

# The Howard University Record

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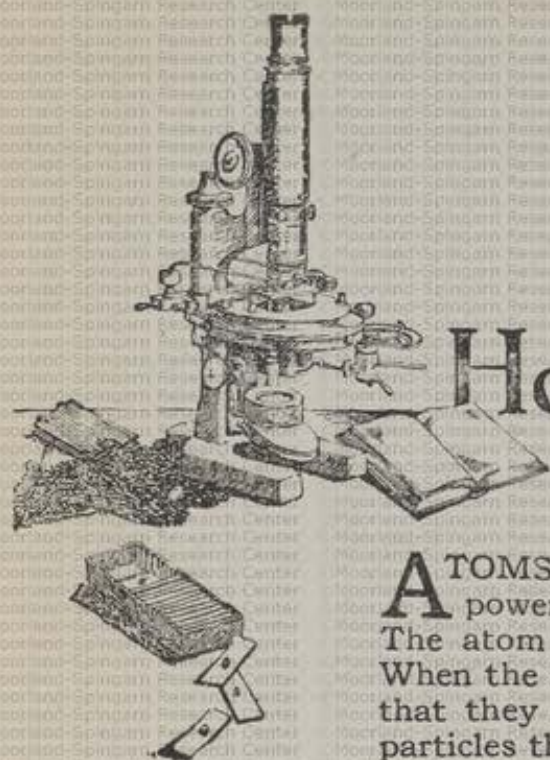
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# How Large is an Atom?

**A**TOMS are so infinitesimal that to be seen under the most powerful microscope one hundred million must be grouped. The atom used to be the smallest indivisible unit of matter. When the X-Rays and radium were discovered physicists found that they were dealing with smaller things than atoms—with particles they call “electrons.”

Atoms are built up of electrons, just as the solar system is built up of sun and planets. Magnify the hydrogen atom, says Sir Oliver Lodge, to the size of a cathedral, and an electron, in comparison, will be no bigger than a bird-shot.

Not much substantial progress can be made in chemical and electrical industries unless the action of electrons is studied. For that reason the chemists and physicists in the Research Laboratories of the General Electric Company are as much concerned with the very constitution of matter as they are with the development of new inventions. They use the X-Ray tube as if it were a machine-gun; for by its means electrons are shot at targets in new ways so as to reveal more about the structure of matter.

As the result of such experiments, the X-Ray tube has been greatly improved and the vacuum tube, now so indispensable in radio communication, has been developed into a kind of trigger device for guiding electrons by radio waves.

Years may thus be spent in what seems to be merely a purely “theoretical” investigation. Yet nothing is so practical as a good theory. The whole structure of modern mechanical engineering is reared on Newton’s laws of gravitation and motion—theories stated in the form of immutable propositions.

In the past the theories that resulted from purely scientific research usually came from the university laboratories, whereupon the industries applied them. The Research Laboratories of the General Electric Company conceive it as part of their task to explore the unknown in the same spirit, even though there may be no immediate commercial goal in view. Sooner or later the world profits by such research in pure science. Wireless communication, for example, was accomplished largely as the result of Herz’s brilliant series of purely scientific experiments demonstrating the existence of wireless waves.

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# Kelly Miller's Authentic History of Negro in World War

(Of Howard University)

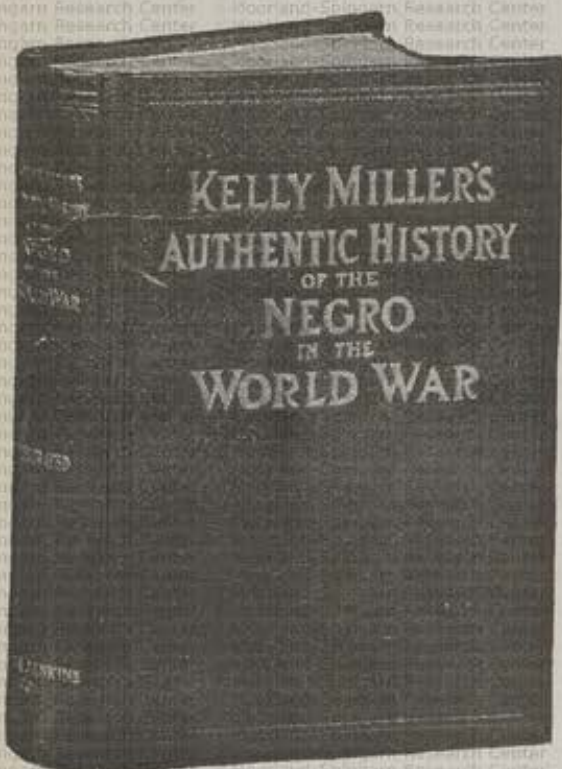
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## Editorials

### ALMA MATER SPEAKS TO HER CHILDREN

A FOND foster parent bids goodbye to her children. She is sending them on a great and trying journey. "Go, my children, and remember who you are; remember whence you have come; remember me!" Four years ago these children, then her youngest, looked at those who were then leaving. They thought what a wonderful thing it must be to take such a journey as that. They wondered whether they would take it when their time came, and they looked toward the mother who had taken them to her, and they listened for advice. Like the words of an oracle, those of the parent, though kind, told them nothing of the future. "Wait, only wait!" then, "Work, only work!" and the children understood. They waited and worked and achieved. They pressed on, gradually taking the place in their adopted home of their departing sisters and brothers. The mother placed upon them more responsibility, and more and more; at the same time she held them dearer to her, and dearer. Now comes the time when they tell her goodbye, for they have long since become the oldest, and their journey is due them.

Like a maiden betrothed, they stop in the midst of their making ready to wonder and weep. Dreaming of what awaits them, they want to go; then thinking of what they must leave, they pause, uncertain. They are warned and advised, praised and comforted. They hear that they are going out into "the walks of life." "Around the corner awaits opportunity" heralds the conventional prophet. "The world waits for you," announces the conventional sage. But the mother calls her children for a long last talk and speaks in a manner different from that of all others. "Go, my children, and get wisdom. Leave me, my charges, and find life. Hunt hot on the trail of experience and bear in mind that you know



little. You are never to be too big; you are never to be too little; you are to be ready always and equal to your task. Yes, I would have you go where tasks are hard; where problems must be overcome. Through me the spirit of Ethiopia calls unto you; and through you it echoes back to me. Out in the 'walks' men speak of, you will hear her calling again; calling, calling, reminding. Don't forsake her, my children; heed her; your fight is the only one of its kind. I would have you *win*. Send to me more children that I might prepare *them* for this journey; that I might send them following in your paths, exploring and discovering. Every year your sisters and brothers will follow you to that place beyond my gates, called the world; and they will turn in many directions to innumerable tasks. You will meet many of them, and together you will travel on, inspiring and being inspired; discouraging never, and never being discouraged. For you will hear my voice calling after you, and you will see the younger children of your noble family making leaps and bounds, or creeping slowly and surely, and you cannot help but reach out to them and pull them on with you."

"Smile, my children, as you go, and keep your heads high, your eyes higher still—but your hearts, have them ready ever to go where they are needed, high or low. How often you must follow your hearts! Out there with the numberless pilgrims, you will be among the blest, for you will have come from one of the houses of learning, and many you will find who will not have seen such places. Yet some of these less fortunate will set you a hard pace to go. But you will do it, for I have faith in you. You are the children I have fostered, and I believe you are well trained. Go, my children, and remember who you are; remember whence you have come; remember *me!*"

So this mother speaks. Her children listen; their breasts swell as their heads fling back, their eyes gaze fast and—they go.

O. G.





# Baccalaureate Sermon

*By President J. Stanley Durkee.*

## “HARNESSING GOD’S FORCES”

BACCALAUREATE SERMON, HOWARD UNIVERSITY, JUNE 5, 1921.

“Ye shall receive power after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem and in all Judea and in Samaria, and unto the uttermost part of the earth.” Acts, 1:8.

THESE are the last recorded words of Christ ere He ascended to God from the crest of Bethany’s hills. The forty days of His resurrection life are over. He is about to withdraw His physical presence from those disciples who were to be left as His representatives in the world to carry on the task He leaves unfinished. He well understands, far better than can they, what a task He is leaving and across how many centuries it will extend. He knows how soon they will fail, unless a hitherto unknown power takes possession of them,—a power that will make them victors in themselves ere they begin their task of saving the world. They must know that the all conquering God is actually within them. They must have that divine fire burning in their hearts, leaping from their lips, and kindling in the lives of others a like divine passion. We name that passion divine “enthusiasm.” ’Tis a beautiful word,—“en theos,”—God within. They must go to that world-conquering task, God within them, and having possession of them.

So Jesus’ last words to them are,—“Ye shall receive power after that the Holy Ghost is come unto you: and ye shall be witnesses unto me both in Jerusalem and in all Judea and in Samaria, and unto the uttermost part of the earth.”

Power is force harnessed for service. Ye shall receive power after the Holy Spirit gears up to your surrendered wills. The Holy Spirit here corresponds to that constituent element of the Universe we call force. The power mentioned is that force in subjection to will and acting for human and divine good.

As we have said, force is the constituent quality of the material universe. Force is everywhere observable. The winds reveal it; rushing water shows it; the blow struck by a falling object displays it; the free lightnings of the sky flash it. These are the coarser forces known to the unskilled. The chemist, the physicist, the geologist, in fact, every scientist knows its presence in every material thing of the universe.



Power is force harnessed for service. The ship spreads her sails to the winds and is driven forward. The winds, harnessed, become power. Rushing water is directed to the water wheel, causing it to whirl. That whirling is communicated by cog and shafting and belts to all kinds of machinery which works for man. Water, harnessed, becomes power.

Here in this physical world we find these forces at play. Our attempts at harnessing them have been ludicrous, pitiful, childish, and after all, lacking in any great measure of success. Only a few windmills and a few ships ask the aid of the force of the winds. They wander about at play as they did at creation. Just a very small percentage of river force has ever been tapped. The restless tides of the ocean come and go twice every twenty-four hours, yet they do practically no more work for man than in the days of Abraham. The lightnings know no bit nor bridle, nor have they ever been tamed. I sometimes think it very strange that man has left unconquered the great free forces of nature and turned to harness those forces that are bound until he sets them free. For instance, steam is the greatest practical force known, or used by man today. But steam is a force liberated by man. Electricity is a strange, unnamed force that man calls to action by striking off its prisoner chains.

