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# THE HOWARD UNIVERSITY RECORD

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Oh, Douglass, thou hast passed beyond the shore,  
 But still thy voice is ringing o'er the gale!  
 Thou'st taught thy race how high her hopes may soar,  
 And bade her seek the heights, nor faint, nor fail.  
 She will not fail, she needs thy stirring cry,  
 She knows thy guardian spirit will be nigh,  
 And, rising from beneath the chast'ning rod,  
 She stretches out her bleeding hands to God!

—Paul Laurence Dunbar



**GEN. O. O. HOWARD, Founder of Howard University**

# The Howard University Record

VOL. XIII

FEBRUARY 1919

NO. 2

## EDITORIALS

### HOME DEMOCRACY.

THAT the whole is greater than any of its parts is a truism that no sensible person has yet disputed. It follows, then, that the salvation of the world's democracy was infinitely more imperative than that of any of its constituent parts. But now that the world's democracy has been assured, is it not about time to rescue the American Negro from American democracy? Is it inopportune to ask America to define her attitude towards her loyal Negro sons? Surely, a country whose black troops fought so bravely to preserve the *whole* will not be denied a share in the *part*. These darker sons of America, who fought abroad like heroes, should be allowed to live at home like men. Justice, fair-play—or what you will—demands that these returning heroes be treated as Americans. No less charitable policy will be compatible with real democracy.

Conscience-stricken America is already wondering how the Negro troops will deport themselves on their return. Already the query has been raised, "Will they be a menace to the country?" The answer in loud, round tones is, "No, a thousand times No!" But words have their way of being tricky, inasmuch as their meaning depends wholly upon their accepted usage. Unless there is a clear agreement between the one using the word and the one receiving it, the idea becomes unintelligible. *Menace*, therefore, in ordinary phraseology may differ widely from its meaning in the laboriously studied nomenclature of the Negro's enemies. If *menace* means *a yearning for American manhood, a yearning for American opportunity, and a yearning for American rights*, then the returning heroes are likely to be *menaceful*. It is mere folly to dress even meaner men in a uniform conceived in liberty, despatch them on a manly mission of saving the world's democracy, expose them to the most cruel warfare in history, and then expect them to return so cowardly as to be unmindful of their country's debt to them. They have stood

unflinchingly the supreme test of citizenship and of manhood. They should, therefore, enjoy, in common with all the other elements of the heterogeneous American populace, the fruits of the war which their valor helped to win.

#### THE GERM OF A GREAT UNIVERSITY.

THE germ of a great university does not lie in a large enrolment, or in a thick catalogue, or in a long list of candidates for degrees. All these are desirable, but the chief factor in developing a real university is the faculty. Like faculty, like university. No matter how costly the buildings, how elaborate and wisely arranged the course of study, and how plentiful the apparatus, universities can be only what their faculties make them. Some one has well said that the Socratic method is almost worthless without Socrates in the chair. Mr. Garfield once said that Mark Hopkins on one end of a log and a student on the other, would be a good university. Mr. Emerson, replying to his daughter's inquiries as to what studies she should elect, is quoted as saying, "I care little what studies you pursue; I am far more concerned to know with whom you study." Just such utterances as these have made the wisest educators conclude that among the agencies to improve any university, the faculty stands paramount. The most effective way, therefore, to improve any university is to secure the highest order of teaching talent. Less money invested in brick and mortar and more in brains is to the everlasting credit of any university. Every cent paid to a thoroughly competent teacher represents an increase in the endowment of that institution.

#### THE TRUTH AT LAST.

THE American Negro may look upon the war just ended not only as a war for democracy, but also as a destroyer of many of the harmful opinions and insinuations concerning the race. Dr. Isaac W. Brewer, of the Medical Reserve Corps, recently published some figures on the physical and mental condition of the men drafted for the national army. The table which he published shows the rate of rejections per thousand, and for what disease—white and colored being given in separate columns. Dr. Brewer tabulated twenty-eight diseases; and in only nine out of the twenty-eight do the colored draftees show a higher percentage. In nineteen diseases out of the twenty-eight, the white draftees show a higher percentage.

These figures brought out by the war are much more reliable and more conclusive than any other figures of a similar kind that have ever been tabulated. Heretofore, some physician, often a man already prejudiced, collected his statistics from his private practice or his practice in a hospital, in either of which cases the number of subjects has been comparatively limited. The figures obtained by the Government come from

thousands of men all over the country and of the same ages—all submitted to the same examination.

Dr. Brewer's figures verify the War Department's statement that the general physical average made by the colored draftees was higher than that made by the white. According to Dr. Brewer's figures, the rate per thousand of men rejected for tuberculosis was as follows: White, 19.2; colored, 12.8. Rejected for alcoholism, white, 34.1; colored, 7.8. Rejected for diseases of the genito-urinary system, white, 25.2; colored, 15.7. Rejected for weakness of the mind, white, 15.2; colored, 7.2. Rejected for flat feet, white, 55.7; colored, 44.8. These are not surprises; the truth has merely come at last.

#### THE SECRET OF SUCCESS.

"Whoso would fail, this rule observe,  
Make self the only one you serve."

No more pitiable picture can be presented than that of the man who starts out in life to serve himself only. He has failure spelled out in bold letters, but is too blind in selfishness to see it. The selfish man is a natural repellant from whom his fellows shrink as though he were a leper. His spirit or soul dries up within him; he withers, and dies in his impotency. But the man who seeks another's good flourishes as the green bay tree. He radiates light and heat by which men are drawn to him; they lift him as he lifts them, and success comes to him without his seeking for it. Booker Washington's signal success in building up a great American institution was laid upon the foundation of service to others. He went into the wilderness of Alabama, and braved its hardships because he saw that the less fortunate needed him. He forgot self entirely, but the world will never forget him; his example will be an inspiration to men everywhere for generations to come. Theodore Roosevelt, the most beloved man of his age, worked unceasingly for the good of others. He threw his talents and influence into making the country at large a better place for his having lived in it. How well he succeeded, let the encomiums of the world, at the time of his demise, answer.

College men and women who go forth to make their living should think soberly on the attitude which they will assume as they take their places in the world. Will your talents, your training, and your influence be used in the service of your fellows, or will they shrink, wither, and die in the service of yourselves?

156 Fifth Ave., New York, N. Y.,

January 23, 1919.

*To the Editor:*

In these times of new opportunity for the reconstruction of our social life, the desire is called forth in everyone to contribute strength and talent



to the future of the country. It is safe to say that no young woman is following her college work this year without considering for what service she is preparing herself, and for this reason I am venturing to lay before you the demand in reconstruction programs for many more public health nurses in the hope that you will feel you can present the situation to the students in your college.

Much has been said to you in the last two years concerning the profession of nursing. It is because the emphasis in that profession has been so greatly altered by the war that I take it up again with you.

Several things have combined to bring about the change of which I speak. The democratic ideals for which the war was fought have made it imperative that the opportunity for health, as the basis of other opportunities, be made equal to all people; the dependence of the armies upon the civilian population has emphasized the importance to the nation of the health which means the productive efficiency of every citizen. The work of the nurse in devastated countries and in the cantonment zones here at home has illustrated with new meaning the possibilities of public health nursing care, while the army nurse has shown how greatly service can be multiplied when it is organized on a community plan.

It is natural that the outgrowth of this war for democracy should be the public health nurse, for she stands for the socialization and equal distribution, according to need, of nursing care, and for the maintenance of health by the education of the people rather than merely for the cure of disease.

As a result of these changes, there is a demand for public health nurses which can be met only by the same ready response of women for this national service that they gave to the call to war.

The United States Public Health Service is planning a development of its work which, according to Surgeon General Rupert Blue, will call for at least one nurse in every county.

