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# Howard University Journal

A WEEKLY PAPER PUBLISHED BY THE STUDENTS OF HOWARD UNIVERSITY, WASHINGTON, D. C.

Volume XIII

FRIDAY, OCTOBER 22, 1915

Number 3

STUDENTS 75 CENTS

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## The Pageant in Washington

On Monday, Wednesday and Friday of last week, a Pageant called the "Star of Ethiopia" and covering a period of over ten thousand years was presented at the American League Park, Washington, D. C. The Pageant was one of the most significant as well as successful events in the life of the colored people of this city. The play, divided into five scenes and twelve episodes, gave a picture of the Negro Race from the time when as an African Savage he prayed to the Thunder God in the Black Rock to The Vision Everlasting when the foundry stones of Knowledge, Labor, Science, Justice, Art, and Love were laid one upon another.

The scenes in the pageant were spectacular. First was shown The Gift of Iron: savages discover the welding of iron and start on a great foray to kill and tame wild beasts. In this Shango, the Thunder God, hands Ethiopia the Jewel of Freedom and she places it at the head of the Sphinx. Following this is shown The Dream of Egypt: savages discover the Star of Freedom at the head of the Sphinx and fraternize and exchange gifts. In this scene, also, Ra-Nesi and his sister are crowned. In the next scene is depicted The Glory of Ethiopia. Here a great feast is spread, and Monnotapa, Mansa Musa, Mohammed Askia and priests are invited. Fetish and Crescent create discord, and the dervishes invoke war. Battles ensue; both sides are exhausted; Christians and Slave Traders come in and enslave the people; the Star of

(Continued on Page 4)

## HOWARD MEDICAL STUDENT SAVES WOMAN

Foster F. Burnett of Howard Medical School Stops Hemorrhage on New York Central Train

Foster F. Burnett, class '17 of the Howard Medical School, reflected great credit upon The School of Medicine as well as himself by saving the life of a passenger this summer on the "Adirondack Express" traveling



from Montreal to New York. Mr. Burnett, who was employed as waiter, was busy with his duties when a porter rushed up to him saying a woman was dying from hemorrhage. Mr. Burnett immediately went to the drawing room and found the passenger in a dying condition. Setting to work at once, Mr. Burnett succeeded in stopping the hemorrhage, and placing the patient well on the road to recovery.

Mr. Burnett's services were brought to the attention of the Superintendent of the road and Mr. Burnett was amply rewarded for his service both by the passenger and by the Road.

## Significance of the "Star of Ethiopia"

Questions are rife concerning the real value, to the Negro race, of the magnificent Pageant, staged by Dr. DuBois. The most insistent of these has been the question as to whether or not it will tend to mediate the harsh estimate in which our race is held by the white race, or, in other words, whether or not public opinion will be favorably influenced towards the Negro. The answer to this question unfortunately must be: not to an appreciable degree. There are things, however, which are of far greater importance to us, as a race, than any temporary flutter of the public pulse. Some of these things, particularly three, may be indisputably claimed by the "Star of Ethiopia."

The Pageant demonstrated the power of the Negro mind to conceive, to create. We are considered a race of mimics, imitators, clever ones to be sure, but nevertheless imitators. With the "Star of Ethiopia" Dr. DuBois has proved that the Negro mind can not only imitate, but create, and create magnificently. It was a drama of the highly spectacular type, but without the element of ridicule, burlesque and minstrelsy which have heretofore characterized negroid productions. It presented the facts of slavery in a clean high grade way and was the first truly æsthetic drama of its type produced by a Negro.

Finally, it furnished a long needed stimulus for the study of Negro history. The noticeable lack of race pride in the Negro is, to a large extent, due to ignorance of his ancestors, his past. Every

(Continued on Page 8)

\*Honor List of the College of  
Arts and Sciences  
Second Semester 1914—15

SENIORS	
Andrews, R. Mc.	85
Crawford, F. D.	80
Davis, P. H.	80
Donald, H. H.	90
Dingle, Jno. G.	80
Fitzpatrick, Frank N.	89
Hendley, Chas. V.	82
Johnson, Clifton Leonard	88
Jordan, John A.	83
Maloney, Frank C.	81
Porter, Virgie	91
Pollard, Wm. A.	82