A vastly superior force to any mentioned is that force in man we call his native ability, his intellectual force. It has been the harnessing of this force which has liberated all those chained forces which now are at work for man. Man's thoughts, shall I say, harnessed in steel have produced such power, just here in America, that, should I speak of horse-power as slaves, every man, woman, and child in America has ten slaves to wait upon them. We scarcely realize what servants we have in the generated horse-power of the steam engine.

"Engineering," says Webster, "is the science and art of utilizing the forces and materials of nature." The struggle to do this is the history of man. Proud also is the exalted standing of the chemist, the physicist, and the mathematician among the great ones of earth. Their investigations and achievements have made possible much of these engineering accomplishments which so bless mankind today. When one pauses long enough to review what organized thought has accomplished, one trembles before this awful power. What a work-room is the human brain! What strange machines are there and what tools! What flashes of power energizes the realms of human living to the uttermost parts of the earth!

I have stood in engine rooms watching the great fly-wheels rotate and have felt a strange thrill of wild freedom beat through me, as if every throb of the giant machine, driving a multitude of machines throughout the great factories, was a throb of my own heart. I have gone down into the hold of an ocean liner and been fascinated by the precision of steel and steam at play, driving the great ship forward. I have gone down to the turbines at the base of Niagara Falls and could almost feel upon myself



the pressure that was driving them at such speed, generating the power that was carried by feed wires to villages and great cities, miles and miles away, lighting the homes and streets, driving the cars, cooking the meals, and moving the wheels of industry.

But these and all such manifestations are but products from the workroom of the human brain. What shall yet issue from that workroom; what new forces shall be discovered and harnessed, only God Himself may predict. We thought man had reached his limit in the steam engine, the telephone, the electric light, the automobile, but these wonder-workers are simply forerunners of the greater and yet greater works to be. Often I fellowship the outburst of Robert Browning when he cried,—

“It makes me mad to think what men shall do,  
And I in my grave.”

But the greatest force known to man is what we may call the religious force. We may choose many names to designate that force. We may call it the moral force, the ethical, the ideal, the aesthetic,—but whatever the name, we really mean the religious impulse or force ever revealing itself in man. We may phrase it in theological terms calling it a personal belief in and love for a personal God as Father. We may phrase it in ethical terms and talk learnedly about the moral imperative. We may phrase it in aesthetic terms and converse freely about the love of the beautiful. But at heart they all are one. The different terms are facets of the same truth. We really are ever dealing with those emotions which have their hidings in religion. I have but to cite you two of the causes which produced the awful world war from which we are still emerging, and the power which brought victory to the Allied arms to prove my contention.

Germany had succeeded in organizing her society in the power based on the emotion of the ideal. The significance of that example “remains forever in the lesson which was given to the world as to the almost super-human reach of organized power based on the emotion of the ideal in the collective mind.” The science of the emotion of the ideal—the least known science—is yet the greatest of all sciences. The power of the future belongs to that person or that nation, most completely mastering that science.

You cannot fail to notice that the power which brought victory to the Allied armies was that same power. Not until the Allied nations became swayed by those overpowering emotions of self-sacrifice, religious patriotism, death for principle, did victory begin to appear. This power in turn liberated all the pent-up forces of the human brain and heart. They leaped to service in new guns and gases, ships by the thousands and arms and men by the millions. As soon as the Allied world knew it was



fighting on the side of right with God, Germany was doomed. It was voiced in thunder tones by Col. John McCrae:—

“Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.”

The need of the world is for more power. There are free forces enough, but they must be harnessed. Instead of every man, woman and child in America having ten horse-power servants, they should have a thousand. It will come some day! The great struggle of mankind will not always be just for the bread that perishes. It is pitiful, it is appalling, it is inhuman, that awful struggle today, just for food and clothing and shelter. That is not man's chief objective. His real objective is to develop into a son of God and not a mere slave for bread. To develop into a real son of God means that he must be more and more freed from crushing physical toil, that he may have opportunity for spiritual toil and spiritual development. And more and more as man becomes acquainted with and harnesses the natural forces of the universe, will he free himself for the higher reaches of his own spirit.

There are spiritual forces enough, but they must be harnessed. There is no need of a slum in any city in the universe. There is no need of poverty and crime and insanity and premature death such as blight and blast our earth today. There is no need of a heathen China, or a caste-cursed India, or a dark Africa, or an un-Godly England and America. There are spiritual forces sufficient, were they converted into power, to make this world the Eden it was meant to be, in which only righteousness would dwell.

Oh, the needless suffering, sorrow, crime, woe, tears, blood, and death in our world: we have the forces with which to destroy it all. There are enough churches and ministers and Christian people in the world today to destroy it all. The trouble is the free forces of God have not been so harnessed as to produce the power needed. The formula, the law, was clearly stated by Jesus in that conversation with His disciples after His resurrection. “And ye shall receive power after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem and in all Judea and in Samaria, and unto the uttermost part of the earth.”

Ye shall receive and be moved by that divine power after ye have become harnessed to the will and purpose of God. When that power gets its full liberalization in your lives, then shall ye be witnesses for me,—“martyrs” is the word used,—everywhere in the world until all the people of the world become that people whose God is the Lord.



Let us turn to study this harnessing of these natural and spiritual forces, and note some of the results which must follow in human living.

### HARNESSING THE NATURAL FORCES.

The sources from which we today draw for mechanical power are water, coal, and oil.

*Water.* Most country boys are familiar with that peculiar pleasure of building a dam on the brook, putting in a sluice-way and a paddle water-wheel, and then spending hours and hours creating a head of water, opening the sluice-way, letting the waters rush upon the paddles of the wheel, and, by a cord, winding up heavy sticks from the stream below. What a nice adjustment it used to be to measure the force of the water against the weight of the stick to be drawn up against the current! But such boyhood play had in it all the elements of modern engineering as it applies to the harnessing of water.

We are told that only about one-twentieth of the force of our rivers has been harnessed. North America has done the most, Africa the least, and yet Africa has 40 per cent of the world's supply of water power. There is a measureless supply of force in the sea tides, coming and going as they do twice in twenty-four hours. Man has in this one source alone potential power enough for all his needs. Some day the sea tides will be harnessed and man's slaves be multiplied by the hundreds.

*Coal.* Dr. Smith of the United States Geological Survey tells us that the world's supply of coal would last 57,000 years, should we adopt the best steam practice of today. It would look as though our sources of mechanical energy were practically inexhaustible so far as coal is concerned. Long before those years are gone, however, man will find new sources of energy, unless that theory of a recent Austrian writer proves true. He declares that the human brain is being overworked in comparison with man's other physical powers, and, therefore, ere long the human race will deteriorate, go back to the primitive savage, rest for a period of centuries, and then begin its upward climb one more. That will be the period of racial convalescence following its brain fever of untold centuries.

*Oil.* The same author quoted above, Dr. Smith, declares that the world's supply of oil would last but nine years and three months if the world load of our mechanical needs were placed upon it.

This world survey of the sources of our mechanical power and the probable measure of their service to man, is very impressive and charming. The student rejoices to measure himself against such facts. They straighten his shoulders and lift his head. They bring him greater eagerness to be a larger and larger factor in the development of his race. Though my field of endeavor is apart from that of the engineer, yet I



cheer him on to his great tasks, for he is a laborer for me and a co-worker with God.

But let us turn to that other truth, viz:—

### THE HARNESSSED FORCES OF GOD'S SPIRIT WORKING THROUGH US.

No argument of mine is needed to prove that an inexhaustible spiritual force plays about our lives. I care not by what name you call it or in what catalogue you list it. I am concerned only that you know of its ever present existence. Some delight to call it the "moral imperative." Some list it under the heading of the "good" as over against the "bad." Some call it "the infinite and omnipotent energy." Some classify it with "inspiration" or "genius" or "divine eflatus." I am combining all such designations in my thoughts when I speak of an inexhaustible spiritual force playing around every life. It reveals itself to me in the glowing sunset. I sense it in the pressure of the light-beams. I know its presence in the flowers that bloom, the birds that sing, the life that beats around me. I fellowship great Wordsworth when he sings,—

"And I have felt

A presence that disturbs me with the joy  
Of elevated thoughts; a sense sublime  
Of something far more deeply interfused,  
Whose dwelling is the light of setting suns,  
And the round ocean and the living air,  
And the blue sky, and in the mind of man;  
A motion and a spirit, that impels  
All thinking things, all objects of all thought,  
And rolls through all things."

That spiritual force is the source of all human power. Everything that has been accomplished by man for the uplift, the strengthening, and the glory of man has found its inspiration there. It is like the air we breathe. We forget we breathe or that we are dependent upon it. It is like the light. We are so dependent upon it that we are oblivious of it. It is like the water. We drink and live, and forget our dependence upon it.

Man's whole advancement has been due to the spiritual force he has employed. He has advanced only so far as he has employed that force and he has slipped back whenever and wherever he has let go that force. All the beautiful things of life are due to it. All the ugly things of life are due to a lack of it. Every song that is sung draws from that force; every curse that is uttered marks the absence of that force. That is the hydraulic power which lifts humanity, breaks the chains of slavery, frees the intellect, ushers in the reign of brotherhood, goodwill and peace.



It was by that force the angels sang at Bethlehem. It was by that force the Christ preached on the Mount. It was by that force the stone was rolled back and every grave for all time was opened. It was by that force that Paul preached and Luther prayed and Wesley fought and Lincoln dared and Foch guided his armies to victory. He is not a thinker, he is not a student, he is not an historian, he is not even a dreamer, who fails to realize this. But he is of the earth earthy, imprisoned in his clay, and poor and miserable and blind and naked who lives on not knowing this force of life, this spiritual power of God.

