Howard Takes Both

"Old Virginia Has It"—in the Neck

Union Clearly Outclassed

In two games marked by Howard's heavy stick work and Union's stubborn fight, Howard wiped out last spring's defeat on the diamond at the hands of Union.

Howard went after Union from the jump and at no time in either game did the victors of last year become dangerous. While neither team furnished an exhibition of the highest class of base ball, yet we are immensely satisfied, for we outclassed Union and soundly defeated her. But notwithstanding the fact that Howard boasts of the best ball team in her history and tho Howard lists in her catalogue nearly a thousand students the base ball management incurred a deficit of over fifty dollars, a deficit amounting to two-thirds of the total expenses for the two games.

It is more than pity to be compelled to say that more students were seen at both the Union games —and the "Atonement" was more than a quarter too!

It ought to bring a blush to remember that every nondescript dance in the city relies greatly on the patronage of Howard students —while it is not possible to get two hundred and fifty students to see an old-time rival defeated! But more ado of these things hereafter.

Capt. White has reason to be proud of the base ball team both because of its good playing and its fine spirit—for, tho' no applause cheered its good plays and tho jeers greeted the mishaps—from start to finish there was never pause nor let up. There is no credit to Howard for Union's defeat—but to the base ball players only.

Nichols pitched the first game, allowing but three hits and having his opponents always at his mercy. Nichols' work showed up very good because he is a new man at Howard. Harrison caught a star game.

**BASE BALL!**

Howard

vs.

Williams and Walker Team

American League Park

Tuesday, May 1st

Game called at 4:00

Admission 25 and 50 cts.

Scott Wins Again

Prep Debate a Howling Success

Middlers Victorious

Yelling, yelping, shrieking, singing, shouting, screaming, they came. In droves they came and in (Continued on third page.)
The University Journal

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Washington, D. C., April 27, 1906.

**To Counteract an Evil**

Howard University occupies a peculiar position in the educational world. We fear that this fact is lost sight of in dealing with her problems. The very large universities and colleges in this country have much in common; and the choice of one of them is largely a matter of sentiment on the part of the candidate for admission, or his people. And the smaller colleges jostling the land with ever increasing numbers, are as nearly alike as two peas. But Howard is peculiar. Her location at the nation's capital, a very doubtful advantage, gives rise to problems which other institutions do not have. The absence of traditions, a college spirit sadly lacking, without even a song or a yell—all these put Howard in a class apart. One thing must strike the observant student, it is a very potent and painful fact that Howard's Alumni feel little or no interest in the institution and not infrequently both by their acts and in their speech they show a hostility to the Alma Mater that has nourished them. Why is this? In seeking the answer, we can say at the outset, that no cause can be found which will wholly excuse this indifferent or hostile attitude on the part of our graduates.

Whatever their grievances, whatever their feeling that long-hoped-for improvements seem indefinitely postponed, their loyalty should remain unshaken and their support should be ever ready. But as we are considering the institution let us look for the causes here which bring about these unnatural results. For this absence of proper regard for one's college is not natural.

This talk of making Howard a University equal in rank and numbers to the largest institutions of the country is all tommyrot. The smaller colleges do a work that the very large universities cannot do. They beget a warmth of heart, a tenderness that comes from the association of a small group which is impossible in large groups. A man is proud of Yale—he loves Williams. In the small college there is a closer bond between teacher and students, a condition which results in a helpfulness over and above the classroom work. And this sort of work is preeminently the work of Howard University. Too frequently we forget the meaning of the word education. In fact, it may be stated with perfect safety, that the word is now taken to mean mental training or bringing up. But this is only a part of the meaning of the word. Education has, or should have, as much to do with the manners as with the mind, with the soul as with the intellect. And only as we recognize this broad field as education's proper scope can we hope to achieve the best results.