JUNIORS	
Bagley, L. S.	81
Cook, J. R. C.	85
Cook, Vivienne E.	84
Duckett, Lillian	82
Hall, Geo. E.	85
Howard, Irma	88
Jackson, Lawrence	81
Lane, Eulalia	84

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Love, John W.	82
Oliver, Clara M.	86
Wealtherless, Ruth	82

#### SOPHOMORES

Berry, J. L.	86
Biddle, Hester	84
Brown, Elsie H.	82
Brown, Maud E.	81
Fleming, Archie	88
Heslip, Jesse S.	84
McCary, Annie L.	88
Miller, Ezeikel H.	82
Nixon, Louise G.	84
Polk, Chas. C.	80
Pollard, Ruth	80
Russell, Carrie	82
Tunnell, Victoria	83

#### FRESHMEN

Brown, James N.	81
Byrd, DeReath	84
Dent, Thos. M.	86
Dyett, Thos. B.	83
Edwards, Mae L.	80
Finney, John M.	85
Flag, Pearl O.	89
Freeland, Ruth	82
Freeman, Gladys	85
Gittens, Edw. F.	84
Marshall, Lawrence	83
Middleton, Louis R.	83
Thompson, C. M.	84
Thomas, Mabel C.	87
Webb, Mary F.	90

#### SPECIAL STUDENTS

Coleman, Grace	91
Lindsay, Hallie	85
Mosse, J. C.	82
Peters, Ruth B.	80
Skinker, Lillian	87

#### SUMMARY

	Young Women	Young Men	Total
Seniors	1	11	12
Juniors	6	5	11
Sophomores	8	5	13
Freshmen	7	8	15
Spec. Stu.	4	1	5
Total	26	30	56

Increase over the Honor List  
of the first semester 14.

Increase over the Honor List  
of the second semester, 1913-4, 2

\* A student must maintain an average  
standing of at least 80 to be en-

\*Honor List of the Teachers  
College  
Second Semester 1914—15

#### SENIORS

Gladys Toliver	92.8
Gladys Fearing	92.6
Bernardin Brown	91
Frances Gunner.	89
Julia Wyche	88.2
Howard Long	86
Sara Toles	84.7
Earl Crampton	82.8
Guy Ruffin	82.8
Clayborne George	82.2
Matthew Clair	82
Meta Redden	81.7
Homezelle Walker	81.2
Ethel Cuff	80.7
Jemima Harris	80.5
Ada Sandors	80.5
James Howard	80.1

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**JUNIORS**

Virginia Scott	90.7
Edith Brinkley	90.6
Ethel Wilkinson	90.4
Alice Turner	89.1
Abraham Walker	86.3
Bessie Nelms	84.7
Ruby McComas	84.5
Emma Rose	83.2
Clarence Frisby	82.8
Mosby McAden	82.4
Bertha Smith	82.2

**SOPHOMORES**

Jennie Baer	91.5
Mary Waring	88.8
LaVetta Jones	87.8
Alma McGuinn	87.7
Ruth Sydes	87.5
Valena Mullan	83.5
Lucile Gilbert	83.3
Harriet Harper	83.1
Justine Townes	81.4
Julian Hughson	80.6
Etta Morton	80.5
Lillian Quarles	80.1

**FRESHMEN**

Ruth Smallwood	92
Haidee Sewall	87.6
Gertrude Watkins	87.5
Portia Miller	86.6
Ruth Mason	85.6
Ethel Perry	85
Marion Brown	84.8
Olive Cesar	83.8
Sara DeFreese	82.4
Edna Prout	82.1
Ann Mae Caine	80.8
Sadye Martin	80.2
Annie Rattley	80

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**SUMMARY**

	Young Women	Young Men	Total
Seniors	10	7	17
Juniors	8	3	11
Sophomores	11	1	12
Freshmen	12	0	12
<b>Total</b>	<b>41</b>	<b>11</b>	<b>52</b>

\* A student must maintain an average standing of at least 80 to be enrolled on the Honor List.

**A Letter from a Howard Graduate**

3757 Prairie Ave.,  
Chicago, Ill.,  
Oct. 8, 1915.

My dear Dean Miller:

It pleases me to inform you that my plans, thought out before leaving college, are working with encouraging success. For one year, I have worked here in Chicago, earned money which will help me in my study, and have entered the Graduate School of the University of Chicago, where I am pursuing a course in several social sciences; Sociology being my principle subject and Economics and Political Science, my secondary subjects. I am taking this course as I intend doing, as my life's work or vocation, social uplift work or teaching.