It is the harnessing of this force of God that produces the power for our world's work. God furnishes the force and God furnishes us brains. The rest of it He justly and rightly leaves to us. We must harness the force of God if we shall gain the power to make this world what we and what God wants it to be. Ye shall receive power after that ye have made yourselves ready to receive the Holy Ghost. The engine shall receive power after it has been made ready to receive the expanding steam. The mill shall receive power after the water-wheel is made ready to receive the rushing waters. So, when we have prepared ourselves according to the laws of the spirit, the power will come upon us, within us, and flow out from us for the work of the Kingdom of God.

There are laws which govern the harnessing of steam. The engineer must know them. There are laws which govern the harnessing of electricity. The electrical engineer must know them. We say the laws of physics are inexorable. Uncounted numbers of people have been destroyed while trying to discover those laws and harness their forces. The laws of the spiritual forces are inexorable. "Not everyone that saith unto me, Lord, Lord, shall enter into the Kingdom of Heaven." There is a definite preparation of heart and life ere that spiritual force operates as power for you and for me.

It is interesting to review some of the outstanding manifestations of that harnessed force. Its first revelation is on the day of Pentecost as described in the second chapter of the Acts of the Apostles. The trouble is, we look at the revelation, and forget to study the preparation. But a wonderful preparation was there and the same kind of preparation must always be there, if such a manifestation follows.

Those disciples had seen their risen Lord. Their faith in Him was forever sealed. They had learned that His way of saving people, saving a world, was the only possible way. Not by might nor by power but by His spirit could good be everywhere enthroned and evil destroyed. They believed in Jesus Christ.

Then, they obeyed His directions. Those who believed Him kept together. They conversed about Him, they told the story of His life and love over and over again. They sang; they prayed. The old prophet



often to one another: and the Lord hearkened and heard it, and a book of remembrance was written before him for them that feared the Lord, and that thought upon His name." The story in Acts says the disciples and believers were all with one accord in one place singing and praying. They superinduced the state of feeling, emotion, ecstasy or expectation which is essential for transforming of the free spiritual force of God into power for the individual believer. Into those hearts made ready rushed that force; out of those hearts receiving, went forth a power that shook down the Roman Empire, brought on those great reformations under Luther, Zwingli, Huss and Calvin, sent John Wesley to spiritualize England and Whitfield to waken America and will bring on every reformation and moral earthquake needed, until all prisons of ignorance, wrong, and sin are shaken down, and righteousness shall everywhere reign supreme.

You who are eager to follow through this line of thought should study your New Testament for revelations of this power. Especially should you read Professor James' "Varieties of Religious Experience," and Harold Bigbee's "Twice-born Men." Then you will be better prepared to read Church History and forecast the mighty things yet to be accomplished.

A profitable question to ask, and not one of mere curiosity is,—how much power can be developed from the free spiritual force of God. Scientists tell us there is force enough in a drop of water to blow this earth into atoms. Mr. Marconi is quoted to have said that he sometimes feared to keep on experimenting with those great electrical discharges, lest he reach the point at which a general explosion of the atmosphere might take place. Every student of science knows he deals with Almighty powers as he pursues his laboratory experiments.

When we ask how much power can be produced from these spiritual forces of God, the same answer raised to the Nth power is ours. There is no limit to the power. Jesus said,—“All power is given unto me in Heaven and in earth. Ask and ye shall receive.” That asking means, of course, obeying the laws under which the power operates. If this be true, and we know it is, then why have Christian people not conquered the world? Why did we have the awful war? Why are we having awful wars today? Why is China starving and Armenia bleeding to death, and Ireland insane, and Russia paralyzed, and America dropsical, and all the world weltering in fear and hate and death? Why? Christians ask it! Angels ask it! God asks it! Why? Because Christian people will not let that power operate through them. The Christian church wastes power in the same way the business world wastes it.

A project before the engineering world of the East is to run a super-power line from Washington to Boston, electrifying those miles of railroad trackage. Would the business world do it, it is estimated that we would save thirty million tons of coal, and that would mean saving the



labor of thirty thousand men, and it altogether would mean saving over three billion dollars per year. We know it all, yet go on in the same old wasteful way.

The Christian churches of America know that they could make every city a city of homes, furnish all the schools needed, bring all the warring elements into harmony, take out all this bitter race hatred, growing more intense every year, and make America a people whose God is the Lord. But the churches of American do not do it. We are going to be Congregationalists or Baptists or Methodists or some one of the one hundred and eighty-two or more striped Christians, though crime increases and ignorance festers and hate grows and death goes on reaping his fearful harvests. How long, O how long will we persist in crucifying the Son of God afresh and putting Him to open shame? How long, O how long will it be ere we focus this all conquering power we possess, and turn to the actual saving of the world? Our text answers,—When “ye shall be witnesses, martyrs, unto me both in Jerusalem and in all Judea and in Samaria, and unto the uttermost part of the earth.”

### WHERE THAT POWER SHALL OPERATE.

I have spoken of the proposed super-power line between Washington and Boston. I suppose there will be a controversy as to where the line begins, whether at Washington, the Capital of the nation, or at Boston, the dome of whose State House is the Hub of the universe! But the putting through of that line means inevitably the linking up of great cities like Washington and Baltimore and Philadelphia and New York, New Haven, Springfield, Worcester, and Boston. It means also great feeders running off to other cities and towns and villages far to either side of the main line. It means that ere long every village and hamlet and isolated farm house across that broad area will feel the thrill of that great super-power line and from it shall draw heat, light, power, and life.

Charming and inspiring, is it not, how these same laws hold in the super-power line of the spirit of God. Jesus said,—after ye are geared to this power, ye shall take it to Jerusalem, to all Judea, to Samaria, and, at last, to the uppermost parts of the earth.

Let us briefly study those centers mentioned.

1. *Ye shall be witnesses, martyrs, for me in Jerusalem.* Jerusalem was the Capital City. There was the center of culture, art, civilization. There gathered the scholars, the thinkers, the dreamers, the travelers, the builders of civilization. There gathered the wealth won from mine and forest and sea and farm and from all trade. What a center of power for world betterment! But, alas, much of it, perhaps most of it, was for selfish interest. The Capital must be won to service for the Kingdom of God. Be witnesses for me in the Capital. I want to say to you that it



takes faith and dare and a sense of being possessed by the Spirit of God to be witnesses for Him at the Capital of the nation. So many come to our Capital and lose connection with God because of their new society, their introduction to new thoughts, theories, or books. But the Gospel must have greatest force at the Capital. It must mould legislation: it must shape domestic and foreign policies: it must inspire noblest and highest thinking in the colleges and universities, guiding the youth to upper plains of peace and power. God bless the city ministers and churches and church members who are really His witnesses, His martyrs, if need be, for the truth.

2. *Ye shall be witnesses for me in all Judea.* That means every village, hamlet, and farm must be connected up with God. In the past it has seemed easier to bring this knowledge of God and personal allegiance to Him into the open places of our land. As David said of sailors,—these see the works of God and His wonders in the deeps of sky and cloud and hill and river and prairie. Today, our rural life is all changed. There are as great dangers for moral and spiritual destruction in the open places of the world as in the cities. But what a debt we owe to the country Christians and churches and ministers. I sometimes think that those who will stand nearest to Jesus Christ on the great day of His final coronation, will be the country ministers and the missionaries and their wives. What stories angels tell of their devotion and self-sacrifice! More and more must our great denominational Boards turn to country-wide evangelism.

3. *Ye shall be witnesses for me in Samaria.* Ah, that was to be the bitterest test! There were no channels of communication between the Jews and the Samaritans. By race, by religion, by history, they were separated. They actually hated each other. Now the Jew must become so completely absorbed by the spirit of Jesus Christ, that he would love the Samaritan and go down there and translate that love even to the extent of dying at the hands of the Samaritans to prove that love. That was an awful test to impose! But there could be no other way. If they were not absorbed by that love of Jesus Christ, they could not become saviours for the world. You will have to go to Samaria and live with the people there and love them as I have loved you.

That is the point at which all personal and racial prejudice must break. The Jew had to love the Samaritan before he could save the world. There is the crux of the trouble in our America today. White people, just because and only because they are white, fancy themselves superior to other people who have the black or brown or yellow skin. The fact is, the Jews were not better than the Samaritans, save where they were better. It was not racial condition, but condition of the individual brain and heart. Why, Amos, the prophet, long before the coming of Christ, told his people that God did not love an Israelite more than He loved a



Negro. The statement astounded his people and doubtless made many of the self-righteous and bigoted angry. But it was a fact then and is a fact today. Ye shall be witnesses of me in Samaria; and until our Christian people become so absorbed in the love of Jesus Christ for all races in America, we are betraying Him to open defeat in the great world conflict.

4. *Ye shall be witnesses for me unto the uttermost parts of the earth.* How naturally this follows. Take your cities, your hamlets and villages and open country for Christ. Break down your petty personal and racial prejudices, and then you shall go to take the whole earth. Here would they break down these national and international prejudices which are still the barrier to world salvation. A few great souls have gained that new freedom. We call them "missionaries." A few churches and a few congregations have sensed the real meaning of Jesus in this text, and themselves have become real witnesses. But I say to you in the solemnity of this hour as we realize God's presence here, there is no stranger or sadder fact known in Heaven than the fact that some churches and congregations raise money to send missionaries as martyrs to Africa and India and Japan, and then turn from the African and the Indian and the Japanese here at home.

How clearly the great Christ saw it all and how plainly He pointed it out to those disciples. It was astounding, preposterous, uncalled for, impossible. They would gladly do anything else but that. But that was the only thing that could be done to save the world. How slowly the disciples learned the lesson. Peter must have a special vision. Paul and Barnabas must come up from Antioch to teach James and John and the other disciples that God was no respecter of persons; that the Gentiles who received the power of the Spirit of Jesus Christ acted in the same way and with the same zeal as did the Jews.

How slow has been that breaking of personal, racial, and national prejudice! Here we are 2000 years after the coming of the Christ with more of it today than ever before. We forgot much of it during the war while all civilization was in danger of collapse. We leap back to it as soon as the common danger is past. But the thought and prayer of the world is turned upon it as never before. It is darkest before the dawn. We are in the glimmering light of the new day. The power of God will yet force us into world brotherhood. There are more people in America and Europe today than ever before who bear in their bodies the marks of a world Christian. Their number will increase until their power will be the ruling power in all the world, and then Jesus shall reign supreme.

