Freshmen Defeats Sophomores in Annual Debate

The annual debate between the Freshmen and Sophomores, held in the Chapel on Friday evening, December 8, was one of the most admirable and unique contests of the college year. At eight-thirty, the six young spirited and determined representatives marched to the rostrum amid a blaze of applause. Mr. H. I. Wilson, president of the K 2 Debating Club, read the question, explained the terms of the debate, called upon the first speaker, and the fight was on.

Mr. A. C. Payne, first speaker of the Affirmative, after stating the question—Resolved: That Intracollegiate Athletic Contests Should be Substituted for Intercollegiate Athletic Contests in American Colleges—and going through the necessary steps of introduction, outlined the arguments of the Sophomores, and began to prove the first. He contended that the substitution should be made because the system of intra would better serve the purpose of athletics than the system of inter; for (a) the intra develops all the students, whereas the inter develops only a few, and (b) that intercollegiate athletics emphasized work rather

(Continued on Page 2)

The Demand for Efficient Negro Orators

In his conception of a Republic, Plato thought that a citizen should be ready to live and die for his country. This is precisely what patriotism means. It demands that a citizen serve his country, both in time of peace and in time of war.

In the review of the record of Negro soldiers, in a recent issue of the JOURNAL, attention was invited to the readiness of the Negro, at all times, to serve his country in time of war. But, is he fully prepared to render patriotic service in time of peace?
This type of service requires the high standards of citizenship. To these standards the Negro must confirm, if he wishes to be accorded full recognition as a citizen of this Commonwealth.

It is not necessary to attempt an exhaustive catalogue of all the duties of citizenship. It will suffice to say that these duties call for an honest, clean, industrious private life. Every citizen should possess those simple virtues which comprise veracity, sobriety, industry, frugality, temperance, self-respect and respect for the laws and institutions of his government.

Education has enabled a large percentage of Negroes to meet all of these requirements; but a greater percentage, the masses of this race, is still unprepared in many respects. Most of them have not the means, or possessing the means, do not know what steps to take in order to educate, elevate and enlighten themselves. These people must be reached. The responsibility falls upon educated Negroes.

How is it possible to educate the masses of this race? This task is, indeed, tremendous. Therefore, every educated Negro should make himself a committee of one to see to it that colored people in the community where he labors are kept informed, not only about problems affecting the race, but also about problems of national and international importance.

(To be Continued)

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Freshmen Defeat Sophomores in Annual Debate

(Continued from Page 1)

than play. Payne's work was admired. His masterful presentation, and his finished deportment indicated a difficult task for his opponents.

Mr. S. M. Douglas was the first speaker for the negative. His immediate attack upon the argument of the affirmative gave evidence that the fight would be close. After outlining to the affirmative the task necessary for the establishment of their contention, he briefly set forth the argument of his side, and began to prove the first point. He contended that the substitution of Intracollegiate for Intercollegiate Athletics would be detrimental to American Colleges as institutions; for (a) it would break down the bond of union among colleges and (b) would lessen the benefits incidental to contact. When Douglas concluded, it was a question as to which side had the advantage, and the audience looked with anxiety for the next speaker to move the doubt.

And Mr. William I. Barnes did it. As second speaker of the affirmative, he argued that Intercollegiate athletics should be substituted for Intracollegiate Athletics because the latter lowered the moral tone of colleges; for (a) Intercollegiate athletics fosters professionalism, and (b) it lends an incentive to gambling. Like his colleagues he fought to the end, and when the bell silenced him, the "Sophs" had increased their lead considerably.

Captain Oscar C. Brown was the last speaker with a forceful rebuttal, he pushed his opponent's speech out of his way and proceeded to his argument of rejecting the substitution on the ground that it was unnecessary; for (a) any existing evils can be removed without the change of the system, and (b) the educational world sees no necessity for the removal of intercollegiate athletics. He concluded his speech by showing that intercollegiate athletics have had the approval of our best educators, our foremost statesmen, and our best thinking citizens.

