Cleveland Harvey Buell Beach, Massachusetts.
42. Artur Watson Lake, Connecticut.
43. Henry Ernest Edenborg, Massachusetts.
44. George Whipple Hubbard, Rhode Island.
45. Ralph de Lancey Hyde, New York.
CLASS OF 1908.

Rev. Francis Goodwin, M.A. '63, D.D. '02, Trustee, Hartford, Conn.


Col. Jacob Lyman Greene, LL.D., '04, Trustee, Hartford, Conn. Died March 29, 1905.


Prof. Andrew Wheeler Phillips, Ph.D., '75, New Haven, Conn.


Patrick Henry Woodward, M.A., 1900, Trustee, Hartford, Conn.


Rev. Prof. Lorenzo Sears, L.H.D., '87, Providence, R.I.

Rev. George Williamson Smith, D.D., LL.D., '87, only living Ex-President, Washington, D.C.

HONORARII. 110