Now having faced fearlessly and frankly our sources of spiritual power, the means by which that power shall operate in and through our lives, and also noted the places where it shall operate, are we ready to reach personal conclusions as to our individual duty? Are we ready to



pledge ourselves to such a program for such a glorious purpose? Do we want to become national and international lines of power for God and for the people?

Here is the touchstones of your greatness, men and women. Here is the measure of your real worth to God and to the world. By your answer will you tell to God and angels and men your estimate of your immortal life. May your answer be the answer of young Isaiah, who, when the visions of world need flashed before him, arose from kneeling on the temple floor to answer,—“Here am I, O Lord, send me.”

A few weeks ago as workmen were digging by one of the old walls of Melrose Abbey, they unearthed a leaden casket in which was a silver box. In that box, they found the embalmed remains of a human heart. It has always been a matter of tradition that the heart of King Robert Bruce had been buried in a silver casket somewhere around or beneath what was the high altar of the Abbey. “Now the only heart that is ever known, either in history or legend, to have been entombed in Melrose Abbey, apart from the body in which it had been contained, is that of Robert Bruce, the patriot King of Scotland; indeed the national hero of that bonnie land. Consequently, there is no doubt that the heart which has just been recovered is that of Robert I. It is a heart which has undergone many strange adventures. It may be recalled that at one time during his many years of bitter warfare against the English, Robert Bruce was so sorely beset by the enemy that escape seemed impossible. He then made a vow that in return for divine help he would undertake a pilgrimage to the Holy Land. He died before he could fulfill his vow, and consequently he intrusted Sir James Lord Douglas, surnamed ‘The Good,’ with the mission of having his heart removed from his body immediately after his demise, causing it to be embalmed and then conveyed to Jerusalem for entombment there. James Douglas started on his pilgrimage with a large and gallant following, mostly members of his clan. He made his way in safety through France and crossed the Pyrenees into Spain, with the object of either taking ship at Gibraltar or else of crossing over the straits and making his way to the Holy Land along the northern shore of Africa. But in the south of Spain, he found his progress obstructed by a large force of Moors. With the object of spurring on his followers against the overwhelming odds he threw the casket containing the royal heart into the midst of the enemy and called upon his followers to rescue it, he himself leading the charge, in which he fell.”

Not the embalmed heart of Jesus Christ is flung into the ranks of the embattled hosts of evil and prejudice and sin and death today, but the real, quivering, loving heart of the Christ, and He calls to us, His soldiers of the cross, to follow Him to victory. He has the power; He has the wisdom; He has the strength, and will communicate it to us, so we



shall be sure victors. Will we follow Jesus Christ to victory?

"From age to age they gather, all the brave of heart and strong,  
In the strife of truth with error, of the right against the wrong;  
I can see their gleaming banner; I can hear their triumph-song.

The truth is marching on!

The earth is circling onward out of shadow into light;  
The stars keep watch above our way, however dark the night;  
For every martyr's stripe there glows a bar of morning bright.

And love is marching on!

Lead on, O cross of martyr faith, with thee is victory;  
Shine forth, O stars and reddening dawn, the full day yet shall be;  
On earth His kingdom cometh, and with joy our eyes shall see;

Our God is marching on."

## GRADUATES OF 1921.

Your years of work bring you to this glad hour with high hopes. Against discouragements, defeats, hunger and cold even, have you fought, as well as foes both within and without your own hearts. In the face of every obstacle have you pressed on until you stand here today certified by the different schools of the University from which you graduate, as worthy in scholarship and character to go out representatives of your Alma Mater.

I congratulate you on your personal achievements. I congratulate you for winning the confidence and esteem of your University. I congratulate you that you are henceforth to be recorded among American scholars.

A significant expression is that which speaks of your graduation as a commencement. You are really standing by the open gates which invite you into new meadow lands, or hill country, or perchance, great and wild mountainous regions. You are commencing your careers as educated men and women in the special fields of endeavor as chosen by you.

For a little we hold you here, congratulating you, cherishing your friendships, rejoicing in your potentialities, and then we must see you scatter out over these untried ways. We want you to have the highest successes. We know these can come only through noblest ideals. History teaches us that these noblest ideals center in the life and character of the Man of Nazareth. I have quoted you His words as the key to your power and your success. If I may sum up to you the results of my meditations this afternoon, they would catalogue themselves thus:—

First: Be absolutely sure that your will is in harmony with the will of God, for your greatest success. If your will runs athwart the will of God, you are simply making for yourself a cross which will grow so heavy with the passing years, as to finally crush you to the dust. Do not make



useless crosses or one cross to crush you. Let your cross lift you by the very sorrows which all crosses engender.

Second: If I may adopt the electrician's language, I may say you are wired to receive the currents of divine power which issue from the life of God. Then connect up with that power! Jesus said,—“All power is given unto me in Heaven and in earth.” In another place He says,—“Ask and ye shall receive.” The asking here means the connecting up with that power. The connection is made by laying our will parallel to the will of God, and binding the two wills into one by personal consecration to Him. This is the divine secret by which the inflow of the power of God shall become operative in you.

Third: As the great lines carry energy from the power plant to far distant places, that mechanical loads may be lifted, streets and homes lighted, and human life everywhere blessed, so you are to be life and light bringers to your village, town, city, nation, and world, witnessing to the supreme values in cultured bodies, cultured brains, cultured souls. Let the light which shines from God through you, so shine before those with whom you come in contact, that they may realize your power and their own weakness, if unconnected with God and the truest cultures of life, and be led to glorify their lives in God and glorify God's life in them.

This is your mission, your task, your reach, graduates of 1921, and this your friends and loved ones long to see you accomplish, and for this God waits to crown you victors.





## SOME OBSERVATIONS TO THE STUDENT BODY OF HOWARD UNIVERSITY, WASHINGTON, D. C.

*By C. Lee Cook, Louisville, Kentucky*

### FOREWORD.

Publicist, philanthropist, orator, and artist by avocation, inventor, constructing and consulting engineer, business man, and manufacturer by vocation, Mr. C. Lee Cook of Louisville, Kentucky, represents a varied achievement unusual in scope and degree for any man. But when it is taken into consideration that these achievements are those of a man handicapped from his early infancy by loss of muscular control so extensive that he has never walked a step, or moved his hands except in a limited arc, he becomes like Helen Keller, a precious human document, testifying to the superiority of mind over matter, of human will over seemingly insuperable physical obstacles.

Here was eloquent and inspiring example enough for the students of Howard University in the mere physical presence of Mr. Cook to have made his recent visit momentous; but he eloquently pleaded his philosophy of life in a speech to the Chapel assembly Thursday May 26, the concluding remarks of which are here reprinted. Reinforced by his own superlatively successful example, Mr. Cook appealed for a spirit of optimistic endeavor and service, for the refusal to accept limitations especially for the surmounting of the self-imposed limitations of self-pity and self-depreciation, and for the direction of Christian ideals through lay service to the cause of mutual helpfulness and social harmony among all classes, all races, all nations.

The wider circle of the alumni and friends of Howard will instantly recognize the rare insight into the principles of social justice, inter-racial equity and amity which Mr. Cook has brought to bear upon the question of race as it practically confronts the young Negro of today; and will as instantly welcome and applaud the broad patriotism and humanitarianism of his point of view.

My Fellow Americans of this great University:

In concluding my remarks I desire to read this statement which bears my signature and which I shall be glad to leave here for your records, if you so desire it.

First: If you would see all the racial relationships of America reach a common plane of understanding, if you would see your own race arise to an unprovincial plane of coordinate prerogative in American society, it must come by and through the service you can render, the contribution you can make to the highest possible standards of citizenship in this republic. Education must do this.

Second: It will be incumbent upon you to realize and appreciate the



great truth, that though prejudice, selfishness, indifference and personal animosity have thus far deprived you of the full heritage to American life, this country has, nevertheless, bestowed the highest measure of blessing upon your race that has yet been contributed by the civilization of the earth.

Third: It will be incumbent upon you to know that all the great institutions, standing for the uplift of humanity, can have no fundamental warrant, can have no demonstrated right to exist, unless their benefits bestowed, unless their scholarships endowed, can be expressed in terms of responsible service giving citizenship.

Fourth: It must be incumbent upon you to know that the bright curricula of this Howard University itself can but make of your minds a lifeless Thesaurus of abstruse and recondite tenets and principles, except as they are resolved into the arduous task of things accomplished, in every valid field of human action. The surgeon or doctor who knows naught but skill is a menace and not a physician; the lawyer who masters the lawful essence of jurisprudence, yet who applies that mastery to self-aggrandizement, is not the mentor of civil institutions but the insidious power that destroys them; the engineer or the architect whose training may embrace the last word in the science of design, of stress and strain, of proportion and volume, of molecular cohesion and elastic limit of entropy and homogeneity, of singular and aggregate strength, and yet who accounts for his design and for his materials and for the stability of situation, no farther than that which barely meet the normal need, can be regarded as little more than a commercialized mockery to his profession. The diplomat, or the publicist who gathers the ripened experience and scholarship of political economy, of the science of government, of the art of statesmanship and then applies it for conquest, applies it to territorial and pragmatic supremacy of one state to the detriment of all other states, is not a responsible authority, is not the holder of a great trust, but is a traitor to the common interests of humanity. The business man, wielding mastery of resource and constructive genius to hoard the avenues of trade within his own control, and tells you that it is justified by the law of the survival of the fittest, is not the producer of enduring prosperity, is not the strong staff against the encroachment of anarchy, but the original breeder of it. The financier, whose skill is the consummate expression of the science of industry and trade and yet who gives cardinal attention to those speculative pursuits, whose logic of gain becomes the inherent misfortunes of others, is not a builder of society but an incubus to its existence.

