Howard University Scholarship and Loan Plan

Walter Dyson

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Dyson, W. • Howard University Scholarship and Loan Plan
This book is published by the Office of the Special Assistant to the President of Howard University and is a statistical and factual basis for the University Scholarship Campaign.
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TOP: ARCHITECT’S RENDERING OF PROPOSED CHEMISTRY BUILDING.
LEFT: PRESENT SCIENCE HALL.
Howard University Scholarship
And Loan Plan

The beginnings of institutions of higher learning in America found their early strength and hardiness from the same wellsprings that sustained higher education on the Continent. Our larger and older institutions were invariably digged from the common soil of philanthropy and organized religion. Gradually, the National Government, states, and cities have assumed their rightful responsibilities in the task of education and today we are witnessing a phenomenal stage where the individual student is expected to assume the total cost of his training.

Dr. Samuel P. Capen, Director of the American Council on Education, declared, "Higher education in 1920-21 cost in the aggregate about six times the cost in 1898. The average cost per student is three times as great." This was in 1921. In 1930 the tuition charges have increased since 1921 approximately 70% in endowed institutions and about 82% in state institutions, which means that the average cost per student is nearly twelve times as great as in 1898.

Obviously, unless America becomes alert to the danger in our educational system, we may awaken to find the least democracy existing in that which is acceptedly the cornerstone of democracy, for only the wealthy and privileged classes may hope to achieve an education in our finer institutions, unless those institutions, in the very act of heightening the cost of education, as indeed they must, establish simultaneously adequate systems of loans, fellowships, and scholarships, along with student employment, to safeguard the inherent right of the economically underprivileged to a sound and thorough education in the several branches of their corporate interests.

Within the past eight years any number of organizations have become alert to this danger which threatens our educational system. Trevor Arnett declares the problem of student aid to be "the greatest problem confronting endowed colleges and universities of our time."

At present thousands of students either find it impossible to enter college because of insufficient funds alone, or, what is even more disastrous, cannot remain in college after having begun, for the same reason.

In this dilemma Negro institutions in America are singularly affected by virtue of the fact that the costs of education do not respect race, and while the growing costs are the same for whites as for Negroes, the relative economic basis of the latter is tremendously lower, and thereby constitutes a greater and more pressing problem for the Negro institutions, and more especially the Negro university, which, in the case of Howard University, must serve the entire Negro population in America.
TOP: NEW GYMNASIUM AND STADIUM.
LEFT: SWIMMING POOL.
Howard University

*Howard University was founded in 1866 by General O. O. Howard. It was incorporated by an act of Congress, passed in March, 1867. Much of the early support of the university came through the Bureau of Refugees, Freedmen, and Abandoned Lands. In 1873, the Bureau was discontinued and the university became entirely dependent upon private aid. In 1879, Congress granted to Howard University an annual subsidy of $10,000. This sum was gradually increased until 1930-31, when the appropriation reached $1,249,000.

Although a privately-controlled non-sectarian institution, Howard University for many years has enjoyed the benefits of financial assistance from Congress. This aid has been granted because of the needs of the university in meeting a responsibility not fully met elsewhere, and because of a lack of private resources, it has been difficult for the university authorities to plan a consistent and permanent program of development worthy of full recognition, because Federal aid was not regularly authorized by basic legislation.

After careful investigation, Congress passed a law approved December 13, 1928, which reads as follows: Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, that section 8 of an act entitled, 'An Act to Incorporate Howard University in the District of Columbia, approved March 2, 1867, be amended to read as follows: Section 8. Annual appropriations are hereby authorized to aid in the construction, development, improvement, and maintenance of the university, no part of which shall be used for religious instruction. The university shall at all times be open to inspection by the Bureau of Education and shall be inspected by the said Bureau at least once each year. An annual report making a full exhibit of the affairs of the university shall be presented to Congress each year in the report of the Bureau of Education."

As a result of this legislation, the Secretary of the Interior called a conference on February 11, 1929, to develop a plan for a systematic program of support for Howard University for a period of years.

General Scope of the University Organization

Under the proposed plan of reorganization, Howard University will be an independent university, with a self-perpetuating Board of Trustees under the patronage of the United States Department of the Interior, and under the constant inspection of the Office of Education. The university will receive its support from the Federal Government, from institutional funds and earnings, and from private gifts.