The Children's Year Campaign of the Children's Bureau has shown the need of many more visiting nurses. Miss Lathrop herself declares that if the lives of the mothers and babies are to be saved, there must be more specially trained public health nurses to care for them. The Children's Bureau has, in fact, a bill in Congress which, if passed, will demand large numbers of public health nurses for maternity and infant work in every state.

Secretary of Labor Wilson stated recently, "Labor's reconstruction program must include a carefully formulated plan for repairing the physical waste and destruction of war by the conservation and renewal of national health. Public health nurses enter into such a program in many ways, in industrial, visiting and infant welfare service. To bring to every worker in our country this skilled care many more public health nurses must be put to work in the community."

## CULTURE

*W. S. Montgomery, A. M., M. D., Supervising Principal of the Twelfth Division, Public Schools, Washington, D. C.*

THE term culture is vaguely and widely used by many who have not closely considered its content and meaning; and it has, therefore, undeservedly had some disrepute attached to it. "Culture and efficiency" are words current in the educational cant of the times. In its essence culture is not alone knowledge, whether the gathered and garnered learning from books, or the fruits of experiment and observation in the great world of nature and science. It is not mere knowledge of the fine arts, skill in painting, drawing, and music, which appeal to and satisfy the aesthetic. Travel at home and abroad does not give it, and it results not from merely mingling with the so-called "best society"—the "four hundred." Much cursory perusal of polite literature fails to achieve it. In reality, culture is obedience to an ideal, through discipline, through toil, and denial; obedience, physical, intellectual, moral, and spiritual. Thus it is seen that culture is not a gift, but the ripe fruit of effort. In this sense civilization itself represents obedience to the fundamental principles and demands upon which it rests.

Among the highest, most striking examples of physical culture is the soldier who has learned his place and duty by long, severe, unremitting training in the vast army machine. Yesterday the world stood astounded and aghast at the apparent almightiness of the German army. That incomparable military machine was more than forty years in building. It represented the efficiency of an ideal, gained and maintained by discipline observant of the minutest part. There instant, automatic obedience was absolutely essential to success and efficiency. Physical culture or training in the schools should give as its result, ready, almost unconscious obedience to the laws which underlie bodily health. Here habit-formation is demanded. Mere information is increasingly forgotten as the pupil advances, but habits abide for weal or woe.

No one not master of his mental powers has a cultivated or cultured mind. Culture and a liberal education are quite synonymous as conceived and forcibly and elegantly expressed by Professor Huxley:

"That man I think has a liberal education which has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold logic engine with all its parts of equal strength, and in smooth working order; ready, like the steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with knowledge of the great and fundamental

truths of Nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or Art, to hate all vileness, and to respect others as himself."

Education is a process of soul enrichment. This process may emphasize information or formation, resulting in knowledge or culture. Much knowledge may exist and little culture be found, the mind being absorptive rather than vitally active; also there may be found much culture and little knowledge. The quality rather than the quantity of knowledge here assumes great significance. It need not be said that the chief duty of the teacher is to form the mind for acquisition, development, and growth, not to inform it with multitudinous facts. The apostle closes one of his most illuminating epistles with the words: "Now abideth these three, faith, hope, and charity, but the greatest of these is charity." To the teacher we may well say: "Now abideth these three, knowledge, skill, and power—but the greatest of these is power." Intellectual power is the open sesame to the kingdom of knowledge, to the splendid temples of man's achievement and glory.

Culture, mental power, springs from the enrichment and reinforcement of each new fact presented to consciousness by the establishment of the most essential relations between it and the possessions already held. The new is incorporated, organized, and becomes significant and easily recalled. The mind is not filled with isolated, unrelated facts or ideas, half fact, half phantom. This truth finds exemplification in the pupils' preparation for the recitation.

Culture is not the growth of a year, but the bright consummate flower of all the years and means of instruction and living. It is a ceaseless becoming. The major part of so-called learning does not function in the activities of life among us, mainly through dearth of opportunity, hence true culture does not abound.

As earnest instructors it is incumbent upon us to help the pupil to start to become the best his potentialities allow as a human being. The individual is to be grounded in the basic elements of development and growth. This might truthfully be called prevocational training (education). Whenever the strictly vocational training (industry) is undertaken, emphasis is, per force, put upon the master of the technics of that. All energies are put forth upon the knowledge, power, and skill requisite for success in the calling. We cannot too strongly declare that he who enters upon training for a vocation ought to have, in his previous education, been measurably liberalized as preliminary to becoming vocationalized.

Every boy and girl should possess as the reward of education in the schools certain intellectual keys—master-keys. So equipped they can

meet and solve the problems of life in general, and especially those confronting them in the chosen calling. Only so can each make his calling and selection sure. This gives "adaptability" and "specialized efficiency." First, universalize, then particularize in education.

Culture enthrones reason as the arbiter of life, and by discipline makes proper adjustments, which is obedience enlightened and led by reason. In moral culture there is ready recognition and response to the call of duty, and the power to inhibit and stifle the lower passions. In spiritual culture God is the Ideal. The banishment from Eden was the loss of the celestial and eternal ideal; and the struggles of humanity, illuminated and glorified by the short sojourn of Christ among men, have been for the restoration of that fair vision of hope and salvation.

Development through exercise, through activity is the key-note to progress and culture. Man must work out his culture as he must work out his salvation.

Consideration of the studies which render men reliable, adaptable, and efficient is relevant to this discussion. The true end and destiny of man is perfection and happiness—"perfection, the harmonious development of all our faculties—happiness the complement of all the pleasures of which we are capable." Perfection of the faculties banishes the possibility of error, and logically connotes happiness. Here we see that studies which make for the development, growth and improvement of the individual in himself, are well worthy a high and chief place in the educational system. How best to accomplish the desired and destined end?

The cultivation of human faculties is far superior to the inculcation of knowledge. The end is the perfected human being, the means, the knowledge by which the powers are called into activity. Studies which make the intelligent more intelligent, which improve our capabilities to the uttermost, enthrone reason, create proper ideals, and exalt the Kingdom of God, demand the greatest thought and consideration. Curricula made over night in response to clamor for materialistic, measurable results are swerving us from the building of character fitted to bless mankind and to stand the "acid test" of Judgment Day.

To see things as they are, to know the moral order, that we may conform thereto, and aid others to do so, is the true end of education. We are to help God's will to prevail in and around us. The rich fruit of such training and knowledge is culture, socially efficient and character building. Culture and religion are expressions of a state of the soul, the recognized reign of humanity over animality, the comprehension of the Fatherhood of God and the Brotherhood of man. This belief and feeling translated into action, accepts as our neighbor all men of whatever race and clime. Selfishness, exclusiveness, the dogma of class and caste vanish in this exaltation of humanity.

Nothing in all literature is comparable in beauty to the stanza:

"I know not where  
His islands lift  
Their fronded palms in air,  
I only know I cannot drift  
Beyond His love and care."

Culture through literature in school is so vital and valuable that it is essential for the teachers to know the possibilities thus opened up. The purposes of teaching literature should be:

1. To strengthen those ethical impulses, which adequately developed, are a sure guaranty of right feeling, right thought and right action.
2. To occasion in children an increasing love of noble literature through early and continuous association with it.
3. To cultivate in children spiritual insight and to present to them ideals for the conduct of life.
4. To familiarize children as early as possible with the great landmarks of literature.
5. To train their verbal memories through constant practice in learning by heart poetry and prose of the highest quality."

In order to achieve success, it is not enough to say with their lips; they must feel in their hearts the lay which Wordsworth sings.

"Blessings be with them and eternal praise,  
Who gave us nobler loves and nobler cares,  
The poets, who on earth, have made us heirs  
Of truth and pure delight by heavenly lays."