Fifth: It is incumbent upon you to know and to be always mindful that your civic service to the State can only operate through political institutions, and that their interpretation is through party principle, and that



their interpretation is through party principle, and that the sanction of party principle is free and unbiased suffrage.

Sixth: It is incumbent upon you to know that the integrity of this priceless trust is independent, self-dependent thinking. You can never give responsible account of your franchise by blind adherence to any group of political leaders, who would churlishly hold you as a political asset; upon the ground that you owe an everlasting debt of gratitude to some political party. Let the politicians hear that some day you are going to decide that the colored people of America have paid their political mortgage, and no longer will they be content to perform the sole office of keeping one party in and another out of power; let those who would selfishly abuse you, and those who would just as selfishly use you, know that the hour has struck wherein you intend to affiliate whither an enlightened conscience directs, whether you are welcome or not, that you hold it to be an inescapable duty, sprung from the genius of American institutions, to respectfully notify all concerned that your political obligations do not begin and end by casting a ballot, but that you are entitled to an equitable share of official stewardship in the conduct of this government just as you prove your merit and fitness for that responsibility.

Seventh: It is incumbent upon you to more definitely invade the field of invention than you have done. That you should undertake more the responsibility of contracts in the arts of civilization. That you should undertake more and more a place of directing authority to business in general. You earn enough and you consume enough of the world's commodities to make a very respectable place in the commerce of the world.

Eighth: It is incumbent upon you to know that there is but one safeguard, there is but one effectual guarantee against the destructive trend of constructive things, and that is that wide vision of citizenship wherein every man charges himself with the duty to see that what he does for himself must bear the essentials of service to others.

Ninth: It must be incumbent upon you to know that this vision of citizenship can only be sustained upon the currents of spirituality, lay service, if you please, not essentially in hide-bound creedalism, but in the manifestly ordained virtues which we know to be the efficient and demonstrable agencies of true human progress, wonderfully expressed by the Man of Galilee.

Tenth: It must be incumbent upon us all to know that this spirituality is not an accident of secular conscience, but a divine thing, and that the reason it has thus far failed to achieve a better order of society is because of meager faith and low consequent example men have bestowed upon it.

Eleventh: It is incumbent upon all of us to realize that no single



race or group of races can be coddled or petted into the great office of Christian citizenship, and we should also learn with a clear and discerning eye that if our labors merit reward, time will grant it. There will be martyrdoms, there will be unrewarded pioneers, there will be uncompensated heroes just as there have always been in establishing the blazed trail to righteous achievement; but, as others have been content to take that role of service, so must we find among ourselves such as will carry on the work. This can not be accomplished in mere capacity to gather knowledge as an abstract or academic entity, but in the ability to give it execution, directly or indirectly, in whatever vocation to which destiny calls you.

(Signed) C. LEE COOK.

May 26, 1921.





## THE FOUNDING OF HOWARD UNIVERSITY

### THE OCCASION, 1860-1866 \*

**S**LAVERY in the United States was gone forever by November 19, 1866, notwithstanding the many attempts to restore it in disguise.<sup>1</sup> "I suppose," said a speaker on the occasion of the fourth anniversary of the freedom of the Negroes of Washington, D. C., "it will no longer be presumption to call you fellow-citizens, since the Constitution has been so amended as forever to prohibit slavery and involuntary servitude, except in punishment for crime, and since the 'Civil Rights Bill' has become a law of the land."<sup>2</sup>

There were then in the United States about 4,000,000<sup>3</sup> of these newly enfranchised fellow-citizens. Of these, the great majority were so poor and so ignorant as not to be able to enjoy fully the privileges or exercise properly the duties of their high position. They enjoyed their freedom as best they could, however, moving about from farm to town and from city to city,—moving with "their poverty and wretchedness, their raggedness and nakedness, their hunger and thirst, their weakness and sickness."<sup>4</sup>

They sought the large cities. From a population of 14,275 Negroes in 1860, Richmond, Virginia, grew to 23,110 in 1870; Savannah, Georgia, from 8,417 to 13,068; Louisville, Kentucky, from 6,820 to 14,956; Cincinnati, Ohio, from 3,731 to 5,900; Indianapolis, Indiana, from 498 to 2,931; Washington, D. C., from 10,000 to 40,000.<sup>5</sup>

Washington was the most attractive. It was a "promised land" to many a freedman. In the first place, it was the capital of the nation—that is, of the North that had set them free. There, too, slavery had been abolished since 1862 and there by 1863 schools for blacks had been

<sup>1</sup> Edward McPherson, *Reconstruction*, "Black Codes," pp. 14-44.

<sup>2</sup> Civil Rights Bill, approved April, 1866; 13th Amendment to Constitution of the United States; Autobiography of O. O. Howard, vol. ii, p. 321.

<sup>3</sup> W. E. B. DuBois, *The Negro*, p. 184.

<sup>4</sup> Howard in Defence, p. 36.

<sup>5</sup> United States Census; Edward Ingle, *The Negro in the District of Columbia, 1893*.

\* This is the first of a series of Studies in History to be furnished from time to time by the Department of History of Howard University.—Editor.



opened.<sup>6</sup> Thousands therefore poured into Washington. Between 1800 and 1860, a period of sixty years, 10,000 had come to the capital. Now, for three times that number to enter suddenly, as it were, within the next ten years, thousands of them destitute, was a matter of grave concern both for the city and for the new-comers.

These new-comers "squatted" where they could.<sup>7</sup> They took possession of vacant houses and vacated barracks wherever found. A large number had taken possession of certain barracks that had been erected by the Government on leased land<sup>8</sup> and sold at the close of the war to the owners of the land. Here, "the squatters" were tilling the land and becoming settled. They could pay no rent; yet, although the property was very valuable (worth about \$1500 an acre) the owners were reluctant to eject them.

When finally the owners were compelled to sell the property, the matter was brought by one of them to the attention of General Howard of the Freedmen's Bureau. "I said to this gentleman," wrote General Howard, "that there were thousands in the same condition, and I did not know what could be done." Going to the settlement, however, the General talked with the men, asking them what they most desired to enable them to become self-supporting. "Several answered 'land'—others hung their heads and said nothing."<sup>9</sup>

Although charged with "feeding people in idleness"<sup>10</sup> and making

"No spectacle could be more touching than that offered by these helpless, unfortunate men, old and young, women and children as eager to rush to the schools established for the regeneration of their minds and souls as to the places where they were provided with food and shelter. Never did a famished man pounce more eagerly upon food placed before him than did these poor fugitives upon the bread of knowledge, a sublime instinct causing them to regard education as the first condition of their regeneration." (Hippeau Report Appendix IV.)

that these colored people should not have to dwell in Murder Bay (south of Pennsylvania Avenue between 11th and 15th Streets, N. W.) and such places in this city (as Blood Field, S. W., between 4½ and 2nd Streets; Hell's Bottom, N. W., between 9th and 12th Streets and north of S Street to Florida Avenue), paying all they could get for wages in high rents for wretched domiciles filthy and miserable." (Howard in Defence, p. 27.)

<sup>6</sup> Between 14th and 17th Streets and north of K Street, N. W.

<sup>7</sup> Howard in Defence, p. 9.

<sup>8</sup> "It will be remembered that the colored population in Washington had at one time become so numerous and congested in some sections of the city that I had been obliged to do something to relieve the suffering people from excessive want. One measure had been to issue rations and clothing; another, after careful examination of their condition, to feed the most needy, through work temporarily provided nearby and through tickets to established soup houses; but the main expedient was in sending small parties under chosen agents, who were men or women of fitness, to places where there were work and wages, i. e., places already ascertained where there were reliable promises of employment." (Autobiography of O. O. Howard, vol. ii, pp. 416-417.)



paupers of them, the Bureau erected homes for these and others near the Capitol,<sup>11</sup> ordered the hospital<sup>12</sup> for refugees enlarged, and purchased a large farm on the Potomac near the St. Elizabeth's Hospital for the Insane. Here it erected homes and sold them to the freedmen at a minimum cost. This was known as Barry Farm.<sup>13</sup>

It was becoming more and more evident day by day to the Missionary Societies<sup>14</sup> and the benevolent peoples in general in the United States that land and learning and leadership for the freedmen were the only things which would eventually relieve the situation and bring order out of chaos. And, furthermore, colored leadership was being demanded by both the Blacks and the Whites. "It is reasonable and proper that colored men should feel that it is their mission now to enter this field and educate and elevate their freed brethren. This field is naturally ours and is the only fair one we ever had for usefulness before. Moreover the race to be educated and elevated is ours, therefore we are deeply interested in the kind of education it receives."<sup>15</sup>

In response to this demand for Negro teachers, preachers and leaders for the freedmen, several higher schools of learning were founded: Berea College, in 1855; Wilberforce University, 1857; Lincoln Institute, 1866; Fiske University, 1866; and Hampton Normal and Industrial Institute, 1866. But, as these schools were yet in their infancy, their influence was not felt.

## CONCEIVING THE UNIVERSITY

1866-1867

At a meeting of the Missionary Society of the First Congregational Church, Lincoln Green, or Squares 1055, 1054 and 1032; Square 640. (Minority Report, p. 8.)

<sup>12</sup> Campbell's Hospital, 7th and Florida Avenue, N. W.; later moved, and now called Freedmen's Hospital.

<sup>13</sup> Three hundred and seventy-five (375) acres of land, one-third of which was held in trust for the St. Augustine Normal School, Raleigh, N. C.; one-third for a school in Richmond, Va., and one-third for Howard University. (Minority Report, p. 8.)

"The said Trustees may invest the said \$52,000 in land, with a view of relieving the immediate necessities of a class of poor colored people in the District of Columbia, by rental, by sale or in such other way as their judgment shall direct for this purpose, provided all proceeds, interests, or moneys received for rental or sale over and above the necessary expenses shall be annually transferred to the said three institutions, and in all cases to be divided equally between them." (Special Orders No. 61 of Freedmen's Bureau.)

<sup>14</sup> Appendix III.

<sup>15</sup> Anglo-African, vol. v, No. 5, Sept. 9, 1865, quoted in The Afro-American Press and its Editors, p. 88. Autobiography of O. O. Howard, vol. ii, pp. 393-394.