At the present time, Howard University comprises the following educational units: The College of Liberal Arts, the College of Education, the College of Applied Science, the School of Music, the School of Religion, the School of Law, the School of Medicine which includes the Medical College, Dental College, and Pharmaceutical College. The university operated an academy from the beginning of its history until 1919, when it was discontinued. A beginning was made in graduate instruction in 1922. University extension work was begun in 1928-29 through the establishment of an Evening School and a Correspondence Division in the School of Religion.

*A report to the Board of Trustees of Howard University and to the Congress of the United States on a Program of Development.
TOP: STUDENT ENGAGED AT PRINTING PRESS.
LEFT: SOME STUDENT-OWNED AND OPERATED BISON CABS.
Need for a University of the First Rank

Many reasons may be given for the further development of the existing organization of Howard University. A university of the first rank is not only needed to serve the large and growing local constituency, but also to serve the entire American Negro population. There are 75 or more higher educational institutions for Negroes that offer college courses and grant degrees; however, Howard University has been for many years the only colored institution in the United States that has successfully established and maintained a nearly complete university organization offering under a single administration undergraduate, graduate, and professional courses of study that are recognized by standard accrediting organizations and by colleges and universities of national repute. Notwithstanding the many improvements that have taken place in a large number of Negro colleges, the majority are still in a state of transition and only a few are in a position to be recognized as standard schools of collegiate grade. With the exception of one medical school, no worthy provision has been made in the South for the training of Negroes in the professions. On account of the relatively small number of high school students and graduates in the southern states, many years will probably elapse before any single State will be justified in establishing under public control professional schools for Negroes.

Society and the College Graduate

Unfortunately, there is a current tendency in America toward judging everything by its cash value, and too frequently the college graduate is unable to attain any measurable financial advantage over his less schooled brother, but the cultural value of education to the state, community, and the individual is beyond dispute.

James E. West declares, "Less than 1% of American men are college graduates. Yet this less than 1% has furnished 55% of our presidents, 36% of the members of Congress, 47% of the Speakers of the House of Representatives, 54% of the Vice-Presidents, 62% of the Secretaries of State, 50% of the Secretaries of the Treasury, 67% of the Attorney Generals, 69% of the Justices of the Supreme Court. The boy with no schooling has one chance in 150,000 of performing distinguished service; with an elementary education, 64 times; with a high school education, 87 times; and with a college education he has 800 times the chance."
TOP: HOWARD STUDENT ENGAGED IN BOOKKEEPING.
LEFT: STUDENT AT SWITCHBOARD.
Self-Help

For many college generations a peculiar attitude, closely akin to social opprobrium, hovered around the student who worked his way through; but the period of expanse in American education changed the American college into a truly democratic institution, in which more students work than do not, and now there is more pity for the student of wealth who glides through college without plumbing the depths of his individual responsibility than there is belittlement for the responsible student who supports himself as nearly as he can.

Today employers seeking students about to be graduated almost invariably evince a preference for those who have earned a portion of their own expenses, as an indication of resourcefulness and stability.

According to Mr. Greenleaf of the United States Bureau of Education, 46% of all college men in the United States are making some effort to earn at least part of their college expenses and 25% of all college women are doing so. Forty-nine percent of the men and 26% of the women in co-educational institutions are working their way through. In men's colleges 30% and in women's colleges 15% are partially self-supporting.

In Negro colleges 50% of the men and 20% of the women are employed. In the specific case of Howard University 20% of the students work 8 hours a day (men), 40% of the Howard students work 6 hours a day (men), and over 80% are engaged in some means of employment, which means that at least 50%, carrying the full labor day, should not be in college. Thirty-eight percent of the men students at Howard support themselves entirely as compared with 13.23% in white men's colleges and 24.08% in co-educational colleges; 21.06% of the women students of Howard do some kind of work in the school year, and 9.08% of the women support themselves entirely as against 5.94% in white co-educational schools.

As desirable as it may be that students assist in their own support, while acquiring an education, there lurks the imminent danger of students assuming too great a portion of responsibility, resulting in ill health, scholastic failure, and any number of well-nigh ineradicable handicaps.