For interest, my work can not easily be beaten, and yet I have not got to the rich part of the course. The introductory courses in Political Economy and Political Science do well while my courses in "The Family" and "Social Origins" abound with "food for thought". In "The Family", we will study the family institution from an historical and descriptive point of view, and then consider the best standards of the modern family institution for the good of higher social values. At present

we are discussing exogamy in primitive civilization. In "Social Origins," we are taking up in detail significant theories in social progress.

Prof. Williams I. Thomas, author of "Sex and Society" and "Source Book for Social Origins" teaches the class in "Social Origins." Today, in his criticism of the books which we are to consult during his course, Prof. Thomas mentioned Chapin's "Social Evolution" as a very good book and a brief statement of what will be done in the course. I find the course which I took in Sociology in college preeminently helpful at every turn. Indeed, I am proud of my entire course in the College of Arts and Sciences of Howard. With a lengthening of the School term, the department will triumph.

It will take either two years or one and three-fourth year to do the work prescribed by the University. That you might see one of our Time Schedules I am sending you one under separate cover.

Work kept me from seeing you when you were here. The Howard alumni in Chicago will even yet wake up. The Howard Exhibit, with Mr. Pehlman in charge, at the Lincoln Jubilee, was extremely well taken. The "Nikes" of '14 and '15 commanded much attention. I did not succeed in sending any Freshmen over to you this year.

Many thanks for seeing to it that the transcript of my record was sent me. With very best wishes, I remain,

Sincerely,

T. R. Davis, '14

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# Howard University Journal

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Address all communications to  
**Howard University Journal,**  
Howard University,  
Washington, D. C.

Friday, October 22, 1915

¶ We are publishing in this issue the Honor List of the Teachers College and the College of Arts and Sciences. This list includes the names of all those students of the School of Liberal Arts who have maintained an average standing of 80 per cent in the second semester's work for 1914-1915. We hope the new students will realize the full significance of the Honor List and will start immediately to work, in order that a large number of them may be enrolled for this semester. It is no small credit to a student to be enrolled among the few who have made commendable records in their University work. The small number on the Honor List compared with the number in the

School of Liberal Arts shows that either great ability or intensive study was manifested on the part of those whose names are published here. The Howard University JOURNAL goes to the homes of most of the parents and guardians of the students; besides it may be found on the library tables of many secondary schools. The boys and girls whom you left behind read about you through the columns of the JOURNAL, and your record here is known in almost every section of the country. Start now to work for the Honor Roll for this semester. Remember that the unexcused absences and tardiness all count against your record. Get your assignment each day, attend class each day, recite well each day and your name will be listed among the 80 per cent students of the School of Liberal Arts.

## The Pageant in Washington

(Continued from Page 1)

Freedom is overturned. The fourth scene portrays The Valley of Humiliation. From Africa the setting is moved to America. This is perhaps the most impressive of all the scenes. The Negro slave, the Seminole Indian, a number of Abolitionists are shown here. The impressiveness of this scene was enhanced by a number of folk songs, plantation dances, "Marching Through Georgia," and "John Brown's Body." The Pageant closed with The Vision Everlasting. In this scene jubilant Freedmen enter. The progressive type of Negro is presented, and the Star of Freedom appears again.

The Pageant itself was a historical treat to all who were present at the performances. Both the music and the costumes were adapted to the various historical periods depicted in the Pageant. That it was a revelation to many who were not conversant with Negro history was evident from

the many favorable comments by the enthusiastic spectators.

The large patronage given this attempt to portray Negro life as it really was and is should be a source of much encouragement to Dr. DuBois and those who worked with him to make the Pageant a success.

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## America's Opportunity



THE nations of Europe are engaged in the most stupendous struggle in the history of the world and this struggle, so vast and so extensive, promises to last for some time yet. America, the greatest of the neutral nations, is the richest country in the world—not only is she blessed by peace and riches, but also enjoys a much welcomed isolation.