Church of Washington, D. C., held November 19, 1866,<sup>16</sup> the condition of the freedmen not only in Washington but throughout the country was considered,—also the duty of the country<sup>17</sup> and of the Church toward their elevation. During the evening, the great change which had come over “the face of society” since the Free-Soil Convention “of 1850”<sup>18</sup>—to which two present, Reverend Danforth B. Nichols and Senator Henry Wilson had been delegates,—was discussed. The work of the American Missionary Society was reviewed; the organization of another society to co-operate with it was proposed. Reverend Benjamin F. Morris related his experience at the Wayland Institute, which he had visited that day. He impressed those present with what one teacher with poor equipment was accomplishing in that school for the education of colored ministers of the Gospel. The meeting adjourned but not before one at least had been convinced that not another missionary society but a theological school was the thing needed. Reverend Mr. Nichols, who was active on the committee that organized the first Howard University, reports that the sentiment manifested that evening to establish a school some time in the future led him to say within himself, “Why not now?”<sup>19</sup>

Between November 19, 1866, the date of this meeting, and March 2,

<sup>16</sup> The date of the meeting of the Missionary Society of the First Congregational Church in which the idea of founding a school was conceived is somewhat in doubt. Rev. D. B. Nichols gave in 1895, “Nov. 17, 1866,” as the date. (Genesis of Howard University, p. 3, in Howard University Historical Papers, 1895.) Nov. 17, 1866, was Saturday. John Louis Ewell in his History of the Theological Department of Howard University, p. 7, gives “Monday, Nov. 19, 1866,” as the date. Monday is more probable.

<sup>17</sup> “The Republic, founded on the doctrine of the equal right and capacity of all citizens to share in its government, should find the appropriate monuments of its national greatness and the appropriate ornaments of its seat of government not in stately palaces of granite or marble, but in schools, universities and libraries. We have expended nearly thirteen millions dollars to erect and adorn its Capitol. . . . At the same time nearly two-thirds of the children in this district are unprovided with the means of attending school (19,000 out of 33,000 in 1867), and seventeen or eighteen of the public school rooms about to be condemned as nuisances by the Board of Health. For myself, I would rather exhibit to mankind halls of legislation, plain and cheap, and the results of that legislation apparent in intelligent, educated citizens. I would rather have Congress hold its sessions in a barn or on a hillside, and see the schools of the city models for the civilized world, than to see, as now, this Capitol rear its marble splendors over streets crowded with ignorant and vicious children.” (Hon. Geo. F. Hoar, House of Rep., June 6, 1870.)

D. O. W. Holmes, Fifty Years of Howard University, Part I.

<sup>18</sup> 1852 is the correct date for this convention at Pittsburgh, Pa.

<sup>19</sup> Genesis of Howard University, pp. 3-4, Historical Papers.



1867, events moved rapidly. The next evening,<sup>20</sup> Tuesday, November 20, it was decided to establish a school rather than a missionary society. Within three months, this school had been given four names. At first, it was called "Theological Institute;" later, "Theological and Normal Institute;" on the eighth of January, 1867, it became "Howard University;" and, finally on March 2nd "the Howard University." With each new name, except the last, new functions were added, new aims proposed. At first, it was for the education of colored men for the ministry; later, for the education of teachers and preachers; finally, for the preparation of any one who might contemplate any vocation or profession whatsoever. The draft<sup>21</sup> of the charter that was first presented to Congress on January 23, 1867, was amended on February 6th so as to include all races of men and embrace all departments of knowledge.

The first curriculum was unique for a School of Theology. The committee recommended three "chairs of instruction":<sup>22</sup> one on Evidences of Christianity and Biblical Interpretation; one on Biblical History and Geography; and one on Anatomy and Physiology in Their Relations to Hygiene. It was impossible to decide which the freedmen needed more—doctors for their souls or doctors for their bodies—hence, the mixed curriculum. Reverend E. W. Robinson was appointed to the first chair, Reverend D. B. Nichols to the second, and Dr. Silas Loomis to the third. Some months later, Dr. Loomis enlarged his chair into a School of Medicine—the Howard Medical Department. Of this department he was the first dean.

<sup>20</sup>The dates of the first four meetings at the home of Mr. Henry A. Brewster are well established as follows: First, Tuesday, Nov. 20, 1866; second, Tuesday, Dec. 4, 1866; third, Tuesday, Dec. 18, 1866, and the fourth, Saturday, January 8, 1867. The note found in the minutes of the meeting of Dec. 18, 1866, to the effect that the first meeting was held Nov. 18, 1866, is an interpolation from memory and a mistake. It is as follows: "At an early stage of this meeting the minutes of the first meeting held Nov. 18, 1866, were read." Nov. 18, 1866, was Sunday; the minutes of the first meeting are dated by the same secretary who wrote the note,—Mr. E. M. Cushman—Nov. 20, 1866; the date of the third meeting being Dec. 18, 1866, the number 18 was in the secretary's mind. Tuesday, Nov. 20, 1866, is no doubt the date of the first meeting at Henry A. Brewster's.

<sup>21</sup>"Dr. Boynton having prepared a memo. from the Charter of Michigan University as a basis, explained the same particularly and submitted sundry suggestions and points as applicable to Howard University. General Howard then read the Bill incorporating Howard University as introduced in the U. S. Senate, Jan., 1867, by Hon. Henry Wilson with suggestion that it be revised." (Minutes of Board, Jan. 29, 1867.) Appendix I.

<sup>22</sup>Genesis of Howard University, pp. 5-6, Historical Papers.



Finally, after the plan<sup>23</sup> and name of the school had been changed several times, the question of admitting women came up and was debated at length; also the question of a permanent name for the University. In respect to women, the custom at Oberlin<sup>24</sup> was followed. Concerning a name Reverend D. B. Nichols says: "At last when it seemed doubtful that harmony would be reached on a name it came to the writer as by the breath of inspiration the name it should bear." He moved that the school be christened "Howard University." General Howard objected "as (was) supposed." He was told that there was a John Howard, an English philanthropist, and that he might think of him during his lifetime. "But . . . this vote meant the American philanthropist; the Commissioner of the Freedmen's Bureau, the true friend of the downtrodden and oppressed of every color and nation of the earth."<sup>25</sup>

### LOCATING THE UNIVERSITY

1867-1870

One month before the Charter was granted by Congress, plans for opening the school were made.<sup>26</sup> On the third of January, General Howard secured property on Seventh Street Road near the Boundary from

<sup>23</sup> The plan of the University was worked out in the home of Henry A. Brewster. The location of this house is not clear from the minutes. The minutes for November 10, 1866, and the minutes for Dec. 18, 1866, as found in "Records for 1867," locate it on K Street, but give no number. General Howard in his Autobiography, vol. ii, p. 395, gives K Street without a number. The minutes for May 20, 1867, contain the following: "At the residence of H. A. Brewster, 240 I Street at 7½ o'clock." The Washington and Georgetown Directory also locates the house at 240 I Street in 1867. This same Directory, however, locates it at 1823 I Street in 1870. Mr. J. B. Johnson left the following memorandum among his papers: "Tuesday evening, Dec. 4 at 240 I St., Mr. Brewster, Gen. Howard, Senator Pomeroy, Mr. Morris, Dea. Nichols, Mr. Phinny, Dr. Barber and Dr. Boynton." The document containing this memorandum is dated 1866. In Howard University Historical Papers, Mr. J. B. Johnson locates Mr. Brewster April 19, 1867, "on I Street near 19th." From the evidence cited and from conversation, I am of the opinion that 240 I Street, according to the old numbering is the same as 1823 I Street according to the new numbering which was introduced in Washington about 1870. This conclusion is further justified by the fact that the Brewsters purchased 1823 I Street, N. W., July 26, 1866. (Liber R. M. H. 21, Folio 30.)

<sup>24</sup> Genesis of Howard University, p. 6, Historical Papers.

<sup>25</sup> Genesis of Howard University, p. 7, Historical Papers. Special Report of U. S. Commissioner of Education, 1871.

<sup>26</sup> Minutes of the Board, Jan. 8, 1867; Minutes of Board, Jan. 29, 1867.



John A. Smith,<sup>27</sup> a farmer. It contained about three acres of land and a house—an old German dance hall. This property was leased to the Trustees of the new school for \$1200 a year. It was afterwards<sup>28</sup> sold to the University for \$6000 and became the first campus. In this dance hall the school was probably opened with night classes in February,<sup>29</sup> 1867. This was the Normal School.<sup>30</sup> It was not formally opened, however, until May 2nd, of the same year.<sup>31</sup>

On May 25, 1867, an addition was made to the campus.<sup>32</sup> It was very difficult to secure a suitable site for the University. Landowners refused to sell for a Negro school. "It would spoil the property round about and was not to be thought of." One day, while standing on "The Hill" or farm where the school is now located, Generals Howard and Whittlesey, the Committee on Purchase, were deeply impressed with "the outlook, taking in the City of Washington, the Monument, the Capitol, the White House, and other public buildings, including miles of the Potomac." That day General Howard concluded that there could be no better site for the school. The farm, however, was too large,—it contained 150 acres. They tried to get the lower portion, near the Normal School; then an upper portion near the Soldiers' Home; and finally the central

<sup>27</sup> A slave holder who in 1862 owned the following:

Names	Value
Isaac Mason .....	\$109.50
Charlotte .....	109.50
Henry .....	657.00
Aldezena .....	328.50
Frank .....	153.30
Mary or Mar't Drusilla.....	65.70
Ellen Clarke .....	175.20
Jane .....	547.50
Leonard .....	591.30
Caroline .....	438.00
Emily .....	262.80
Bill Woodley .....	613.20
Betty .....	438.00
Anthony .....	657.00
Total .....	\$5,146.50

House Ex. Doc. No. 42, pp. 48-49.

<sup>28</sup> Liber D-9, Folio 366, June 30, 1869, recorded June 30, 1869.

<sup>29</sup> Minutes of Board, March 19, 1867.

<sup>30</sup> See Map.