The present wave of unemployment has decreased the number of jobs available for students by nearly 100%, and as a consequence, many students who were formerly in a position to work their way through, now find it absolutely necessary to remain out of school because of limited means. So that it has become increasingly hard if not totally impossible for a student to actually make his way through the institution without some assistance.
TOP: THE THREE HONOR STUDENTS WHO ACHIEVED HIGHEST RATINGS AT HOWARD UNIVERSITY, ALL OF WHOM ARE RECIPIENTS OF SCHOLARSHIPS.

LEFT: MR. PITMAN, GRANDSON OF BOOKER T. WASHINGTON, GREETING "HIKE" GORDON ON THE LIBRARY STEPS OF HOWARD UNIVERSITY AT THE CLOSE OF HIS WALK FROM LOUISIANA.
**Extent of Parental Support**

The phenomenal percentage of students of Howard University who work their way through would seem to suggest a meagre parental support.

* "The median parental income of students in 55 white Liberal Arts colleges throughout the country is $3,129.60. The median parental income of students at Yale was around $10,000 in 1926 and 68% of the students at Williams come from homes with a parental income of over $10,000. These students, with these economic backgrounds, find them so scanty that the student loan system and additional scholarship assistance is invoked to safeguard the democracy of the American college.

"In the average American white college less than 1% (.40) come from domestic and personal service and less than 1% (.50) come from common labor. So that, for the most part, white college students with some responsibilities can take care of themselves if they can finance their own way. Upon graduation the family's financial security necessitates no drain upon the energies of this student and does not burden him with the responsibility of parents whose earning capacity and reserve funds are at an end.

"By way of comparison, the median income of the parents of Howard University students is $1,559.52, which is lower than the median parental income of most white normal school students in this country. In addition, 36% of Howard students come from domestic service and personal service classes. In white colleges these classes constitute less than 1% of the college enrollment. The income of the parents in this category is $1,000.*

Eighty out of every 100 untrained Negro workers in America depend upon others for support at the age of sixty and since 36% of the Howard students come from this class the result is, the family is in need of the student's earning capacity during his study, as well as immediately upon his graduation.

With the cost of education mounting annually, the average Howard student, no matter how strong may be his will to support himself, faces an impasse; with a parental income too low to assist him, and the cost of education exceeding his earning capacity, unless some scholastic aid be provided, he can maintain neither his physical health nor his scholastic self-respect.

*From the Report of the Faculty Committee at Howard University on Student Scholarships and Loans.*
TOP: APPLIED SCIENCE BUILDING.
LEFT: ARCHITECT'S RENDERING OF PROPOSED EDUCATION BUILDING.
The Nature of the Scholarship

As a carry-over from the earlier period of education in America, the college scholarship is still regarded in some circles as alms or charity, rather than the intelligent solution of a problem which threatens to destroy the boasted democracy of our institutions, and close the door of training to our potential intellectual and social giants who happen to be financially under-privileged.

Scholarship aid is an assurance of stable leadership, vested in students who are intent upon learning the art of living and thinking.

The scholarship, rather than causing an attitude of dependence, if of the proper size, inspires the student's general confidence in himself and endows him with a sustained purpose.

The problem of keeping worthy students in school, which has become so accentuated in the American colleges, is more than a problem in Negro institutions. It is a dilemma and can be met only with our definite acceptance of the task and the thoughtful response and understanding of those whose first concern is the equal privilege of all individuals seeking the opportunity to live life best by being best prepared to serve most.

Costs of Education at Howard

At present, the costs of education per year in the Colleges of Liberal Arts, Education, and Applied Science in Howard University approach a minimum of $750 per year per student. The costs in the School of Music approach a minimum of $850; in the College of Medicine, $1,000; in the College of Dentistry, $950; in the College of Pharmacy, $750; in the College of Law, $700; in the School of Religion, $600; and, in the Graduate Department, $750.

Present Scholarship Stipends

The sum of the resident student enrollment in all of the departments of the University totals 1,646. Allowing for approximately 37% of the student body to avail themselves of scholarship assistance, the number eligible for scholarships totals 607 students. At present, the scholarships at Howard University are 70 in number, the lowest being $25 and three of the maximum sum of $500.
TOP: Student in College of Education engaged in practice teaching.