THE REBUTTAL

Douglas, the first speaker of the Negative began by pointing out that the Affirmative had not established their contention inasmuch as they did not prove what he had given them to prove in his main speech—that the evils charged to intercollegiate athletics could not be removed without the abolition of the system;
The Importance of Scholarship

(Continued from the Last Issue)

At Reed College, Portland, Oregon, those students admitted, having ranked below the first third of their preparatory classes, almost without exception have remained in the lowest quarter of their college classes. On the strength of this evidence Mr. W. T. Foster concludes that what is "promise in the high school becomes performance in college."

Many students feel that their under graduate work has little practical relation to life and that they will pursue their professional training with greater earnestness. But this seems contrary to the general rule. Of 239 students at Harvard, who finished the college department without honor, and entered Harvard Medical School, 36 per cent were graduated with honor, whereas of the 41 who finished the college department, during the same period, with honor, and entered the medical school, more than 90 per cent were graduated with honor. Of the college graduates, who, during a period of twenty years, entered the Harvard Law School with no special honor 6.5 per cent were graduated with honor; of those who entered with honor 22 per cent attained distinction, whereas, on the other hand, of the 340 who entered with conditions not 3 per cent were graduated from the law school with honor. So it does not seem that the student tends to improve as he passes from the preparatory school into college, and from the college into the professional school.

But the important question is, does scholarship record seem to affect a student's chances for success in later life? On this point the evidence of Mr. Knapp has been given. Mr. Foster, President of Reed College, found that 23 Harvard graduates, selected by competent judges as having proved the most successful of their class after graduation, were credited with 193 "As" while men of the same class, selected at random, were credited with but 56 "As". At the University of Oregon, of the most successful graduates in the first 24 classes, 53 per cent had been strong students and only 17 per cent weak, and of the unsuccessful 50 per cent had been weak and only 12 per cent strong students. And similarly, investigations at Wesleyan, Yale, Oxford have revealed the same relations to hold between scholastic rank and success in later life.

It is interesting to note that facts gathered in our own University give added basis for our conclusions. A comparison of the records of all the former Academy students now members of the College department reveals the fact that the student of this number who was graduated from the Academy with the highest average, has to this time maintained the highest average in college, and that the student who was graduated from the Academy with the lowest average has maintained the lowest in college. And going down the list, it is found, with but few exceptions, that those students who were graduated with the highest averages from the Academy have maintained the highest averages in college. Again, of twenty graduates from the college department, selected as having been successful in life, 10 per cent were found to have maintained an average above 90 per cent, 80 per cent an average above 80 per cent, and the other 10 per cent an average of between 75 and 80 per cent. It is significant that of these twenty graduates not one was found to have been content with a mere passing grade.

Now, in the face of this evidence, what can be more certain than that there is a very close relation between the record of the class room and the record of the later life? To decry collateral activities is to decry a most important element of school life, but when these activities are pursued by the student to the neglect of scholarship, the student may feel assured that he has lost the true sense of relative values, for with but rare exception careful investigation reveals most clearly that good scholastic standing is indicative of success, both in further pursuits of study and in the big world beyond the classroom.

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Sunday School

It is indeed regrettable that the Sunday School classes have been discontinued. We know that certain meetings are held by the Y. M. C. A. which are helpful and influential. But these meetings influence and touch on the city, but the young ladies are not. These Sunday School classes should be re-organized if for another purpose than to serve the Howard women. It was a pleasure for the students to assemble each Sunday morning and discuss the Sunday lesson with their Deans. It aided cooperation and insured Christian teaching.

We feel that the University should make it her duty to revive this activity and to perpetuate it. Something should be done. The large attendance in previous years proves its worth while the present demand and need justify its revival. Its value to students in after-life is indispensable. Now that the discontinuance of the Sunday classes has met with the disapproval of the dormitory students, it is fitting and just that something should be done immediately to satisfy this spiritual unrest.