Let us mention some of the effects of the war upon the warring nations. In the first place, the flower of the men, young and old,

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are shedding their blood; and it is certain that before the war is over most of these will be slain or disabled. What does this mean for Europe? It means that her coming generations will be propagated by a remnant of cripples, thus making a weaker and less hardy race of men.

Then, factories are being destroyed, industries paralyzed and trade crippled. No longer do we see German merchantmen plying the seas; no longer do we see the crafty Frenchman carrying his wares from zone to zone; and even proud England, erstwhile mistress of the seas, boasts no more of her fleet of merchant ships or of her once blooming factories. There are no men left to till the soil or run the loom. Every industrial plant has been turned into a munition factory; the fields have been destroyed and ruined. All the men are engaged in the vast and terrible work of ruin and destruction. This means that Europe will lose her former place in the industrial world.

Not only are the flower of the men being maimed and killed, and the industries being paralyzed; but the finer arts must also suffer. Literature can not flourish during war for the men of letters must also fight; and, too, the people have no time to read and appreciate literature.

Priceless works of art have been destroyed. Painters and sculptors must also fight. Thus literature and art are truly suffering in the warring countries.

What does all this mean to America? Its significance is so vast that it can hardly be realized. America now has a chance to expand her trade activities and establish herself as the leading commercial nation of the world. To the south of us is South America, for whose trade England, France and Germany have matched their wits. They went into South America and studied the wants of these people and

and their trade facilities are crippled. Let America, with her natural advantages, seize this opportunity to build up a permanent trade with South America. Let our government and our captains of industry establish a merchant marine and then apply their money, brains and energy to the building up of a profitable and permanent trade with South America.

In the far east are China and Japan, for a long time a ripe field for German trade. America needs only to seize the opportunities which her natural resources fit her for in order to secure the trade of these countries.

Let America develop those industries which habit and custom have so long taught her to rely

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Let America take advantage of her golden opportunity and expand and build up her trade in South America, the far east, and all over the world. Then the white sails of Uncle Sam shall dot all the seas. "Made in America" will be a universal cry. The financial center of the world will be changed from London to New York; and America, the land of riches, the land of opportunity, blooming with factories, will become the dominant nation of the world.

—Luther O. Baumgardner

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### A "Prep" Vision

(The Journal's Correspondent from Howard Academy)

On October 1st, 1912, there appeared at the portals of Howard University a motely assembly of youngsters collected from all points of the compass—from the arid wastes of Colorado, from the sun-kissed cotton fields of the South, from the snow-crowned mountains of New England, and from the tropical islands of the West Indies. All were eager to enter the mecca of Negro education. All had some fixed purpose in mind. Some since childhood had visions of teeth extraction, others were holding the wrist of an imaginary patient, and still others were warning men "to flee the wrath to come," or showing the judge, "some profound legal point;" all were dreaming, but awoke when Dean Cummings said, "You are welcome to my Junior Class."

They have given a good account of themselves. Since then, they have been more or less into the limelight of University activities, on the rostrum, the athletic field, and in Miner Hall. Can we imagine a football game with no Fred Carter, a mass-meeting with no speech from Winters, an Athletic Association election and no Mattocks or a Miner Hall with no Sydney Brown!

Just below the horizon they are creeping to get one peep at

the promised college land. They see a tall pole, shining with grease, flaunting the year 1919 at the top. Look! Some one climbs, he falters, is dragged down. Again and again some one tries to scale the lard painted timber until, encouraged by the indomitable spirit of the class, he comes within a foot of the coveted ensign. One more effort and he proves his right to keep his cap on at will, to wear choice colored neckties, in fact, to exist. Listen the girls are cheering. Nothing can stop him now. He looks up, closes his eyes and makes a frantic, drowning man's grasp. Lo! He has it—the banner! the banner! The Sophomore pennant! Ah! tis a vision, "but coming events cast their shadows before."  
—O. W. Winters '16

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# ATHLETICS

Geo. B. Washington, Editor

## Athletic Association Elects Officers

The following men were elected Monday night at the Athletic Meeting:

Manager of base ball team, E. B. Stone.

Assistant Managers of base ball team, N. O. Goodloe, N. D. Hightower, A. Dingle.

Manager of track team, Harry Martin.

Assistant Managers of track team, L. O. Baumgardner, J. F. Camper, S. Potter.

Manager of cricket team, C. A. Morgan.