I have attempted to bring to your minds a wider conception of culture than that which ordinarily obtains. The central truth is that culture is a growing and becoming through toil and denial for service to God and Fellowman, and therefore, synonymous with religion in its true significance. Wherever the cultured human being dwells, there is the Kingdom of God; there is sweetness; there is light.

The power of literature in the achievement of character and culture in the young, because it preserves the noblest ideals of the race, has been shown. Is it not apparent that culture-perfection is a never ending process? That it is an education begun on earth, and man must pass through the portal of death in its pursuit? This is the view of Professor Hearne, whose eloquent words may fittingly close this discussion: "No man is ever all he can be. At any point in his development he has a growing future. His purposes are not ended with his life nor does he live in a spent world. Neither does the race, in its development, discover any waning intellectual possibilities; rather a growth in attainment, if not in capacity. Age does not wither, nor customs stale the philosopher's love of truth, the artist's love of beauty, or the saint's love of virtue."

## LIBERAL STUDIES

*Martha MacLear, A. M., Assistant Professor of Elementary Education.*

WITH the signing of the armistice and the cessation of hostilities, the world is called upon to face an entirely new set of problems. For months, our chief problem has been how to win the war. For more than a year, there has sounded in our ears the slogan, "The world must be made safe for democracy." As the war progressed, we were assured again and again that the struggle had resolved itself into a conflict between two systems of government, autocracy on one side, democracy on the other. At the present writing, the forces of democracy may be said to have prevailed. Supposedly, autocracy is no more, or such ill-repute that it will never dare to raise its Medusa head again.

Granted that this is so, granted that the victory is won, to how many people, even college professors, is it perfectly clear what it is that has been won? So the necessity lies upon us, each and all, to define these elusive terms. What is this autocracy, to overcome which we have laid down our lives and our treasures? And, perhaps more pertinently, what is democracy that it should be fought for?

In the past, the term democracy or democratic has been applied almost exclusively to political systems or groups. With the rise of popular government, thinking men and women have broadened the meaning of the term to embrace industry, suffrage and even education. That is, the theoretical discussion stage has been reached; the functioning in action stage is still in the lap of the gods.

It has become almost an aphorism to say that one man's guess is as good as another or, to modify the figure just a bit, one man's definition is as good as another's. In fact, perhaps the solution of the problem lies in a multitude of definitions. For the more people who think in accurate terms on this subject, the better chance there is for an ultimate achievement. With this sop to Cerberus, I venture my own definition. Democracy is not an organization political or otherwise; it is a state of mind. This state of mind seeks to throw open the door of opportunity to the least as well as to the greatest; it refuses to sanction the enjoyment of any privilege not open to all. This definition presupposes a pragmatic view of life, based on the Biblical text, "As a man thinketh in his heart so is he." For no theory which does not function in action can be called a valid theory. The test of belief is action.

There are those who may object to the implication that the mind controls the body. Life as a mere reaction of the nervous system appeals to them as the most plausible possibility. It would be curious and interesting to hear their explanation of the ruin wrought in the world by the German point of view. If there was ever a striking mistake of a perverted viewpoint working out in evil actions, it is found in the world drama of the past four years. Brought up from their earliest infancy on

the Hegelian philosophy of history that God had chosen them to be a superior race, just as in the past, the Greeks and the Romans had surpassed their contemporaries, so the Germans were divinely ordained to surpass other nations; add to this the Machiavellian theory that the state can do no wrong; enact compulsory education laws, allowing no interference from the home; the result is inevitable. Neutral Belgium invaded, France ravaged, U-boat warfare followed as a matter of course, thus demonstrating the compelling role which education can be made to play in life.

It may be gratifying to believe that mentality of this kind is lacking in America. There are those who do so believe but they could hardly be counted among the forward looking who are hoping for an ultimate democracy. Those of us who are waiting, with faith, for a true democracy although we may never live to see it, realize that mentality of this kind will endure among us until education has freed our minds from the cramping superstition of superiority. Education alone can produce the state of mind, habituate the actions which will secure equal opportunity for all. Not education as we know it today, but a broadened, quickened education which will free men's souls,—an education which will place the emphasis where it belongs, on the really liberalizing studies—English, Music, the Fine Arts, and Dancing.

It is always invidious to select any subject or group of subjects from the curriculum for special commendation. There is so much to be said in favor of any or all the studies pursued in our colleges that only the audacious would venture. So, for fear of being accused of Bolsheviki tendencies I hasten to fortify my position by an appeal to classic precedent.

What more respectful precedent could be cited than Athenian education? Here we find two subjects of study: Gymnastics for the body, music for the soul. Under gymnastics are listed games and dancing; under music, whatever is presided over by the Nine Muses. No mathematics beyond arithmetic, no foreign language until Athens had passed the zenith. This was the training which produced the Golden Age of Pericles.

Of course, face to face with the complexity of civilization of the Twentieth Century, it would be quite absurd to study only the subjects known to the Greeks. But why not try a change of emphasis since no matter how far we may have outstripped the Greeks in the experimental and social sciences; in the development of free, courageous, original personality, we have not approached them?

To return to our thesis, what argument can be brought forward to support the contention that the study of English is one of the chief liberalizing agents at hand? Generalizations, at best, are pretty pre-

carious grounds for an argument, yet, it seems fair to say that no literature, either past or present, has ever surpassed that of English speaking people either in range or depth. A knowledge of it offers to the student a wealth of material for spiritual and mental growth which can hardly be over-emphasized. Through his readings of books of travel and history, his horizon is enlarged; he becomes acquainted with peoples and customs far different from his own; his social sympathies are stirred; he has a new basis for civic action. Through poetry and the essay he enters into companionship with the rarest minds of all ages. There is no side of his life which cannot be broadened and quickened by reading the best literature.

The discussion has been confined to English literature since no student acquires enough facility in Latin or Greek to read them without a dictionary; and few, if any, can or do read modern language with any profit or pleasure. If the treasures contained in these studies come to them at all, it must be through translations, hence in English.

Every English course should develop in the student a love of reading, an innate feeling of the solace to be found in great literature so that abstinence from reading would cause as much distress to the spirit as a lack of food does for the body.

From a civic and economic standpoint, reading is of prime importance. It is the cheapest and one of the sanest amusements in the whole category of pleasures. Even the moving-picture show costs a dime or a nickle; the theatre and concerts more; travel is quite beyond the reach of a poor man and, most deplorable of all, the company of the wise and great is denied to most of us. But all of these may be had for the price of a walk to the public library. Even gas and heat may be saved, as we take our places in the well lighted, comfortably heated reading-room. Think of the money which we, as a nation, might put into thrift stamps if we put even a part of the million dollars a year, which we pay Mary Pickford or Douglass Fairbanks, into books for the enjoyment of ourselves and family!

Courses in written English, theme or essay courses as they are called, are replete with opportunity for the broadening of the spirit. The first requirement for a successful essay is correct observation of life, after that comes the marshalling of details and felicitous phrasing. There can be no doubt that this process gives one a habit of looking beyond oneself, an interest in interrogating life, the courage and habit of forming opinions.

Debating, if properly taught, has possibilities which are, as yet, largely latent. Dramatics and pageantry lend themselves to endless uses as spirit levers. Here the actor leaves his own character entirely and enters into the personality of another. He thinks and feels as another human being; for the time being, he lives through experiences which are foreign to the humdrum of his daily life. His aim in life ceases to be personal



show piano, with a concert by a good symphony orchestra tells the same story. Yet this knowledge does not carry over into action. We have been, heretofore, utterly oblivious of our responsibility to secure a love for ennobling music and a positive dislike for cheap music.

In America, and indeed, in every country, we are sadly in need of uplifting ways of spending our leisure time. A foreigner once remarked to me that America was typified by chewing-gum, base-ball, and Billy Sunday. If he had added third-rate melodrama, the list would have been more complete. Every one of these indictments represents an emotional reaction, thrust upon us because we are not accustomed to, nor conversant with, beautiful ways of expressing ourselves.