Under-Class Scholarship

All under-class activities are especially interesting and important. Each of the lower classes is persistent in its effort to excel the other in all class rivalries. Weeks are spent in preparing to win a game or the "rush," and much time is devoted to preparations for victory in a debate. This is good and wholesome work. There is another feature of College life—the all important feature—which should cause as much interest and effort on the part of the under classes to excel each other in, as that which is exercised in other contests.

The Freshmen should enter college with the pronounced intention of having a larger number of names on the honor roll under the name of their class than the Sophomores. On the other hand, the Sophomore class should exert every effort to outclass its rival who has so recently come into the walls of wholesome knowledge.

To do this it will require constant and consistent studying on the part of both classes. It will oblige each contestant to apportion his time in such a way that he can properly prepare his physical self for the best use of his mental self. In this particular the Sophomores would have the advantage as a result of a year's training. Yet, it is absolutely possible for the Freshmen to apply themselves so diligently and successfully that victory would be theirs. The classes should not only try to excel each other in scholarship from a standpoint of quantity but also strive to surpass each other in giving to the University and to the public the higher grade of scholarship.

Then with these two points of scholarship—quantity and quality—in view, we hope that the two under-classes will struggle to surpass each other.

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Roland W. Hayes and William Simmons Thrill Music Lovers at Rankin Memorial Chapel

Musically speaking, nothing this season has surpassed the joint recital of Mr. Roland W. Hayes, tenor, and Mr. William Simmons, baritone, given on Wednesday evening at the Andrew Rankin Memorial Chapel.

Mr. Hayes has already established himself in Washington as one of the greatest tenors of the day. Beauty of phrasing, a rare intelligence for expressing the poetry of his songs, whether they be serious, gay, or of a more tender sentiment is among the least of his vocal charms. His distinct enunciation was a delight to the ear.

The full beauty of his voice was clearly depicted in his rendition of the Aria “Che Gelida Manna” from Puccini’s opera “La Boheme” also in the Aria “Ah! Fuyez Dance Image” from the opera “Manon” by Massenet. Special mention should be made of his wonderful interpretation of Coleridge-Taylor’s “Onaway! Awake Beloved!” and the Negro spiritual “Deep River” by Burleigh.

Mr. Simmons is a newcomer to us and he leaves an indelible impression. The rich and sonorous beauty of his voice and his artistic interpretation richly deserved the enthusiastic approval of the audience.

As true opera artist of command, and variety, and resonant mellowness of voice, he gave superbly the Aria “Eri Tu” from Verdi’s “Un Ballo Maschera” also the Handel number. His English group was particularly pleasing.

Both singers responded with encores. The duet “Solenne in quest’ora” from Verdi’s “La Forza del Destino” and “The Passage Bird’s Farewell” by Hildach were so enthusiastically received that encores were demanded.

Miss Lewis proved an excellent assistant as an accompanist at the piano. —Q. A. W.

Pestalozzi Froebel

The literary society of the teachers College, known as the Pestalozzi-Froebel Society, is doing excellent work for the development of its members. This is not alone due to the untiring efforts of the president, Mr. Earl Lawson, and his efficient program committee, but also to the hearty cooperation of the members of the organization.

Although each class has rendered an interesting and creditable program before the society, the talent displayed by the Freshman class in its program was a surprise and delight to all. The musical numbers, consisting of vocal solos by Miss Young and Miss Helen Lawrence, and an instrumental solo by Miss Jessie Motte, were of the highest order, and rendered with an ease and grace seldom found in amateurs. The recitations of Miss West and Miss Burns, were very well rendered and suggested the dramatic ability of the class. The wit, humor, and originality displayed by the journalist, Miss Taylor, in her treatment of the real live news of the University, as well as the “personals,” furnished an adequate expression of the literary talent of the class. The journalist deserves great commendation for the high type of journal presented. With such talent and spirit of cooperation as exhibited by this class, we can predict only continued progress of the Pestalozzi-Froebel.