Here at Howard much can be done to draw the student away from the past and lead him, not point him, to a brighter future. A knowledge of the peculiar needs of the student and full sympathy with him and his efforts will do much to

(Continued on fifth page.)
The Prep Debate

(Continued from first page.)

bunches. They came rending the calm atmosphere with divers sounds, racking and unholy. As numerous as the locusts in Egypt and as thick as the leaves in the vale of Valalambrosia came the singing, shouting, carefree, happy Preps to the Prep Debate. Some waved the black and orange; some the green and white; others vaunted the crimson and orange; some the green and white, others vaunted the crimson and orange. And an interesting debate it was. The question for discussion was "Out of Egypt." He said in part:

I like to think of Egypt; of that glorious country which belonged to our fathers; of that country where Abraham, Joseph and Jacob went; where Moses was born and where Christ lived so long. God is not going to desert the people of Africa, because when he was deserted; he found a home there, so surely, he will not desert the sons of Ham. The Hebrew name for Egypt means two things: plenty and circumstances or tribulations. At one time Egypt was a land of plenty; at another period there were trials and tribulations. But a country, like everything else, changes; Moses led the Jews out of Egypt, out of the land of bondage and tribulations, which once had been a land of plenty to them. After that, Egypt became a land of mystery. Few know its history.

The Teutons, Saxons and Celts get their idea of immortality from the Greeks and Hebrews, who obtained theirs from Egypt. Thus we see that Egypt stands for age, plenty and circumstances or tribulations. Young people should come out of Egypt and press forward for new things.

The Egyptian symbol, the Sphinx, represents a brute's body with a man's head. From this we see that Egypt was intellectual but not symmetrical. The Egyptians let their bodies run away with their minds and became debased. We must let our thoughts be of our responsibility to God; we must have both the head and body of man; we must trust the lowly Jesus who was saved in our country.

We have teachers; but none who can say, "Come unto me and I will give you rest." Seek to give and not to gain. Be good! come out of Egypt, despair, and out of comfort to, for, sometimes, there is danger in having comfort. Come out into the land of progress! Follow the idea of Christ! Be strong men with noble characters and do great things.

The next subject in the series of free lectures to the people at the Zion Baptist Church and the Manual Training School is "The Song of Our People," by Maj. Robert Russa Moten of Hampton Institute, Hampton, Va. Maj. Moten has made an exhaustive study of the folk songs of the negro people and as director of the chorus work at Hampton has done much to keep this particular American music alive. The lecture will be in the nature of a demonstration, as a chorus of seventy voices from the Armstrong Manual Training School will render at intervals during the lecture some of the sweeter and better known melodies. The list includes "Steal Away to Jesus," "One o' dese Mawnins," "We are Climbing Jacob's Ladder," "Go Down, Moses," and "Massa Dear." It is suggested to the public that these melodies are not to be confounded with the popular "ragtime" songs of today, but are renditions of the songs of a people, born out of hope and love and faith in the Master.

The lecture and demonstration will be given at Zion Baptist Church, 1st street between 3d and 4th streets southwest, on Wednesday evening, April 25, 1906, at 8 o'clock, and at the Armstrong Manual Training School, 1st street between 1st and 3rd streets northwest, Thursday evening, April 26, 1906, at 8 o'clock. An early attendance is desirable as the seating capacity is limited.

Debating Club

The Young Men's Debating Club met in regular session in Y. M. C. A rooms last Saturday evening and an interesting program was rendered. A good program has been arranged for Saturday evening, April 28. All members and friends are invited to attend.
May we invite all to be present at what is likely to be the last meeting of this school year. On that evening there will be rendered the following program:

- Cornet Solo . . Mr. G. W. Himes
- Piano Solo . . Mr. H. M. Frishy
- Lecture . . Prof. H. C. Scharbrick

"Instructed and Enslaved" or "From College Walls to Penance."