LEFT: A class in the Art Department.
## GEOGRAPHICAL DISTRIBUTION

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**TOTALS** | 705 | 808 | 77 | 64 | 46 | 67 | 226 | 56 | 36 | 78 | 2163

*This chart does not include special students*
TOP: STUDENTS AT LABORATORY WORK IN CHEMISTRY DEPARTMENT.
LEFT: STUDENTS IN LABORATORY OF PHYSICS DEPARTMENT.
Scholarships Needed

Howard University is in immediate need of 607 scholarships a year, in addition to a $30,000 revolving loan fund. The present unendowed sum for scholarships at Howard University is $8,243.50. The present endowed sum for scholarships at 5% is $65,000, making a total of $3,250 the annual sum available for endowed scholarships at Howard University. The total scholarships funds available per year at Howard University total about $12,000.

There is an immediate need for an invested capital of $1,360,000 endowment for scholarships in the undergraduate departments of Howard University alone, which means an annual income of $68,000. There is also an immediate need of an invested capital of $750,000 endowment in the professional schools, allowing an annual interest of $37,500; and, there is a need for an invested capital of $151,000 in the graduate school, which means $7,550 per year income for current scholarships at 5%.

A Loan Fund

That a loan fund should be available is of course an urgent fact, and a revolving loan of $30,000 at 5%, allowing $6,000 to be loaned annually for the first 5 years, will be sufficient to make 48 loans of $150 each, not including the interest on the constant capital of $24,000. The suggested smallness of this fund is in direct ratio to the small percentage of Howard University students whose post-graduate economic independence will allow the assurance of repayment.

It is proposed to limit this fund to professional and graduate students, and in that event, a longer period of time will have to be allowed for the beginning of repayment.

Under-Graduate Division

In the Under-graduate Division of the University, including the Colleges of Liberal Arts, Education, and Applied Science, the total resident student enrollment is 1,088, and the present need is for 50 scholarships at $250, which means an endowment of $5,000 per scholarship; 90 scholarships at $200, which means an endowment of $4,000 per scholarship; and, 250 scholarships at $150 apiece, which means an endowment of $3,000 per scholarship, or a total capital of $1,360,000 to endow all the scholarships in the three Undergraduate Colleges of the University.
TOP: STUDENTS OF COLLEGE OF MEDICINE, IN ATTENDANCE AT MEDICAL OUT-PATIENT CLINIC, FREEDMEN'S HOSPITAL.
LEFT: SCENE IN THE DENTAL INFIRMARY, COLLEGE OF DENTISTRY.
**Medicine**

In the School of Medicine, we have the three Colleges: Medicine, Dentistry, and Pharmacy. In the College of Medicine, at least 87 of the 218 students should be provided with scholarship assistance on the basis of their scholastic rating. At present, in the College of Medicine there are 8 scholarships awarded from other sources than the University. The average cost per student per year in the College of Medicine is a minimum of $1,000. The immediate need in this College is for a group of 12 scholarships at $350 apiece, 20 at $250 apiece, and 56 at $200 apiece. An endowment of $7,000 would cover one $350 scholarship, an endowment of $5,000 would cover one $250 scholarship, and an endowment of $4,000 would cover one $200 scholarship. It will require $408,000 to endow these scholarships in the College of Medicine.

* The Census of 1900 showed 1,734 Negro physicians; in 1920 the number given was 3,495. At the annual rate of increase, it is probable that the number at present exceeds 4,500. There is one physician for each 2,993 of the Negro population as against one white physician for every 748 white people. Howard and Meharry, the two Negro Medical Schools, furnish 83% of all the Negro physicians in the United States. The number of Negro graduates annually from all Medical Schools can supply just 58% of the number required to meet the demands of the Negro population increase without affecting the existing ratio to their racial population.


**Dentistry**

In the College of Dentistry, the student costs of education per year are estimated at a minimum of $950. Scholarships should be provided for at least 20 of the 49 resident students enrolled. As an immediate need, the College of Dentistry should have 3 scholarships at $350 apiece, 5 at $250 apiece, and 13 at $190 apiece. This means an endowment of $7,000 for one of the $350 scholarships, an endowment of $5,000 for one of the $250 scholarships, and an endowment of $3,800 for one of the $190 scholarships. It will require $95,400 to endow these scholarships in the College of Dentistry.

* There are at present 1,300 Negro dentists in the United States. From 1885 to 1925, the total Negro dental graduates from all institutions was 879, or an annual average of 22. The two Negro schools, Howard and Meharry, graduated 73 in 1925, and these two schools have been responsible for 80% of all Negro dentists.