A new, and, what promises to be, an interesting and educative feature of the society's program is the fifteen minute discussion of live college questions. On Friday, November 17, Messrs. Jacobs, Johnson, and Steele led the discussion on the merits of the honor system as proposed for introduction into the Teachers College. Much information was gained as to the success of the honor system in other schools. The discussion of this question will be continued at the next regular meeting of the society. The other features of the program were a vocal solo by Miss Etta Shaw, recitations, Miss Madeline Clark, and Mr. Steele, and the Pestalozzi-Froebel Journal by Miss Isadore Williams.

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"Freshies" Humiliate "Sophs"

On Saturday last the Freshmen met and defeated the Sophomores in their annual classic football game, by a score of 10—0. The game was, however, fairly well contested, though one sided. The "Soph's" machine was not a dangerous opponent, for the Freshmen kept the ball always in the "Soph's" territory.

The spirit shown by the Freshman class was wonderful. Yells, class songs and cheers made the air roar, while snake dances and Freshman formations presented a picture which caused even the most indifferent spectator to nod his satisfaction and utter cheers for the loyal class. The "Sophs" yelled frequently but they failed in their effort to revive a dying spirit.

The line of the "Sophs'" team was heavier than that of the Freshmen, but their feeble punting, and their all-round deficiency spelled for them an ignominious defeat. They did their best, but their best was relatively nothing when pitted against that clever, speedy and efficient Freshman machine.

To start the game, the Freshmen won the "toss" and chose to defend the south goal. They "kicked off" to the "Sophs," who returned the ball 10 yards. After three downs, the ball went over to the Freshmen. They, by straight line plunges, pushed the "Sophs" back to their own 3 yard line where the Freshmen lost the ball.

The "Sophs" immediately punted and the Freshmen returned the ball 15 yards. Several plunges on the part of the Freshmen brought the ball to the "Soph's" 20-yard line. Here the first quarter ended.

The second quarter began with the Freshmen making heavy breaks through the "Soph," line for decided gains. But the ball soon went over to the "Sophs" who attempted to break the Freshman line. They lost the ball on downs. The Freshmen machine now began work in earnest, and never ceased until they had crossed the line for a touchdown. Pinderhughes kicked goal. Pinderhughes kicked off to the "Sophs'" 3 yard line, and the "Sophs" returned the ball five yards. After three downs the "Sophs" punted.

The Freshmen machine sent Minyard around the "Sophs'" end for 25 yards. Several line plunges followed, and the end of the first half found the ball on the "Sophs'" 20 yard line.

It was rumored that in the second half the "Sophs" would "come back." With this in mind Pinderhughes kicked off to the Sophomores' 5 yard line. The ball was returned five yards. Three downs without any gains whatever, forced the second year boys to punt. The red and white machine returned the ball fifteen yards and resorted to those dreadful line plunges which had wrought such havoc with the "Sophs'" line. Decided gains were made, and the Freshmen punted to the "Sophs'" 5 yard line. The "Sophomores made no gain. The "Sophs" then resorted to that most powerful defense and punted. Pinderhughes returned the ball fifteen yards, bringing the Freshman machine to their opponent's 35 yard line. From here, Pinderhughes kicked a sensational field goal.

The "Sophs" kicked off to the Freshman 30 yard line, and the ball was returned ten yards. The third quarter ended with the ball on the Freshmen's 40 yard line.

The fourth quarter began with the Freshmen making heavy inroads upon the "Sophs" backs. The remainder of the game was spent in the Freshman machine waging a terrific conflict in the "Sophs" territory. The game ended with the ball on the Sophomores' 20 yard line. Score, Freshmen 10; Sophomores 0.

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Freshmen Defeat Sophomores in Annual Debate

(Continued from Page 2)

that the proposed system did not contain these evils; and that the proof must be based not upon mere theory, but from actual practice in a sufficiently large number of schools, and for a sufficiently long period. His skilful refutation and concrete citations were the turning point of the battle.

Payne followed Douglas, and began to re-enforce his main speech, and to attack the Negative's contentions. He declared that intercollegiate athletics bred hatred rather than established mutual respect.

Howard came back fighting harder than ever, and showed that intercollegiate athletics were purifying colleges, and should not be abolished. Dealing a few staggering blows at the scholarship argument of the Affirmative, he was levelling shots on the moral contention when the bell rang.