By F. J. Clyde Randall

Is the title of a novel beginning in the May number of the Blue Ribbon Magazine. The story is strong and forceful with a delicate love story in the midst of beautiful southern life. This story will appeal to the heart of all American people white or black. It is a novel of strength and clearness, artistic beauty, the pathetic, heroic and even what is detested and horrible blended with love, sacrifice and devotion, make this new kind of American fiction, choice, entertaining, entrancing and helpful reading.

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History of the Theological Department

A History of the Theological Department of Howard University, the work of Rev. John Louis Ewell, Prof of Hebrew Exegesis and Church History in the department, has just been published. It is inscribed to the Alumni and students of the department and contains much valuable information concerning the founding of the school, and the noble heroic service rendered by those connected with it from the first, many of whose portraits and biographical sketches form a very interesting feature. The author tells us that his aim has not been to send forth his work "as exhaustive or absolutely accurate," but he has "tried to gather into it the more interesting and significant facts pertaining to the life of the department." That he has succeeded, one who reads the history can hardly doubt. It is brimful of what the author correctly terms "significant facts," and the work covers the whole period from the time of the establishment of the school in 1868 down to the present academic year. It gives evidence of hard, earnest, praiseworthy effort, and a copy should be in the hands of every student past and present, and every one interested in the department and its work. Its cost will not exceed 25 cents.

The history of the Theological Department is not the history of Howard University. This has never been, is not, and we trust, for its own sake, never will be claimed. But it should never be forgotten that out of "Howard Theological Seminary" sprang the idea of "Howard University," and yet the department has not waited like some hitherto unknown mother for her offspring to drag her from obscurity and give her a share in its glories and the brightness of its attainments. The department itself has a glowing history. We are not of those who believe that in preparation for the ministry the intellectual must give up its place to any other qualification. We have always stood for "natural gifts" and intellectual fitness; we believe in the recognition of those laws of human development which declare that the "weak must go to the wall" and that an institution which fails to keep up with the demand of the age will cease to be a potent factor in the development of any people; but we ask What if this department has laid more stress upon piety than intellectual attainment, upon religious fervor than erudite boastings; what if it has sent forth more "determined patriots with rude swords" than "indifferent citizens with Damascus blades?" Does not its history declare that it has done effective work through the numerous graduates that have gone forth to various places of labor to reap a bountiful harvest in the world's whitened fields? Whatever the attack made upon its future, if worked on unprogressive lines, we can now fearlessly defend its past. It has justified its existence in the past; it will abundantly justify it in the future. Year by year it has graduated and is graduating men who would be a credit to any institution however high its standard of scholarship; our only regret is that the percentage of men so graduated is not as high as we would like to see it. Each year the standard is raised. The time has come when it should be fully fed by the academic departments of this and other institutions.

Backed by the facts contained in Prof. Ewell's history, The Journal is loud in giving unstinted praise to the Dean and his corps of teachers past and present who have labored, and are laboring, to make the department the success it is destined to be, to a large measure of which it has already attained.

Notices

President Roosevelt is to make a few remarks on Commencement night.

Senator Burket from Nebraska will address the C. U. C. on Friday evening.

To Counteract an Evil

(Continued from second page.)

Intense interest is being manifested by teachers and pupils of the public schools in the coming production of "Abysinnia" at Convention Hall, the first week in May. The composer, Will Marion Cook, is a product of the colored public schools, and the oratorio is said to represent the high-water mark of negro attainment in the line of musical composition, rendition and melodramatic power. The composer is remembered here as a boy with great native musical talent, who afterwards studied at the Oberlin Conservatory of Music under Joachin of Berlin and Dvorak during the Austrian composer's residence in New York city. It was he who directed the great composer's attention to the originality of the old heart-touching negro melodies, and from a combination of themes suggested by them Dvorak wrote his master-piece, "A Negro Symphony." Throughout "Abysinnia" one can catch the embellished strains of those quaintly beautiful and touching chords of the real plantation melody.
Howard University.

Incorporated by Act of Congress March 2, 1867.

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