** The ratio of the white dentists to the population in the United States is one to 1,924; of the Negro dentists one to 9,434.


**"Dental Education in the United States," a Report to the Carnegie Foundation for the Advancement of Teaching by William Gies."
TOP: MOOT COURT, SCHOOL OF LAW, JUDGE NATHAN CAYTON, MUNICIPAL COURT, PRESENTING, UNITED STATES VS. MERRILL HOBB, FEBRUARY 6, 1932.

LEFT: CLASS IN THE SCHOOL OF RELIGION, UNDER PROFESSORSHIP OF THE DEAN.
Law

The student costs of education per year in the School of Law are approximately $700 as a minimum. Of the 60 resident students, scholarship assistance should be available for at least 22. At present, there are only 6 scholarships awarded in this School, and these are not under University awards. There is an immediate need of 3 scholarships at $250, 6 at $150, and 15 at $125. This would mean an endowment of $5,000 for one scholarship at $250, an endowment of $3,000 for one at $150, and an endowment of $2,500 for one at $125. It will require $70,500 to endow these scholarships in the School of Law.

The number of lawyers among the white people in the United States today approximates the ratio of one lawyer to every 870 people. By way of contrast, every Negro lawyer must serve 11,013 people. There are about 1,050 Negro lawyers practicing in the United States today.

Religion

In the School of Religion, the estimated student costs of education per year are $600. Of the 35 students enrolled, scholarship assistance should be available for at least 15. At present, there are 7 scholarships awarded in this School. Need is for 2 scholarships at $200, 4 at $150, and 16 at $120. This would mean an endowment of $4,000 for one scholarship at $200, an endowment of $3,000 for one scholarship at $150, and an endowment of $2,400 for one scholarship at $120. It will require $44,000 to endow these scholarships in the School of Religion.

* Over 40,000 church organizations serve the 12,000,000 American Negroes. Approximately 2,000 new ministers are needed annually to supply these churches. A survey reveals that only one in 154 of these possesses college and seminary training, less than 1%. Only one in 35 is a graduate of high school and seminary. Only one in 8 has professional training of any kind, and 83% have little or no education. Less than 70 Negroes with college degrees are studying in all the seminaries of the United States.

The education of the Negro layman has advanced rapidly. Illiteracy is fast disappearing. In consequence the education of the Negro minister has been taken for granted. But the fact is that less than 1% of those now entering the pastorate of Negro churches have professional training comparable with that required of the lawyer or the doctor.

The School of Religion in Howard University is making a determined effort to change this condition. It has unique advantages. It is inter-denominational; it is strategically located at the Nation's Capital; it is part of the largest university in the world for the higher education of Negroes.

*From a Report of the School of Religion, Howard University.
TOP: SCENE IN PHARMACEUTICAL LABORATORY, COLLEGE OF PHARMACY
LEFT: GRADUATE STUDENTS IN LABORATORY, DEPARTMENT OF ZOOLOGY.
Pharmacy

In the College of Pharmacy at least 10 of the 30 resident students should be eligible for scholarships. At present, there are no scholarships awarded in this College from any source. The present need is for at least 2 scholarships at $250 apiece, 3 at $200 apiece, and 7 at $150 apiece. This would mean an endowment of $5,000 for one of the $250 scholarships, an endowment of $4,000 for one of the $200 scholarships, and an endowment of $3,000 for one of the $150 scholarships. It will require $43,000 to endow these scholarships in the College of Pharmacy.

Graduate Division

In the Graduate Division, the annual cost per student is approximately $750. Of the 117 registered students, at least 42 should be eligible for scholarship assistance. At present one scholarship is awarded in this Division. There is an immediate need for 6 scholarships at $250, 10 at $200, and 27 at $150, which means an endowment of $5,000 for one at $250, an endowment of $4,000 for one at $200, and an endowment of $3,000 for one at $150. It will require $151,000 to endow these scholarships in the Graduate Division.

In 1920, the Census reported 35,563 Negro teachers in the United States, and it is through the Graduate Schools that these and those yet to come may properly equip themselves for their profession.