Through the impetus of the war, community singing has come to the fore. This should be of some help in bringing people together to share the same feelings, for a short time at least. But we need more than this; we need bands and orchestras, with singing and playing in the home. We must be veritably saturated with the very best folk and classical music, to the extent that it will become an integral part of our very lives. The skeptical may say: "This cannot be done." The answer is: "It has been done even with the unlettered." To cite only one example—in a small village, not far from Washington, where there was a large illiterate population, the *Messiah* was given very beautifully one year by this same untutored group. Housemaids and washerwomen, fieldmaids and workmen were going about humming and whistling airs from this oratorio, all because one woman in the village, more favored by fortune than the majority, had had a vision of what her own especial talent might mean to that village and had brought music into those humdrum lives.

Dancing as well as music makes a universal appeal. In vain have certain people tried to suppress it. The instinct is there, and the part of wisdom might seem to be to regulate it, not to try to suppress it, with the result that it crops out in all kinds of undesirable ways.

Dancing is really divided into three kinds, although most people, even the intelligentia, know of only one, which is social. The other more important kinds are folk and aesthetic dancing. Social dancing has least value. It is really quite unhygienic as it is done in hot rooms, in tight clothes and there can be no provision made for proper cooling off after over-heating. There is no exercise in it worthy the name, as it is considered indecorous to move any part of the body except the feet and they must be kept close to the floor. Add to this limitation the positively deteriorating effect of the cheap music which is played, and the result is far from desirable.

Folk dancing and the contre-dancing have, as their background, good music. They are valuable exercise, as they bring into play every part of

the body. They have a more therapeutic effect than formal gymnastics, since fun and laughter are part of the dance.

Aesthetic dancing is even more closely allied to music. In fact, since rhythm may be said to be the foundation of a proper understanding of music, some such training is necessary for everyone. In addition, it is splendid training for the body, as proper interpretation of the dance requires couple control and co-ordination of the body. This dance has, of course, the prestige of Greek example and the sanction of the church fathers. St. Basil gave it as his opinion that we should learn to dance well on earth, as this would be our chief pastime in Heaven. Up to the Fourteenth Century, the church was true to this teaching. Possibly the present divergent course of the dance and the church may be due to the influence of the austere John Calvin.

Folk dancing and aesthetic dancing are truly liberal in their tendencies. They call for an expression of *individuality*; one more way of becoming a personality. They call for united action, with a chance for individual variation which is difficult to duplicate in any other study.

The Fine Arts present yet another medium for observation, judgment and self-expression. We may not all become great artists, but we can all enlarge our personalities by association with great works of art, by forming judgments as to why the consensus of worth-while opinion has established just these objects as first class. And it is fair to hope and to expect that such a study might develop in us such a love for beauty that there would be a veritable Renaissance in our present unsightly clothes and house-furnishings. There is no telling how our community life might be ennobled and enriched by an appreciation of beauty as functioning necessarily, in our every-day life and surroundings.

Now what has all this to do with Howard University? Much, and I hope, more and more. Our only excuse for existence lies in our ability to equip men and women for both the work and the pleasure hours of life. Our past record shows that we have made good in enabling our students to earn their own living. We have trained their intellects and given them a profession. Our record in other respects is not so clear. We are still a little self-conscious in the face of the emotions and the fine art of living. Consciously or unconsciously we are playing to the gods of conservatism and pursuing a course of *laissez-faire*. Beauty is no concern of ours.

But such a course is no longer possible as it is incompatible with progress. Either we must be cast high and dry on the shore of educational conservatism or we must line up with the new forces of progress. With the continuation of the war, there has come a great awakening of the emotional life. This should not be wasted. There is great danger that with the return of drab peace, this quickened life may work itself out in highly emotional religious revivals or in lax morality of various kinds, a

process of waste which will leave the individual worse off than he was before.

There is a crying need that Howard University should appreciate the dangers of the hour and awaken to its opportunities. Just what would this mean in terms of the curriculum? Practically it would mean that the music courses, which are already established as part of the University course of study, should be recognized by other collegiate departments and given equal credit with other studies in the various departments; that there should be established, in some college, courses in the fine arts, pageantry and aesthetic dancing for which credit should be given; that the work in physical training and folk dancing already established should be credited toward a degree.

There is a deep and growing interest on the part of artists and poets interested in the study of pageantry in the dramatic instinct of the Negro. Men like Ridgely Torrence, Sargent, head of the Sargent School of Acting, and Percy Mackaye are intensely interested in developing this gift as a real contribution to the artistic life of America. Last winter Percy Mackaye came to Washington to satisfy his thirst for information, but he did not visit Howard University because there was nothing here to interest him. This could not have been the case if the University had offered to its students the all-sided development which should be found here.

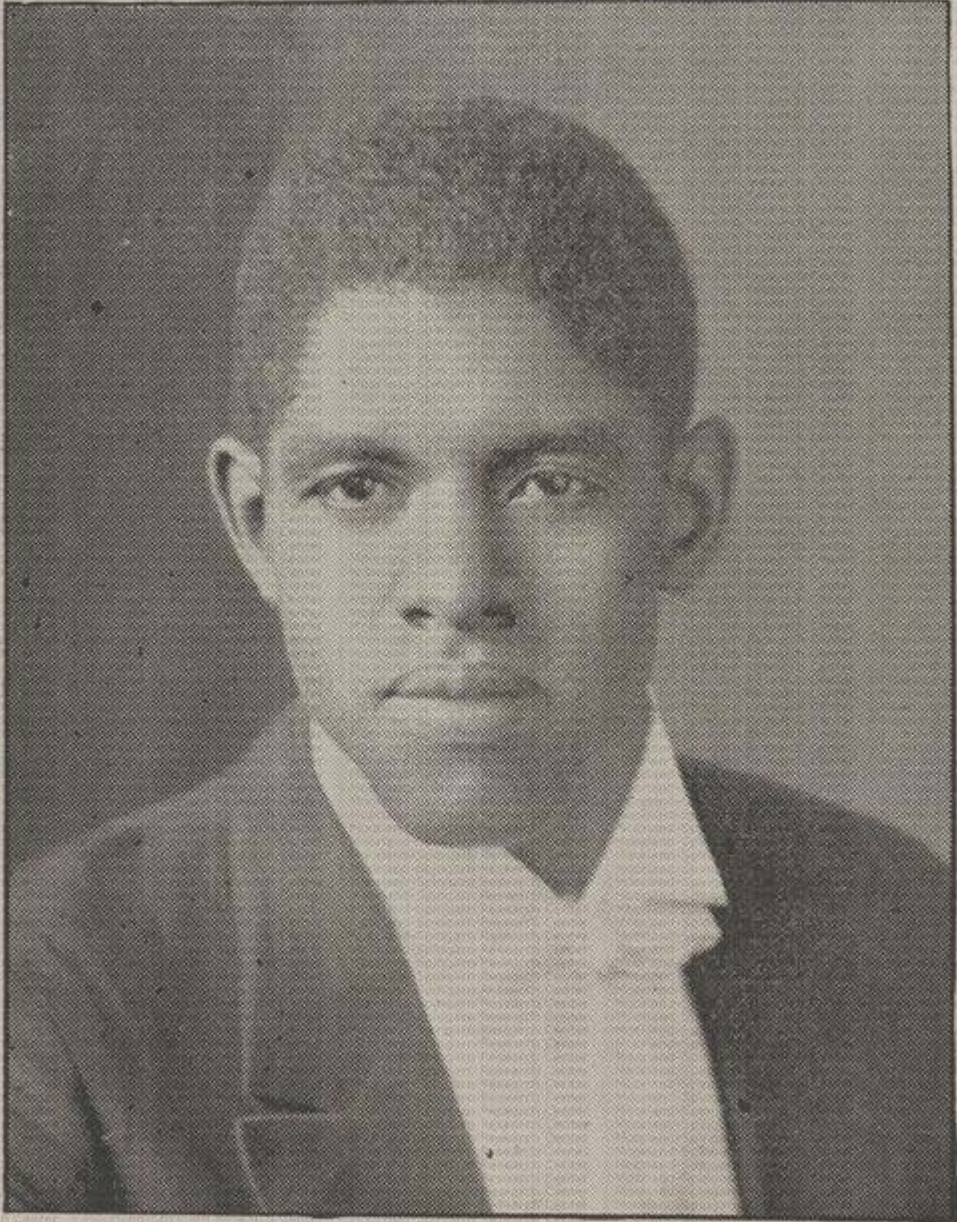
It has been said that there is taking place at the University a veritable Renaissance. This is a consummation devoutly to be wished for, provided this new birth includes a quickened interest in studies which are truly liberal, a provision for work which will foster the spiritual life, a broadening of the curriculum which will provide for a many-sided interest, aimed to create personalities armed *cap à pie* to meet any situation in life.