<sup>31</sup> Annual Report of President Sunderland, October 12, 1868. Annual Catalogue of the Normal and Preparatory Department of Howard University gives May 1st, as the opening day.

The Incorporators held their first meeting March 19, 1867, at the home of Reverend Charles B. Boynton, 422 N. St.—on the northeast corner of N Street and Vermont Ave., N. W. (Minutes of Board, March 19, 1867.)

<sup>32</sup> Liber E. C. E. 5, Folio 437, May 25, 1867, recorded May 29, 1867.



part. The owner refused to sell any part of it. After some meditation General Howard asked the owner what he would take for the whole. When informed \$1000 an acre, he accepted at once. The proposition somewhat startled his companions. "It almost took their breath away, the suddenness of it and the largeness of the offer." Without one dollar in the treasury for this purpose, a debt of \$150,000 was assumed by the Committee.<sup>33</sup> To this transaction there was much opposition in the Board.<sup>34</sup> It was confirmed, however.<sup>35</sup>

From the beginning Generals Howard and Whittlesey had considered carefully the possibility of selling lots at such a profit as to get out of one-half or two-thirds of the farm money enough to pay for the whole. This was begun at once. By 1870 the Trustees had received from the sale \$112,234.<sup>36</sup> Besides, there had been reserved the present campus, the present hospital site and park in front, and the Medical School grounds. In addition, there were reserved fifty-two acres of land, forty-three of which were sold in 1884-85<sup>37</sup> to the United States Government for reservoir purposes, for \$107,223.30. The hospital grounds, about ten acres, are still nominally the property of the University. In 1882,<sup>38</sup> in settlement of taxes amounting to about \$23,000 and for other considerations,<sup>39</sup>—one, that the land be forever used as a park or revert automatically to the University—this plot was ceded to the United States Government. When the erection of a new Freedmen's Hospital on this site was contemplated, the question of the Government being legally bound

<sup>33</sup> Autobiography of O. O. Howard, vol. ii, pp. 398-401; History of Medical Department, pp. 1-4.

<sup>34</sup> Autobiography of O. O. Howard, vol. ii, pp. 399-400.

<sup>35</sup> "How to meet the primary payment was my first problem. Some gifts had come to our University treasury, but they were not enough. The University treasurer showed that the first amount to be paid to Mr. Smith was \$20,000. To meet that and other expenses in starting this enterprise there was in the hands of the Bureau Disbursing Officer a residue of 'the refugees and freedmen's fund.' And as I had the authority of law in the Appropriation Act for March 2, 1867, to use it at my discretion for education, after reflection, I resolved to transfer \$30,000 to the Howard University treasurer." (Autobiography of O. O. Howard, vol. ii, pp. 400-401.)

By Special Orders No. 36 of March 12, 1869, the sum of \$125,000 was transferred from the Freedmen's Bureau Fund to the Treasurer of Howard University. That same year the balance in full, amounting to \$114,475, was paid to John A. Smith.

<sup>36</sup> Howard in Defence, pp. 44-45.

<sup>37</sup> Office of Corps of Engineers of War Department, Washington, D. C. In 1838, in order to control a spring of running water, the United States Government purchased from John A. Smith one acre of land situated in the middle of this plot. This water was piped to the Capitol for drinking purposes.

<sup>38</sup> Act of Congress, approved June 16, 1882, 22 U. S. Statute, 104-105.

<sup>39</sup> Exemption from future taxation, 22 U. S. Statute, 104-105. W. W. Patton, History of Howard University.



to use this site forever as a park came up. To avoid any legal objection to the hospital, the property was redeeded to the University. The University immediately leased it to the Government in perpetuity for one dollar a year with the understanding that the hospital is to be forever open to the Medical students of Howard University as a free clinic.<sup>40</sup>

On April 9, 1868,<sup>41</sup> the University again enlarged its campus, this time by about one acre of land. It also added to its equipment a building which was on the premises. The two were purchased for \$7,000. The building was known as the Park Restaurant. This property was situated on Seventh Street Road between the Normal School lot and the 150 acres.

Upon a part of each of these three lots—namely, the one leased in January, 1867, and finally purchased in June, 1869; the one purchased in May, 1867; and the one purchased in April, 1868—the Medical School Building was erected and now stands.

Most of what is now known as LeDroit Park came into the possession of Howard University March 16, 1870.<sup>42</sup> This tract was conveyed to John A. Cole, Treasurer of the University. Later, it was transferred by John A. Cole to the Trustees of the School. The minutes of the Board for October 4, 1870, read as follows: "Resolved, that a deed offered by John A. Cole, of the so-called 'Miller Estate,' as a part thereof held in trust by him for the education of indigent and needy students in Howard University, be accepted by the Board of Trustees, and that the Board assume the trust imposed in the said deed." This plot extended from about 4th Street, N. W., westward to Bohrer Street and Georgia Avenue, and from Florida Avenue to Elm Street. It had been purchased in March, 1870, by the Freedmen's Bureau for \$60,000. On May 2, 1873,<sup>43</sup> the Trustees voted to sell the Miller Estate—"such portion of the same now remaining unsold"—to Andrew Langdon for \$115,000 payable in ten years at 7%. November 10, 1875, Langdon's interest in this property was conveyed to A. L. Barber & Co.,<sup>44</sup> proprietors and developers of LeDroit Park.<sup>45</sup>

That portion of the farm which had been reserved for University purposes needed much improvement<sup>46</sup> before it could become a Uni-

<sup>40</sup> Act of Congress, approved April 28, 1904, 33 U. S. Statute, 488.

<sup>41</sup> Liber E. C. E. 30, Folio 433, April 9, 1868, recorded April 13, 1868.

<sup>42</sup> Liber 621, Folio 57, March 16, 1870; recorded July 23, 1870.

<sup>43</sup> Minutes of Board, May 20, 1873.

<sup>44</sup> Amzi L. Barber was Principal of the Normal Department from 1868-1873; Secretary of the University from September 30, 1872, to December 27, 1873; and Acting President of the University from September 9, 1872, to November 18, 1872.

<sup>45</sup> Minutes of Board, November 10, 1875.

<sup>46</sup> "You will remember that the Smith farm was without any improvements and that it was outside of the limits of the city. Doubtless the owners sold it gladly, and when the parties purchased it they had a great work to do. There were one hundred fifty acres of land without even an enclosure." (Howard In Defence, page 15.)



versity campus. There were streams crossing it. These were drained and leveled. Some parts were too wooded; elsewhere trees were planted. V Street was formerly Grove Street. This name suggests the wooded condition of a certain section of the property. So does Elm Street. The farm had not been cultivated regularly. It was not even enclosed. Parts of it had been mined for sand, so naturally there were sand pits. The whole was subject to trespass by the neighboring cattle. Where the President's house now stands, stood the old farm house, and near by, the stables of the former owner. Streets were cut and graded. Morris Road, Pomercy Street, Wilson Street and Howard Place indicate that the Trustees were not unmindful of the benefactors of the University. Much of the laboratory work of the first students in Agriculture consisted in clearing the ground, fencing it in, and draining the creeks which crossed it.

With ample grounds and with the financial support of the Freedmen's Bureau back of them, the Trustees began at once in 1867 the erection of the necessary buildings.<sup>47</sup> By the autumn of 1870, the University Building, a dormitory building and boarding hall,<sup>48</sup> the medical and hospital buildings<sup>49</sup> and Clark Hall had been erected. The private home of General Howard was also near completion in 1870.<sup>50</sup> This edifice, located on Howard Place, is now (1921) used as a dormitory for the young women of the University.

Thus by the end of 1870 the new University far out in the County upon "The Hill" was materially established.<sup>51</sup> It was very attractive. "One

"Sir: In expending the appropriations made by Congress for the construction, rental, and repairs of buildings for schools and asylums I have constructed and repaired such buildings upon land owned by 'benevolent associations and corporate bodies and boards of trustees' who are now using them for school purposes. . . . with a view to the early closing of the Bureau, I have the honor to request that authority be given me to transfer the said buildings to the associations, corporate bodies, and board of trustees upon whose land they are constructed, requiring from them a formal guarantee that said buildings or the proceeds of their rental or sale, shall be devoted perpetually to educational purposes, never excluding pupils on the account of race, color, or previous conditions of servitude." (General O. O. Howard to General J. M. Schofield, Secretary of War, November 5, 1868.)

"Room rent in the University Building is 25 cents per week or three dollars per term of twelve weeks, payable in advance. The rooms in Miner Hall, which is to be set apart for young ladies, are arranged in suites of two and two closets, each suite to be occupied by two persons. They are uniformly furnished with stoves, chairs, bedsteads, tables, bookshelves and washstands. Each student will furnish bedding. Clarke Hall for young men will be open in September, 1870." (Catalogue of Howard University, 1869-70, p. 28.)

<sup>47</sup> History of Medical Department, p. 14.

<sup>48</sup> Minutes of Board, April 8, 1867, August 14, 1867, August 20, 1867; Report of

<sup>49</sup> "The financial condition of the University is satisfactory; no debt now exists Committee of Congress on Education, pp. 10-11.

to cripple its energies or retard its progress. The buildings and land are paid for." (Annual Report of Howard University, 1868-1869.)



to them, or a majority of them, shall be deemed most beneficial to said institution; and to receive the same, their rents, issues and profits, income and interest, and to apply the same for the proper use and benefit of said college; and by the same name to sue and be sued, to implead and be impleaded, in any courts of law and equity, in all manner of suits, actions and proceedings whatsoever, and generally by and in the same name to do and transact all and every business touching or concerning the premises: *Provided*, That the same do not exceed the value of fifty thousand dollars, net annual income, over and above and exclusive of the receipts for the education and support of the students of said college.

SECTION 3. *And be it further enacted*, That the said corporation shall adopt a common seal, under and by which all deeds, diplomas and acts of the said college or corporation shall pass and be authenticated, and the same seal at their pleasure to break and alter, or devise a new one.

SECTION 4. *And be it further enacted*, That no misnomer of the said corporation shall defeat or annul any donation, gift, grant, devise, or bequest to or from the said corporation.

