Personality and Pedagogy.

Can personality be acquired? We know that a young man may begin to teach and be a very poor teacher in 1900, but in 1910 he may be an extraordinary good one. Has he learned how to teach or has he acquired personality? We do not think that in some schools this question is ever asked, or rather we do not think that the teacher is studying to increase his teaching, and we think it is generally admitted that there is such a thing. There are, it is true, men in colleges and superintendents of schools who affect to deny this, but the steady increase of normal schools and the founding of chairs of pedagogy in colleges show there is a general belief that a worthy and considerable something exists that can be investigated and acquired relative to teaching. There is such a thing as personality. Thousands have it who cannot make any pedagogical use of it. A person who is conscious he is a teacher is studying to increase his teaching power. Real teaching is enabling a person to ascend to a higher vantage ground; the steps to it are partly made of knowledge. A pupil is induced to make the ascent from various motives which are offered or proposed by the teacher. The poor teacher points to the steps and says: "Ascend." The good teacher induces the feeling: "It is glorious to ascend."

Now, it would seem to be a fact that angels are ready to help up the one that ascends with the motive that prompts the soldier to attempt the deadly breach. At all events, the skillful teacher is at the head of a band as resolute as he. This man knows how to arouse the courage and to keep it up, day after day, amid the dry dust of conjugations and declensions that must be mastered.

Look out for the bright, for the brightest side of things, and keep thy face constantly turned to it.—Jeremy Bentham.

L. Murray:—"Temperance and exercise, how little sober they may be regarded, are the best means of preserving health."

Women should not make laws. Instead, they should bring up their children in a way that would make laws unnecessary.

Commercial Education.

It is difficult to understand how any one who has interest in our development and who has knowledge of the many complications in the business world into which we, a segregated race, must of necessity venture, if we wish our sons and daughters to be anything other than domestics, it is difficult, I say, to understand how such persons can fail to see the urgent necessity of a thorough commercial training for at least some of the youths that are being sent out by institutions that stand primarily for the betterment of humanity and incidentally for the uplifting of a despised class, unless such an interest be a selfish economic interest, the kind that leads the master to give the slave sufficient food, or his house and cow sufficient shelter. You say, "Train the hand." But for whom will the hand work? Shall we subject ourselves to industrial slavery? "Organize" do you say? "Coperate and invest our money in profitable enterpr.ise?" But how will the entrepreneur class be developed? Who will be our clerks and stenographers? It is true that the great merchant princes and capitalists never attended commercial college and had very little if any public school education, and still, paradoxical as it may seem, they had three or four times as much schooling, for they received their instruction under the greatest of all tutors—experience. First an office boy, second a clerk then chief clerk, then manager, and last president and share-holder in the corporation. Now what are your chances under existing conditions, my youn.: with the trained hand? First, janitor! second, janitor! but third—janitor!!! Once a janitor always a janitor.

Now, how—will you tell me—is it ever possible for us to get this superior training that every one concedes to be necessary? We certainly can't get it by simply looking on nor can we afford to experiment. Of course there are exceptional cases. Superior individuals rise up in all walks of life. Shall we say that because Booker Washington hasn't a college education we have no need of such? Clearly not. We need education in all lines, and we will have every kind any other race has. What is good for them is good for us. Our good friends will spend hundreds of thousands for our industrial training. Have you studied "Efficiency of Labor" in Political Economy? They will give us a few teachers and doctors; this strengthens segregation. But what about our business men—the merchants, entrepreneur class, clerks, etc.? You are too young yet a while. Besides, that would be an intrusion upon your elder brother's monopoly.

G. Magridge:—"Temperance is the parent of health, cheerfulness, and old age."
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Address all communications to The University Journal, Howard University, Washington, D. C.

Students and Alumni of the University are invited to contribute.


Religion in the Public Schools Discussed by Dr. Mayo.

As we are nearing the end of the school year, we have great reason to be thankful to the Father of Mercies for the blessings of the year. The physical as well as the social health of the school has been with one or two exceptions almost perfect—no deaths, no expulsions. Let us hope that we shall not have to modify this statement in the few remaining days.

There is much activity at present among the seniors of the various departments looking forward to securing for themselves fields of labor.

Mr. Clement C. Gill, the author of "A Gentile Offering," "If I Wash Thee Not," "The Tears of Jesus," has just composed and published another beautiful poem entitled "That Imperishable Record." The poem abounds in the most beautiful thought, as well as in the most choice language. No one can read it without being impressed with its contents and charmed with the grace and elegance of its expression. We commend it most highly to all and trust you may show your appreciation for its merit and the ability of its author by securing one for yourself and friend.