## THE MESSIAH

Abbie L. Woodbury.

ON THE twenty-second of January the Howard University Choral Society under the direction of its conductor, Miss Lula V. Childers, entertained the Washington public in the First Congregational Church by rendering Handel's oratorio, *The Messiah*. In addition to the well-



MR. ROLAND W. HAYES, Tenor

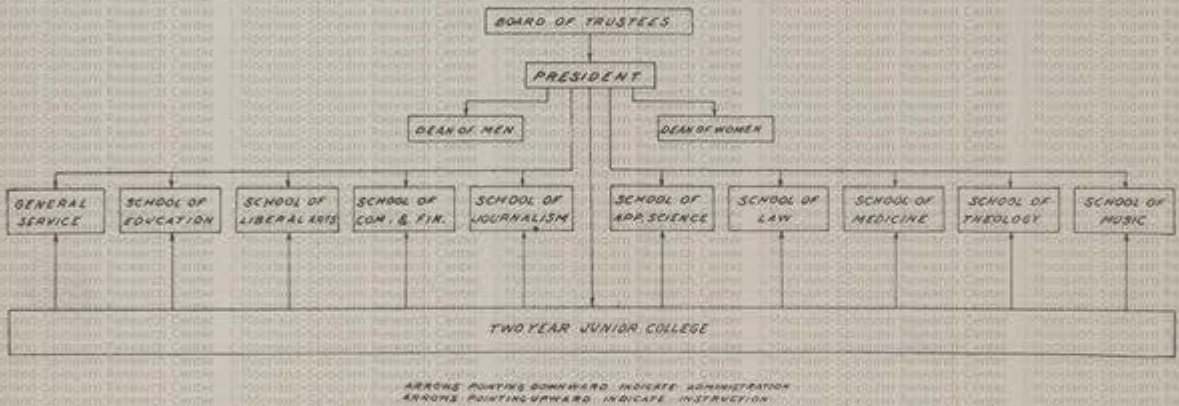
trained Choral Society, Miss Childers had obtained artists of the highest type to sing the solos of this musical masterpiece.

From the first note of Mr. Hayes' solo, "Comfort Ye, Comfort Ye My People," the vast audience of over a thousand people realized that they

will mark the fiftieth year since his graduation from college, the fiftieth year of his active teaching, and the fiftieth year of his married life; and that the Board of Trustees extend to Professor Cummings their congratulations for such a long and useful life, and their deepest thanks for the invaluable service he has rendered to the cause of education for colored youth during the period of thirty-four years he has spent with this University, and that in appreciation of his services he be relieved from further duties and be paid an annuity."

Two new offices were created which will have great influence in the life of the University. These offices are Dean of Men, and Dean of Women.

The internal readjustments of the colleges and departments of the University are vital. The plan of administration and instruction is given below:



N. B.—The General Service Department includes the Library, Physical Education and Military Work.



## HOWARD ALUMNI YOU OUGHT TO KNOW



THE HON. J. L. JOHNSON, M. D.,  
*Our New Minister Resident and  
Consul General to Liberia.*

Many Howard men have been honored with a call to serve the nation in distinguished capacities and have acquitted themselves in such a manner as to bring credit to their Alma Mater and to their country. The latest of Howard's sons to be called to the public service is Dr. Joseph L. Johnson, of Columbus, Ohio, who was recently named Minister Resident and Consul General to the Republic of Liberia by President Wilson.

Dr. Johnson was born in Darke County, Ohio, about 45 years ago. He was educated in the rural schools of his native county and the Greenville (Ohio) High School. After graduating from the high school he spent several years as teacher in the rural schools, but seeing the large field of serviceable and profitable activity opening up in his section of the country for trained

physicians he decided to take up the study of medicine, and pursuant of this decision entered Howard University Medical School in 1898, from which he was graduated with the degree of M. D. in 1902.

He lost no time in qualifying for his profession and immediately, by hard work, became licentiate of the medical examining boards of the District of Columbia, Maryland, Ohio, Indiana and California. He finally settled down to practice in Columbus, after spending some time at Rendville.

Dr. Johnson has been a very useful and busy man, giving much of his time, sometimes at a great sacrifice, to his practice and to public service. He served as a member of the Board of Education in Rendville and was for a time its secretary. Gov. Harmon appointed him Trustee of Wilberforce University; he was reappointed by Gov. Cox and served as Secretary of his Board from 1914 to 1917.

He has taken a more or less active part in political affairs for some years, having given the State of Ohio 14 years of gratuitous service in an official capacity. He numbers among his friends and warm supporters some of the most eminent men of the "Buckeye" State, such as Senator Pomerene, Congressman Brumbaugh, Gov. Cox and ex-Gov. Harmon and the late Senators Foraker and Hanna.

The recent turn in the world's affairs has placed a tremendous task upon our Minister to Liberia. He must be deeply concerned with our government's relations to, and responsibilities in, the vital problems of internal reconstruction and trade building in the little republic. Big issues affecting Liberia's future are sure to grow out of her participation in this great world war in support of the allied aims, and we have

several years president of the Sojourner Truth Club of Birmingham, while residing in that city and also of the club of the same name in Montgomery, the latter of which established and maintained a Free Reading Room and Library. While living in Alabama she served as Chairman of the Executive Board of the State Federation of Women's Clubs, the organization which gave birth to the Boys' Reformatory, now a state institution. She has also had official connection with the Alabama State Teachers' Association, the National Associa-

tion of Colored Women's Clubs, and the Neighborhood of Wilberforce Club, of which last named organization she is now a member.

Mrs. Washington has always loved books and writing, and from early girlhood has been a contributor to the press. The demands of her present position, however, consume most of her time and strength, and her articles appear but seldom. She is happy, though, in her work among her girls and trusts that she is writing helpful lessons on their young hearts and minds.

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## ALUMNI NOTES

The Alumni are urgently requested to keep the University informed concerning their whereabouts and work. The RECORD is the best available means of dispersing such information. Space hereafter will be reserved for letters from the Alumni. You can surely help to make this feature of the RECORD a success by contributing to the "Letter Column." Write *now*, enclosing significant facts about your career since you left Howard.

The Alumni have given the RECORD such generous and encouraging support thus far that President Durkee has requested the Staff to bring out an issue for each month until the close of the academic year. The subscription price, however, will remain fifty cents. There is no question about it, the "Good Old Howard Spirit" is bursting forth with new vigor.

Breathes there a "grad" with soul  
so dead  
Who to a friend hath sanely said,  
"Howard University is not alive  
this year?"