Music

In the College of Music, scholarships should be provided for at least 21 of the 49 resident students. At present, there are only 2 scholarships awarded in this School, one from the University, and one from other sources. There is an immediate need in this School for 3 scholarships at $300 apiece, 5 scholarships at $200 apiece, and 14 scholarships at $175 apiece. The sum of $6,000 is needed to endow one of the $300 scholarships, the sum of $4,000 is needed to endow one of the $200 scholarships, and the sum of $3,500 is needed to endow one of the $175 scholarships. It will require $87,000 to endow these scholarships in the College of Music.

In 1890, there were 1,287 men and 584 women Negro musicians and teachers of music in this country; and, in 1920, there were 3,752 men and 2,150 women Negro musicians and teachers. It is probable that the present number exceeds 10,000, and the future of those to come must be assured.
TOP: A STUDENT OF VOICE, CONSERVATORY OF MUSIC.
LEFT: A STUDENT AT THE ORGAN, CONSERVATORY OF MUSIC.
EDUCATIONAL UNITS AT HOWARD UNIVERSITY AND RELATIVE SCHOLARSHIP STIPENDS
1931-32

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<th>Department</th>
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<th>Costs Per Department</th>
<th>No. Elig. For Sch. 36%-40%</th>
<th>Pres. No. Sch. Per Dept.</th>
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<td>27 @ 150 (b)</td>
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<tr>
<td>Degree Students</td>
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<td>600</td>
<td>15</td>
<td>7</td>
<td>2 @ 200</td>
<td>4 @ 150</td>
<td>10 @ 120 (h)</td>
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*Resident Students—Students carrying full courses toward degree; not correspondence or special.

1. (a) 150 of these 250 to be awarded to freshmen on the basis of College Board examinations; (b) 17; (c) 9; (d) 34; (e) 8; (f) 5; (g) 9; (h) 6.
2. $8,243.50 present annual unendowed sum for scholarships.
3. $65,000 present endowed sum for scholarships at 5%. Total of $3,250 annual sum available for endowed scholarships in Howard University. Total scholarships available during the year about $12,000.
4. $68,000 at 5% annually in the undergraduate department, which means an invested capital of $1,360,000.
5. $7,550 at 5% annually in the graduate department, which means an invested capital of $151,000.
6. $37,500 interest at 5% annually in the professional schools, which means an invested capital of $750,000.
7. For loans: 40 professional students; 12 graduate students; sum of fund, $30,000 capital, revolving loan as per report.
TOP: "LONG WALK."
LEFT: ENTRANCE TO ART GALLERY.
A Statement from the President

The majority of our Negro citizens still live in seventeen southern states and the District of Columbia. Howard University is the one comprehensive publicly supported University service available to Negroes in this entire area. By the help of increasing gifts from the Federal Government and private philanthropy this educational service is now being established on a first-class basis, in every department of its work. As this process has advanced, however, it has become increasingly apparent that the cost of education at Howard University is higher than the average student's family can afford to pay. Few students are able to remain in school without doing some form of outside work concurrent with their studies. Some able students with slender means work every year to the full limit of their strength. Many, we have found, are obliged to do an amount of work for the payment of their board, lodging, and fees, which is wholly incompatible with sound scholarship and good health.

It is so often the case that precisely this overworked student is the one who has the mental capacity, character, and courage to do the work in the world for which universities exist. If the purposes of Howard University are to be fulfilled, this type of student must be kept in the university and he must be able to spend the greater portion of his time in study and reflection.

For this purpose, universities throughout the United States have established scholarships and other forms of student aid. Howard University has begun this work and its alumni and friends have made inspiring contributions thereto; but, our funds for this purpose are greatly limited. We feel now that it is our immediate and urgent duty to expand these funds as swiftly as possible, until a comprehensive and adequate system of scholarships and student aid is established. To this end we seek the co-operation of all who read this book.

Herein will be found a summary of the facts and considerations which have moved us to act, and the outline of a system of scholarships and student aid, which we believe to be educationally sound.

Those who help us to establish this system, through their gifts, will be making a creative and far-reaching contribution to the advancement of scholarship in Howard University and to the development of Negro life.

[Signature]

President.
FORM OF BEQUEST

I give and bequeath to the Trustees of Howard University, a corporation existing in Washington, District of Columbia, the sum of

$ ..................................................  Dollars

payable .................................................. 19 ,

for an endowment to be used for scholarships in such colleges of the University and in such manner as is here specified.

(Signed)

Date...............................................

(Signed)

Date..............................................