Assistant Managers of cricket team, C. Thompson, M. B. McAden, S. Koger.

Manager of Academy base ball, D. S. Neal.

Assistant Managers of Academy base ball, H. McCenzie, S. Morgan, R. McGhee.

Representative to the Athletic Council from the College, T. B. D. Dyett.

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## Report of Track Team

Howard University,  
Washington, D. C.

The Manager of the Track begs leave to make the following report for the 1914-15 track season:

Expenses of the track team of twelve men to the St. Mary's Indoor Track Meet, April 10, 1915, Baltimore, Md., \$18.00.

Expenses for the Howard Outdoor Athletic Games, May 30, 1915:

Medals,	\$69.50
Repair of track,	6.00
New York team railroad fare and board two days,	26.50

### Printing:

50 Placards,	2.00
1000 Tickets,	1.75
500 Entry blanks,	4.50
1000 Programs,	7.00
26 Official badges,	1.50
500 Patron blanks,	1.50
300 Numbers,	1.50
Two slides,	1.00
A. A. U. Officials' railroad fare,	3.60
Advertisement in Sun,	1.50
Postage and car fare, etc.	3.00
<b>Total</b>	<b>\$130.85</b>

Total Expenditures for Season	\$148.85
Total Income for Season	\$ 65.40
<b>Deficit</b>	<b>\$ 83.45</b>

### Supplementary Statement:

Two team trophies were won by track team besides the large amount of advertisement for the University.

—William H. Foster, Mgr.

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### Dr. DuBois Speaks at The City Y. M. C. A.



On last Sunday afternoon the city Y. M. C. A. presented Dr. W. E. B. DuBois, Editor of the *Crisis*, in the opening number of a series of Sunday afternoon lectures at the Y. M. C. A. Building. It was Ladies' Day and, as usual on such occasions, the spacious auditorium was filled with a large and appreciative audience, eager to hear the lecturer.

Judge Terrell in introducing the speaker reviewed the social and political changes through which our race has passed within the last twenty-five years. The Judge's remarks were timely and well appreciated by the audience. After Judge Terrell, Dr. DuBois rose. He sprang a surprise on his audience by announcing that

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he would speak on the subject of religion which, according to his own statement, he had not spoken on in twenty-five years. Then, he discussed his subject in that masterly style so characteristic of him and so pleasing to his hearers.

The speaker believes in a practical, everyday religion and in a church as an institution devoted to the general welfare of humanity. Studying carefully Dr. DuBois' views on religion and the church, one finds that he takes the same bold and progressive stand for reform in these institutions as he does in society, and in state issues. He believes there is something fundamentally wrong in the present system of religion and that, if religion is to touch and benefit the lives of the masses, certain reforms must take place. He attacked the evils of religion and of the church with the same degree of fearlessness as he does the wrongs in the state.

Dr. DuBois' discussion was clear, logical and convincing, and from the ease with which he handled the subject, one would think that religion and church were his chosen fields.

In addition to the lecture, a number of solos were rendered. The Corda Club's rendition of S. Coleridge—Taylor's classic, "Deep Waters," was a musical treat worthy of much praise.

The number of teachers and students of Howard University present to hear the speaker gave evidence of Dr. DuBois' following at the University.

The Y. M. C. A., under the progressive leadership of Secretary Beckett, has received a new awakening along all lines. The value to the community of the Y. M. C. A.'s work in religious, social and civic uplift cannot be overestimated. Mr. Beckett and the Board of Managers deserve great credit for the impetus they have given to the Y. M. C. A. work in the nation's Capital.

—A. L. Taylor

### Significance of the "Star of Ethiopia"

(Continued from Page 1)

other race knows its history and glories in it; the Negro, ignorant of any past save one of humiliation and shame, has hitherto seen little cause for pride in his race. Dr. DuBois furnished a glimpse into an undreamed of past. This glimpse has all ready lighted the flame of research. Who can say how immense the possibilities of discovery by its growing flame, and what will be their results?

—B. L. N.

### A Correction

In the article entitled "The College Branch of the N. A. A. C. P.," by G. E. Hall, in the first week's issue, the word *slimy* should have appeared in the ninth line of the third paragraph instead of *slaving*; and in the twenty-seventh line of the same paragraph, *scorns* should have been printed instead of *scores*.

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