If there be such in your home town,  
'Twere better that you strike him  
down,  
Or let him hie to utmost rear.  
If such there be, oh, mark him well,  
For him no Howard raptures  
swell;  
High though his standing, proud  
his name,  
Thunderous his throat as wish can  
claim—  
Despite his standing, wealth, cos-  
tume,  
The scamp shall have a padded  
room;  
And there shall age while Howard  
keeps young—  
Unwept, unhonored and unsung.

*(With apologies to Sir Walter.)*

The old "grads" will be interested to learn that the late Edward L. Thornton, College '85, was the first editor-in-chief of the college paper. After his graduation he went into newspaper work and became associated with *The New York Age*. He served with distinction as president of the Associated Correspondents of Race Newspapers.

Pauline J. Sims, College '18, is engaged in Y. W. C. A. work. She is Girls' Work Secretary of the Y. W. C. A., Charleston, S. C. She writes for a copy of the RECORD by return mail, inasmuch as she is eager "to keep up with the Great Doings" of Howard.

The following letter, received from local Alumni, was partly responsible for President Durkee's decision to issue the RECORD in February and April:

Washington, D. C.,  
January 6, 1919.

Dr. J. Stanley Durkee,  
President of Howard University,  
Washington, D. C.

Dear Dr. Durkee:

The Alumni of Howard University are delighted with the first two numbers of THE HOWARD UNIVERSITY RECORD and wish to thank you and through you the Board of Editors for bringing out such an interesting and creditable publication. We feel that Howard men and women are now getting a regular letter from home, and experience all the joy which such communications usually bring. We regret, however, to note that the editors are not planning to publish "our letter" in the months of February and April, hence we are writing to ask them to reconsider their decision and bring the RECORD out as usual in those months.

We feel that the catalogue should be separate and distinct from the RECORD and should ordinarily reach a different clientele. It should not in our opinion take the place of the RECORD.

If possible, then, kindly let us have an issue of the RECORD in February and in April, for we shall miss it if it is not published.

Yours for the success of Howard University,

(Signed)

Julia E. Brooks, '08.

J. B. Allen, '04.

S. N. Meriwether, '10.

J. M. Carter, '01.

Juanita Howard, '12.

Bertha C. McNeill, '08.

Dwight O. W. Holmes, '01.

Lucy D. Slowe, '08.

Edward F. Frazier, College '16, a teacher in the Colored High School of Baltimore, Md., has written an interesting pamphlet on *God and War*. His philosophy, which is decidedly modern, is sure to draw fire from the theologians; but the effort indicates independent thought, a kind of emancipation from the orthodox view of religion, Christianity, and theology.

The leading colored dentist of Boston, Mass., is Dr. Alfred Russell, a graduate of the College of Howard University, and of the Dental School of Harvard University. Dr. Russell's commodious office and laboratory are situated in Park Square, one of the busiest sections of the "Hub." His close attention to business and his expert workmanship are responsible for his remunerative practice.

Dr. J. J. Smith, a graduate of the Medical School, is one of the younger "grads" who have made a success from the start. He put out his shingle in Cambridge, Mass., about seven or or eight years ago, where he has built up a large practice. He has never ceased being a student, for next to his practice, study receives his attention. He is considered one of the most successful physicians in the Bay State.

Walter E. Ricks, College '13, Theological School '16, is assistant pastor of the St. John Institutional Congregational Church of Springfield, Mass.



### Howard Graduate Wins Prize

Miss Nannie Board, a member of the Class of '18, recently won a prize in a state-wide contest for a patriotic song. Miss Board's home is in Louisville, Kentucky, and the contest was carried on in that state. "Stand by the Yanks" is the name given by Miss Board to her song, of which she composed both words and music. The song has already been published, and a copy was enthusiastically received in Miner Hall, where Miss Board at one time made her abode. The tune is decidedly martial and the words spirited.

Miss Board was very active while in the University, being dis-

tinguished for her excellent scholarship as well as for her participation in University activities. She is a member of the Delta Sigma Theta Sorority. Miss Board is now teaching English at the A. and I. State Normal School, in Nashville, Tennessee.



IT COSTS ONLY FIFTY CENTS A YEAR TO KEEP IN TOUCH WITH THE ALUMNI AND WITH THE UNIVERSITY. SEND IN YOUR SUBSCRIPTION AND ADVISE OTHERS TO FOLLOW YOUR EXAMPLE. THE RECORD IS THE FORERUNNER OF A UNIVERSITY PRESS AND A SCHOOL OF JOURNALISM.

### STATEMENT OF GYM FUND COLLECTIONS AND INTEREST TO JUNE 30, 1918.

Deposited with the Custodian of the Fund, the Treasurer of the University:

June 30, 1915 .....	\$2,100.31	
Additions during the year:		
Wm. A. Joiner .....	25.00	
Interest to June 30, 1916 .....	105.02	
		\$2,230.33
June 30, 1916. Additions during year:		
B. J. Anderson, March 16, 1917.....	\$ 5.00	
Miss Lucy D. Slowe, March 1, 1917.....	25.00	
Dr. R. M. Hall, February 26, 1917.....	25.00	
Interest to June 30, 1917.....	112.52	
		\$2,397.85
Interest to June 30, 1918.....	\$ 119.89	
		\$2,517.74
Funds in the hands of the Secretary-Treasurer of the Gynnasium Committee:		
Balance last auditing .....	\$ 270.58	
Transferred to Custodian.....	200.00	
		\$ 70.58
Balance .....	\$ 70.58	

Receipts, 1915-1916:

Kansas City Alumni Association .....	\$ 15.00	
Dr. P. B. Brooks .....	7.00	
		\$ 92.58
Interest to June 30, 1916.....	\$ 4.62	
		\$ 97.20
Receipts from June 30, 1916, to June 30, 1917 (see attached lists for subscribers) .....		
		\$ 375.35
Interest, 1 year, to June 30, 1918.....		23.62
		\$ 496.17
Grand total to credit of "Gym" fund.....	\$ 496.17	
		2,517.74
		\$3,013.91

ROBERT A. PELHAM,  
*Secretary-Treasurer.*

November 18, 1918.

REPORT OF AUDITING COMMITTEE.

We certify that we have examined the account of Mr. R. A. Pelham, Secretary-Treasurer of the Gymnasium Committee of the Howard University Alumni Association to June 30, 1918, and find a balance in his hands of \$496.17. The balance in the hands of the University was \$2,517.74—making a total in the Gymnasium Fund June 30, 1918, of \$3,013.91—agreeing with his accounting.

(Signed)

ANDREW F. HILYER,  
A. MERCER DANIEL,  
LAURA B. GLENN,  
JENNIE E. BAER.

November 18, 1918.

STATEMENT OF THE FINANCIAL SECRETARY FOR THE PERIOD FROM JUNE 1, 1918, TO NOVEMBER 16, 1918.

Balance on hand May 31, 1918: In treasury.....	\$ 5.00	
With financial secretary .....	1.35	
		\$ 6.35
Receipts	Fees.	Dues
	1916 \$43.00	\$32 50
	1917 8.00	17.50
	1918 14.00	24.75
	\$65.00	\$74.75
		\$ 139.75
From Local Alumni Association, part payment of "Get-together" expense: \$4.35 for slides and \$3.90 for application cards....	\$ 8.25	

come flippant and superficial. Only an habitual attitude of reverence for the high and holy things of life will enable a student to attain a noble character. Life, at all times serious enough, is making unusual demands upon us at this present crisis in the world's history. To be ready for the great tasks of reconstruction, as society emerges from the shadows of the great war, requires the clear vision of the

prophet, the devotion of the reformer and the passion and patience of Christ. Such endowments as these come only out of this purifying, yet stimulating, religious atmosphere which President Durkee has brought to Howard and which I consider to be one of the University's greatest assets at the present time.