The Blackstone Club of the Law Department of Howard University, will hold its second annual extra session Tuesday evening, May 9, in the Rankin Memorial Chapel. The club has progressed wonderfully since its beginning, and desires to show to the public, through its members, what it has done and is doing. All members and friends of the University are invited to attend.

Y. M. C. A. Notes.

Tuesday evening, at 7:30 o'clock Mr. W. A. Hunter, the first International Secretary of the Colored Men's Department of the Y. M. C. A., gave a very interesting talk to a goodly number of the young men of our organization. He gave a summary of the work already accomplished by colored men and gave reasons why we should be quite hopeful for the future. All present received much encouragement from his remarks and returned to our rooms with a greater determination to make next year the most significant in the history of our organization.

The President of the association has appointed the chairman of all the communities and the aid of such energetic workers as these young men will prove to be, there need be no doubt that the organization will be prolific of much good. The following is the list of chairmen:

Religious Committee, E. G. Evans.
New Student Committee, M. A. Morrison.
Membership Committee, J. F. Vanderhorst.
Financial Committee, J. A. Wright.
Social Committee, Ocean Taylor.
Bible Study Committee, W. D. Gibson.
Missionary Committee, R. M. Duke.
Musical Committee, J. J. Derricks.
Bureau of Information J. G. Moore.

A. D. TATE, Pres.

The lecture for May, given to the assembled students, was delivered last Thursday afternoon in the Andrew Rankin Chapel by Dr. Mayo. The theme of the lecture was the teaching of religion in the common schools. The lecturer described the theories concerning the relation of religion and the church to civilization, which have existed and do exist in other countries. He then gave an exposition of the American theory, showing that the whole American civilization is based upon the belief in an absolute Christianity. He spoke of the New Education and showed that since the people's school is the one institution which asks as an agent initiating the masses into the civilization which has been developed for them, it should afford such training that will touch every phase of the civilization. The Christian religion is a part of our civilization and since the people's school is the agent of civilization, it should stand for religious training.

Dr. Mayo insisted, in conclusion, that in order to effectively initiate the masses into such a civilization, the very best type of teachers should be secured.

The Senior Class of the Teachers' College will have Class Day Exercises Wednesday, May 24.

Mr. T. C. Jordan is rapidly improving.
Reception of the Sophs.

Last Wednesday evening, in the Rankin Chapel, the third annual reception of the Sophomores of the several departments of the University into the Council of Upper Classmen took place. An excellent musical program was rendered, the most favored part being the work of the quartett composed of Misses Weeden and Simmons and Missrs. Williams and Amos. The ease with which Mr. Williams sang the sweet tenor strains found appreciation in the trained as well as in the untrained ear. Mr. Harrison Pinkett, a student in the Law School, read a paper in which, having briefly reviewed the work and purpose of the Council, and the history and greatness of the University, gave a long and elaborate eulogy on the speaker of the evening, Prof. Hart, of the University Law School. Prof. Hart, in his usual modest manner, thanked the people for what had been said about him, and, with but few preliminary remarks, plunged lawyer-fashion into the subject which had been assigned him—"Liberty." He discussed every phase of the subject, making many subtle distinctions and forcible applications. He defined liberty as being the right and power to do that which one ought to will to do, or, negatively, the right and power not to do that which one ought not to will to do. He discussed at length the organic and fundamental law of the land, showing that its basic principle is equality. He alluded to the many injustices to which we are subjected and urged us in all cases to stand out boldly and steadfastly for liberty. Though at no time did Prof. Hart attempt to play upon the public sympathies he frequently received long and loud applause. We need more men of this calibre in our race. Howard University developed him, and can develop others unless hampered by threatening innovations.

Why He Failed.

He stuffed his pockets, but starved his brain.
He had no use for sentiment that could not be crushed.
He regarded his business as a means of making his living instead of his life.
There was only one side of his nature developed and that was the money-making side.
He used every means of developing his business, but none to develop his mind or to make him a larger man.
When he retired from business he found that in his struggle to get the means of enjoyment, he had murdered his capacity to enjoy.

Have You Seen the New Howard University Seal?

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Juvenal: "Nature and Wisdom always say the same. Nature never says that which reason will contradict."

NEVER GIVE UP.

Never give up! It is wiser and better,
Always to hope than once to despair;
Fling off the load of Doubt's cankering fetter,
And break the dark spell of tyrannical Care.
Never give up! or the burden may sink!
Providences kindly has mingled the cup,
And in all trial or trouble bethink you,
The watchword of life must be—Never give up.
Never give up! There are chances and chances
Helping the hopeful a hundred to one
And through the chaos High Wisdom arranges
Ever success—if you'll only hope on;
Never give up! for the wisest is boldest
Knowing that Providence mingles the cup,
And of all maxims the best as the oldest,
Is the watchword of never give up!
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