Barnes came up full of fire. He cited long schedules, which he contended must result in harm to scholarship, and concluded his very creditable work by quoting from Mr. Birdseye.

Captain Brown brought the last words for the fighting "Freshies." He settled the scholarship question for all times, and swept away the moral argument of the "Sophs."

His masterly summing up of the case for the Negative was barely concluded when the bell sounded, and only a miracle could reverse the decision.

The last speaker, captain Jones for the Affirmative, realized that his task was stupendous, and began a relentless attack upon the arguments of the Negative. He contended that the evils could only be renewed by the abolition of the system, because the system itself was the cause. At the close of his speech, the Judges retired for conference.

The speedy return of the judges, Judge Terrell, Attorney Cobb, and Supt. Bruce, was evidence of the unanimous agreement; and when Judge Terrell announced that the Freshmen had won, a pandemonium ensued. The individual prize was awarded to Mr. Barnes.

It was a contest well worthy of the Kappa Sigma Debating Club, and of Howard University. With the continuation of such contests, there will be no dearth of varsity material. All six young men did creditable work, and merited unstinted praise from the entire school, which we heartily extend them.

—Thomas B. D. Dyett.
"Regok's" Jingles

The intellectual progress here which we have long been waiting, is steadily forging ahead,—as shown by our debating. The recent inter-class debate has made a deep impression. It trains the under-classmen how to cultivate expression. And even upper-classmen will profit by this debate. Thanks to Professor Gregory, debating will be first rate. 'Tis hoped this work will go on to save Old Howard's name; in order that her banner, may ne'er be dipped in shame.

Alumni Notes

Dr. John H. McMorris, '15 (Medical), is now practicing in Gary, Indiana.

Miss Eulalia Lane, '16 (Arts and Sciences), is engaged in agricultural pursuits in Guthrie, Oklahoma.

Miss Daisy M. Padgett, '16 (Teachers), is teaching in Public Schools, Chester, Pennsylvania.

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Miss Helen E. Jones, '10 (Teachers), is teaching in Lovejoy Public Schol, Lovejoy, Ill.

Mr. Adolph C. Adams, '15 (Arts and Sciences), is studying law at Chicago University.

Mr. E. F. Frazier, '16 (Arts and Sciences), is teaching in Tuskegee Institute, Tuskegee, Ala.

Mr. Raymond A. Claymes, '16 (Arts and Sciences), is in the School of Theology, Yale University

Miss Sara Lavetta Jones, '15 (Teachers), is teaching in the Henderson Public School, Henderson, Kentucky.

Mr. C. F. Maloney, '16 (Teachers), is Professor of Education in George R. Smith College, Sedalia, Missouri.

Mr. Ralph J. Young, '16 (Arts and Science), is a Sophomore in the Howard University Medical College.

Campus Dots

By I. C. Owl

Louis Middleton is a victim of unpreparedness.

Billy Fowlkes will never depart this life with weak lungs.

Discovered in Minel Hall dining room: a chewless and indigestible meat.

Butts says, "Four years in the College of Arts and Sciences are too short, give me six."

Powder and paint are fashionable articles in Clark Hall; boudoir caps are common for the boys.

Even the Theologs are making serious appeals to Miner Hall. For full information see Miss K. Vassar.

A lady in English I, asked the following question: "Professor, does a noun ever modify a preposition?"

Please Pay Your Subscription

Wanted: A piano in the parlor of Miner Hall for the sole purpose of breaking the monotony of whispering.

A football enthusiast exclaimed, upon hearing of Howard's victory over Fisk, "Gee! they are show playing some football."

Koger spent $6.80 in sending special deliveries, telegrams, night letters, and post cards from Fisk to one occupant in Miner Hall.

An apology:

I hope that no one will be offended by these little sayings gathered here and there through observation and conversation.

One of the paene lawyers was pleading a case in the Mock court last Saturday evening; unfortunately he did not have the law in the case. He arose and proceeded to defend: "Mr. Judge am dis the law; am dis the justice of the case."

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