D. BUTLER PRATT.



## UNDERGRADUATE LIFE

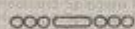
### The Lottie Gatewood Memorial Fund

One of the most inspiring works connected with our University is the "Lottie Gatewood Memorial Fund" and yet very few persons know of its existence, or of the good which it has accomplished. In this respect the fund is a true memorial of Miss Gatewood, for she, too, did her work in a quiet way, and never "let her right hand know what her left hand was doing." Possessing very little herself, she had always something to give to a worthy cause, and was an indefatigable worker for the poor and needy. Although pressed for time, she would sell ice cream and other things to the Miner Hall girls in order to use the profits for charity. When she herself was but a student, she took a great and unselfish interest in the other students, especially the girls, and was always trying to add to their comfort and well-being. She was proud of Howard and anxious for its welfare, so her influence over the students was extremely beneficial. Those who smiled at her eccentricities were, nevertheless, most eager for her to think well of them. "I *thought* you would come to see what was right," she would say

with her face lighted up by one of her rare smiles, "because if you hadn't I was going to cross you off my book." And fear of "being crossed off Miss Gatewood's book" caused many a quaking Freshman to leave off the folly of her ways and devote herself assiduously to study.

When Miss Gatewood was graduated in '15 and left the Hall, she left a small sum of money that remained from her sale of ice cream for charity, in the care of Miss Hardwick, to be used to lend to the girls when they were, in the language of Miner Hall, "hard up." Scarcely a year afterward came news of Miss Gatewood's death, which was a shock to all, cutting off as it did a life so full of promise. It was at this time that Miss Hardwick and the Miner Hall girls, wishing to keep alive the ennobling influence of Miss Gatewood, and to show their gratitude, conceived the idea of creating the "Lottie Gatewood Memorial Fund," using as a basis the money she had left for the girls. The first purpose of the fund is to help the girls in Miner Hall by lending them money at interest, when they need it. But the usefulness of the fund does not end there. It teaches the girls unselfishness. They are all eager to

see the fund grow, and so when they return the money which they have borrowed, they add a little more to it, together with the interest. In this way the fund has grown, little by little, so that the second purpose of the fund has been carried out. This was to help the poor and contribute to local charities. From time to time contributions have been taken from the fund and donated to various worthy causes, and always in the name of Lottie Gatewood. At Christmas needy families are remembered; during the summer one poor child at least gets a happy holiday in the country, and throughout the year different charities have need to praise the name of Lottie Gatewood. All of these contributions are small, of course. The fund, begun in such a small way, has not yet developed to the point where it can give a great deal to each charity. But it aims, by giving five dollars, here or ten dollars there, each where it is needed most, to perpetuate the memory and good deeds of Lottie Gatewood.



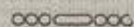
### The Girls' Glee Club

The Girls' Glee Club, organized last year under the directorship of Professor Roy W. Tibbs, has again taken up its work. Miss Pinkney, the new instructor in the Conservatory, has been secured as director. All who heard the Glee Club in *The Death of Joan of Arc* in our own chapel and in the program given at Camp Meade in conjunction with Mr. Roland W. Hayes last spring, will be pleased to know that it is planning to continue its good work, and present this year a more extensive program.

The following officers were elected for the year:

President, Jessie W. Parkhurst;

vice president, Nannie C. Day; secretary, Zenobia Gilpin; business manager, Manila Darden; librarian, Helen C. Lawrence; accompanist, Grace Randolph; assistant accompanist, Carolyn C. Grant.



### Cold Reflections

An amazing amount of pleasure may be had from a shower of ice water. It is even more delightful than a cold-water shave. I have come to this conclusion during my residence in Clark Hall. It brings to me serene satisfaction that the inmates of Clark Hall are blest, not only with the necessities, but even with the luxuries of life. Despite, however, this pleasant condition of affairs, there are a *few* inmates who grumble. Probably the rigor and discipline of the army have had the effect of driving away any desire for the comforts of civilian life. They consider cold water weakening and effeminate, and refuse absolutely to use anything but invigorating hot water.

This silly attitude causes a rush for the showers whenever there is a rumor of *hot water*. After a few minutes, with a slow *pat, pat, pat*, they return gloomily with hung-down heads. I joined one of these stampedes once, out of curiosity. I turned on one of the showers and cautiously poked my hand under it. At first, there was a suspicion of warmth, but soon I was chilled into a realization that I had been tricked. Disappointed, my curiosity still unsatisfied, I climbed up stairs.

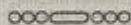
No man knoweth when hot water cometh. When expected at night it comes in the morning and vice versa. Its favorite hours are at meal times and during the period of morning classes. A friend of mine surprised it one morning between one and two o'clock. The next night I remained up until one

o'clock to witness the phenomenon; but alas! I was sorely disappointed, I did not try again.

Many persons watch their opportunity and catch the elusive visitor unaware. To do this some students let classes go. (Many absences from morning classes may be attributed to this mania.)

Whoever is responsible for this pleasing state of affairs deserves the deepest gratitude of the inmates of Clark Hall. We are thankful for the comforts derived from this blessing; and even more so for the privilege of contracting influenza and grippe, rare luxuries which no one should be without. I am certain, if the benefactor knew how well pleased his beneficiaries are, he would rejoice with the joy of appreciated service to mankind.

C. H. Parrish, Jr., '20.



## Dramatic Club Supper Show

The Dramatic Club announced its rebirth in a unique supper-show given in Chapel on January 24. The program consisted of musical numbers and three acts:

1. "The Eskimo Tragedy," a monologue and pantomime.
2. "Widow Sniggles and her Eight Marvelous Daughters."
3. "Tea for Three," the fate of a jealous husband.

The occasion presented some of the new material in the club as well as old talent. The financial success of the supper-show has put the club on a working basis and preparation for the "big play," some time in May, has now begun. With the support of the University public the Dramatic Club hopes to return to its old place in Howard life.

## Our Water System

"Water, water, everywhere,  
And all the boards did shrink;  
Water, water, everywhere,  
Nor any drop to drink!"

The University, always thinking of the welfare of the students, has succeeded in placing beyond their reach so detrimental a beverage as water. Nowhere in the Main Building do students have access to drinking water. The science students, some of whom spend two or three hours at a time in the laboratories, can well appreciate the thoughtfulness of the University in not placing drinking water in Science Hall. It is to be lamented, however, that water with which to wash the hands is left there, for who knows but what some day a reckless student may forget himself and drink the forbidden beverage? In the library, where students spend whole afternoons in research work, one would hardly expect to find a thing so detrimental to serious study as water. There is, however, one building where, shame to say, this forbidden beverage can be procured. The architect who designed the Manual Arts Building should never again be employed by the University—he dared to bring drinking water into that beautiful building.

Well may the University take pride in its drinking fountain! Some graduating class, addicted to the vicious habit of water drinking, left this fountain to the University; and the University in a moment of thoughtlessness accepted it. O, rash act! But amends have been made for the unrighteous deed. The fountain remains out of doors and cannot be used during the winter months, so the students are saved from the temptation of drinking the forbidden beverage.

Let us all, then, look with pleasure upon the accomplishments of the past, and strive to do even better in the future. The right thinking students will co-operate with the University to rid Howard of the pernicious habit of water drinking. The beautiful view of the sparkling reservoir should suffice to satisfy any thirst.

MAY MILLER, '20.

If E's only stood for Excellent, the English II. class would have the highest scholarship On the Hill.

Charles H. Marshall, '21, who finds it absolutely necessary to use his Flivver to make the 9 o'clock class, was overheard the other day reciting Psalm 23 Revised:

"The Flivver is my auto. I shall not want (another).  
 It maketh me to lie down beneath it; it soureth my soul:  
 It leadeth me in the paths of ridicule for its name's sake.  
 Yea, though I ride in the valleys, I am towed up the hills;  
 For I fear no evil, for my rods and my engines they discomfort me.  
 I anoint the tires with patches; my radiator runneth over;  
 I prepare for blow-outs in the presence of mine enemies.  
 Surely, if this thing follows me all the days of my life,  
 I will dwell in the bug-house forever."

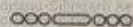
The mid-year examinations are over; the casualty list has not been published yet.

Many of the Miner Hall girls are making "salad-money" by folding the RECORD.

Open plumbing is the kind that runs through one's clothes-closet in

Miner Hall, revealing its contents as it speeds on its course.

The man who can write a "pony" for the Old English class is sure of making a fortune.



## College Societies

The courses of study prescribed by the college department deepen and broaden the students' minds and render the position from which they view the world more steady, but there are other elements which are indispensable to their all-round development. Most important among these are the college societies of a literary type.

The Kappa Sigma Debating Society offers a great opportunity to the male students of the School of Liberal Arts. It is devoted to the art of debating, laying especial emphasis upon literary expression. Subjects of social and political importance are discussed, from which most of our students receive their training as debaters. The development received through this exchange of ideas and thoughts is combined with the development of poise through practice and speaking before an audience. This gives students the self-confidence which enables them to obtain the confidence of others.

The Social Science Club, composed of students of sociology, economics, Negro problems and political science, has for its purpose the understanding and solution of the social problems of today. Though recently organized for the present school year, it has made progress even under unfavorable circumstances. Foremost speakers of the country are brought before the club, from whom the best of encouragement and advice are re-

ceived. The club promises to be a live factor in the college.

The Stylus Club, another college organization, has for its purpose the encouragement and development of original literary expression in the University. Membership is open to all students of the College of Liberal Arts, and is determined by competitive writing contests. Writers of world-wide fame, particularly those who are now famous by the part they played in the recently closed war, are studied and discussed. The club is supervised by a faculty representative from whom suggestions and criticisms of investimable importance are obtained.

The Dramatic Club, finally, is open to members of the College of

Liberal Arts. Those who have musical talent are especially urged to join. Each year a play from Shakespeare or some one of the great playwrights is given by the club. Such a play is under contemplation now.

These college organizations belong to the students and depend upon them for life. In return they furnish the final stage of development of representative Howard men and women. It is to these organizations that we extend an invitation to the entire student body, urging them in the meantime to take advantage of these opportunities, for such training is needed to fit students easily and efficiently for their future school work and their work in their several communities.

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## COUNTERWEIGHTS

*Keeping Up With Joneses.*  
*Mrs. McGinniss Scores.*

Mrs. Jones: "We're having our portraits done by Mr. Roheme, the famous artist. They are to cost \$5,000 each."

Mrs. McGinniss: "Oh, that wouldn't suit us at all. We're going to Europe this summer and have our portraits done by the old masters."—*Washington Star.*

### Studies in Various Subjects for University Students

*A. In Botany.*

Recently during a violent rain-storm a boy came into the house wringing wet. "George," said his mother firmly, "you ought not to expose yourself in such weather. You will get pneumonia." "But, mother!" exclaimed George, with a theatrical wave of his hand, "why should I fear the rain? Does it not nurture the grass? Is it not

life to the flowers?" "I know, dear," said the good woman, closing a window, "but it is a long time since you were a flower."

*A. In Botany.*

*B. In Political Science.*

"Can you tell me," said the Court, addressing Enrico Ufuzzi, under examination at Union Hill, N. J., as to his qualifications for citizenship, "the difference between the powers and prerogatives of the King of England and those of the President of the United States?" "Yezzir," spoke up Ufuzzi, promptly. "King, he got steady job."

*C. In U. S. History.*

"Here, Johnny," said the father, "what are you doing in that book-case?" "I want to find a history of the United States." "What for?" "Well, Billy Jenkins says Tim Riley pitched for the Nationals last year, and I want to find out if he did."—*Kansas City Independent.*

*D. In Domestic Economy.*

Young Wife: "I got a beautiful parchment diploma from the cooking college today, and I've cooked this for you. Now guess what it is."

Husband (trying the omelet): "The diploma."—*Tit-Bits*.

*E. In Anatomy.*

Sadie was eleven, and Alice was seven. At lunch Sadie said: "I wonder what part of an animal a chop is. Is it a leg?" "Of course not," replied Alice: "it's the jawbone. Haven't you ever heard of animals licking their chops?"

*F. In Gymnastics.*

The schoolgirl was sitting with her feet stretched far out into the aisle, and was busily chewing gum, when the teacher espied her. "Mary!" called the teacher, sharply. "Yes, ma'am?" questioned the pupil. "Take that gum out of your mouth and put your feet in!" was the command, difficult to be obeyed.—*Florida Times-Union*.

*G. In Ancient Literature.*

Robert Herrick the novelist, and not the poet of England—is something of a humorist. On one occasion he was conversing with a Chicago girl, pretty and pink. "O Mr. Herrick," she gurgled, "I adore your poetry! Have you written any lately?" "Not very lately," Mr. Herrick calmly responded; "not—let me see—not for about two hundred and thirty years."—*Saturday Evening Post*.

*H. In Electricity.*

Speaking with a young lady, a gentleman mentioned that he had failed to keep abreast of the scientific advance of the age. "For instance," he said, "I don't know at all how the incandescent electric

light is produced." "Oh, it is very simple," said the lady. "You just press a button, and the light appears at once."

*I. In Animal Psychology.*

"There we stood, the tiger and myself, in the thick of the jungle, face to face!" "O Major, how perfectly frightful it must have been for both of you!"—*Passing Show*.

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*K. In Law.*

Pale but smiling, Mrs. Smith entered her lawyer's office. Taking the chair beside the desk, she said: "I've had another accident, Mr. Berg. Last night I slipped on the pavement in town and got hurt. The doctor says I ought to have damages." "Why, Mrs. Smith," exclaimed the lawyer, "isn't this the third accident within a month?" "Yes," she replied proudly; "ain't I lucky?"

*L. In Arithmetic, Sociology, Eschatology and Physics.*

Among the answers to questions at a school examination appeared the following: "Gross ignorance is one hundred and forty-four times as bad as just ordinary ignorance." "Anchorite is an old-fashioned hermit sort of a fellow who has anchored himself to one place." "The liver is an infernal organ." "Vacuum is nothing with the air sucked out of it put up in a pickle bottle—it is very hard to get."

*Cruelty to Ex-King Alcohol  
Kicking a Fellow When He's Down*

Amusing blunders in an essay competition on alcohol are credited to the young essayists. Here are a few: "Alcohol is a mocker: at last it biteth like a servant and stingeth like a hatter." "Today many people are in gaol for committing suicide while under the influence of drink." "A teetotaller is strong, and has a better chance to

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get on in life, whilst a drunkard is weak and fat, and stands at street corners all his life." "Doctors say that fatal diseases are the worst." "It causes liver complaint and consumption, and cities and nations are much more fatal. Shortened lives have been increased." "It ruins many of their families and diseases on the stomach, liver and consumption." "Alcohol is a dreadful poison which is the root of all evilness."  
 —*Christian Life.*

*The Dictionary Knew His Size.*

Jeff: "Mutt, Miss Blank, the girl I've been struck on so long, just paid me the greatest compliment a girl could pay a man. She told me that I'd make a model husband."

Mutt: "Why, you poor boob, that's no compliment. You'd better get a dictionary and look up the word 'model'."

Jeff (looking up the word in the dictionary): "You can't kid me, but just to satisfy you I'll look it up." (Reads): "Model—a small imitation of the real thing."  
 —*Adapted from Fisher's Mutt and Jeff.*

*One Use for Babies.*

"I wish I had a baby brother to wheel in my co-cart, mamma," said small Elsie. "My dolls are always getting broke when it tips over."  
 —*Chicago Daily News.*

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Prof. in Physics (handling high explosive): "Now, if this explodes, students, it will blow the lab and us up. Draw closer, please, that you may follow more readily."

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