SECTION 5. *And be it further enacted*, That the said corporation shall not employ its funds or income, or any part thereof, in banking operations, or for any purpose or object other than those expressed in the first section of this act; and that nothing in this act contained shall be so construed as to prevent Congress from altering, amending or repealing the same.

(Senate Bill, 529, presented by Hon. Henry Wilson, January 23, 1867.)



rents, issues and profits, income and interest, and to apply the same for the proper use and benefit of said University; and by the same name to sue and be sued, to implead and be impleaded, in any courts of law and equity, in all manner of suits, actions, and proceedings whatsoever, and generally by and in the same name to do and transact all and every the business touching or concerning the premises: *Provided*, That the same do not exceed the value of fifty thousand dollars net annual income, over and above and exclusive of the receipts for the education and support of the students of said University.

SECTION 3. *And be it further enacted*, That the first meeting of said corporation shall be holden at the time and place at which a majority of the persons herein above named shall assemble for that purpose; and six days' notice shall be given each of said corporators, at which meeting said corporators may enact By-Laws, not inconsistent with the laws of the United States, regulating the government of the corporation.

SECTION 4. *And be it further enacted*, That the government of the University shall be vested in a Board of Trustees of not less than thirteen members, who shall be elected by the corporators at their first meeting. Said Board of Trustees shall have perpetual succession in deed or in law, and in them shall be vested the power hereinbefore granted to the corporation. They shall adopt a common seal, which they may alter at pleasure, under and by which all deeds, diplomas, and acts of the University shall pass and be authenticated. They shall elect a President, a Secretary and a Treasurer. The Treasurer shall give such bonds as the Board of Trustees may direct. The said Board shall also appoint the professors and tutors, prescribing the number and determining the amount of their respective salaries. They shall also appoint such other officers, agents, or employees, as the wants of the University may from time to



## AN ACT TO INCORPORATE THE HOWARD UNIVERSITY—*Continued.*

time demand, in all cases fixing their compensation. All meetings of said Board may be called in such manner as the Trustees shall prescribe; and nine of them so assembled shall constitute a quorum to do business, and a less number may adjourn from time to time.

SECTION 5. *And be it further enacted,* That the University shall consist of the following departments, and such others as the Board of Trustees may establish—first, normal; second, collegiate; third, theological; fourth, law; fifth, medicine; sixth, agriculture.

SECTION 6. *And be it further enacted,* That the immediate government of the several departments, subject to the control of the Trustees, shall be entrusted to their respective faculties, but the trustees shall regulate the course of instruction, prescribe, with the advice of the professors, the necessary text books, confer such degrees, and grant such diplomas, as are usually conferred and granted in other Universities.

SECTION 7. *And be it further enacted,* That the Board of Trustees shall have

the power to remove any professor or tutor, or other officers connected with the Institution, when, in their judgment, the interests of the University shall require it.

SECTION 8. *And be it further enacted,* That the Board of Trustees shall publish an annual report, making an exhibit of the affairs of the University.

SECTION 9. *And be it further enacted,* That no misnomer of the said corporation shall defeat or annul any donation, gift, grant, devise, or bequest, to or from the said corporation.

SECTION 10. *And be it further enacted,* That the said corporation shall not employ its funds or income, or any part thereof, in banking operations or for any purpose or object other than those expressed in the first section of this act; and that nothing in this act contained shall be so construed as to prevent Congress from altering, amending, or repealing the same.

Approved March 2, 1867.

(14 Stat. L., 438.)

## II

### RACES REPRESENTED AT HOWARD UNIVERSITY BEFORE 1873.

On the day set apart for prayer for Colleges, January 25th, 1872, we organized a small church at Howard University. Since the organization, we have had three communions at each of which we have added to our number. Last Sabbath was a day of special interest in the history of this infant enterprise. Dr. Rankin preached the sermon, after which two native Chinese, supported here through the contributions of your society, were among the number received. In looking over our files, I find a letter from Rev. E. P. Smith, then your field secretary, dated February 18, 1870, making an application for the reception of three Chinese young men to our institution, named Fung Affoo, Leong Sing and Choy Awah. The first two named, he regarded as men of great promise, and they having indulged hope in Christ, were last Sabbath baptized by Dr. Rankin in the name of the Holy Trinity, and entered into covenant with the people of the Lord. At the same time a native African from the eastern coast, who came to this country with the



Reverend Mr. Robbins, missionary of Am. Board, a daughter of a deceased missionary to Africa, a Creek Indian, a young man who was a slave in the South at the breaking out of the war, now a promising young man, and our University treasurer, J. B. Johnson, were received into this infant church. A large audience was present to witness the interesting ceremonies, and manifested deep interest in the exercises of the hour.

As the writer looked upon this scene, the words of the Saviour came forcibly to mind: "And they shall come from the East, and the West and the North, and the South, and shall sit down in the kingdom of God."

The friends of the Missionary Association have great reason for gratitude for the success which has thus far attended their labors. The past success should be the occasion of a new impulse in the work of the world's evangelization. (American Missionary, Vol. 17, No. 1. January, 1873, p. 1. D. B. Nichols.)

### III

## SCHOOLS IN THE DISTRICT OF COLUMBIA FOR NEGROES BEFORE NOVEMBER, 1864.

We apprehend that few of our citizens are aware of the laudable efforts which during the year past have been made toward a general and permanent system of education and moral training for the colored population of the District of Columbia. A few evenings since, a very interesting semi-annual meeting of the Association of Volunteer Teachers was held, from the report of which we glean the following particulars:

About a year ago, the Freedmen's Relief Association of the District opened its first free day school for colored children, which was followed in the course of the ensuing winter and spring by four other day schools for the same class of learners in different sections of the city and under the same auspices of the same society. But day schools, though all important, did not meet the want. The need was scarcely less urgent for evening schools, in which adults just escaped from bondage, and such children as were at services during the day could secure the great treasures of knowledge.

The first evening school was opened on the 25th of November, 1863, under the charge of a gentleman who volunteered to teach gratuitously. This has been followed by ladies and gentlemen abundantly qualified who devote much valuable time and talent to this great work of philanthropy. Besides these evening schools there is a Sunday school at Old Camp Barker Chapel with about 175 scholars. Another Sunday School is situated in 23rd Street, with from fifty to a hundred pupils, and a third Sunday School at the Soldiers' Free Library. Notwithstanding various discouragements the trustees provided by Congress for colored schools opened the first free school for colored children on the 1st of May, 1864. It was and continues to be held in the venerable Ebenezer Church, on the corner of 4th and D Streets, Southeast, Capitol Hill. It had upwards of 100 pupils the first week, with two teachers, one being sustained by the New England Educational Commission at Boston and proved in every way a success.

The Freedmen's Relief Association of this city opened 5 day schools in the early part of the year. It is understood that 4 of these schools, with eight teachers, are now in operation, and that the National Freedmen's Association of New York is co-operating with the first-named society in sustaining them.

The Pennsylvania Freedmen's Relief Association entered upon the field in May,



and has now 5 day schools, with 14 teachers under its care. It is nearly ready for occupation, on I Street near 20th, a school house with two rooms, capable of accommodating 100 pupils, with which is to be connected, in an adjoining building, an industrial school for teaching sewing; also a store house and kitchen for the purpose of dispensing clothing and food to the needy.

The Philadelphia Friends Freedmen's Association commenced at the same time and has two schools with five teachers. This Association has just completed a fine large school edifice with living rooms for 12 or more teachers at a cost of \$6,000, a most valuable acquisition to our city. It is located on 19th Street west, near the northern part of the city.

The Scotch Covenanters have one day school with two teachers.

The African Civilization Society maintains one school. And the American Baptist Missionary Association has one school.

The American Missionary Association has recently established four day schools with ten teachers, having in their day and evening sessions over 1,000 pupils. These make a total of 20 day schools and 44 teachers. At an average of 150 each they will accommodate the 3,000 children between the ages of 6 and 17 which were enumerated in 1860; but it is believed that not more than one-third of them are now accommodated. There are 5 evening schools besides those of the Volunteer Teachers' Association. In this enumeration the school at Mason's Island (now Analostan), Arlington and Geisboro are not included. (Washington Chronicle, November 12, 1864.)

#### IV

### EXTRACTS FROM THE OFFICIAL REPORT ON PUBLIC EDUCATION IN THE UNITED STATES TO THE MINISTER OF PUBLIC INSTRUCTION OF FRANCE BY M. HIPPEAU.

#### Ecoles Pour Les Enfants De Couleur (Colored Schools).

Nothing, in my opinion, reflects more honor on the United States than the zeal which the government and private associations displayed during the most terrible periods of the great war of secession to assure to the negroes of the South the means of existence and to create schools for them and their children.

The extraordinary events which resulted so unexpectedly in the emancipation of the slaves of the South, and which have subsequently led to the acquisition by them of the title and civil and political rights of citizens, caused also the creation in every State of a freedmen's bureau, and these bureaus, organized with that promptitude and marvelous spirit which characterize all enterprises in which



a great national interest is taken, immediately began to organize all over the South schools for people of color. Before the attention of Congress was called to this point a great number of private associations had been formed in the different States for aiding the freedmen. Multitudes of men, women, and children, flying from slavery, followed in the wake of the northern armies, imploring aid from the soldiers and offering their services.

It was the women who responded with the most alacrity to the call made for teachers of schools founded for colored children in all cities in which the victorious army of the North had replanted the flag of the Union.

It would be impossible to convey an idea of the energy and friendly rivalry displayed by the women of America in this truly Christian work. In the year of 1862 public meetings were held in New York, Boston, and Philadelphia, and soon were formed, under the double influence of humanity and religion, the "Association for the Aid of Freeman," and the "Missionary Association" in New York; the "Committee of Education" in Boston; the "Societies of Education" of Philadelphia, Cincinnati, and Chicago. Special periodicals were established to publish the results achieved by each of these societies, to announce the voluntary donations collected by the committees, and to publish the letters and reports from all the different places wherein the protectors of the blacks were exercising their beneficent functions. In one year 1,500 schools for colored pupils were opened. No sooner had the northern army captured a new city than a host of devoted teachers, of both sexes, also entered it. In incorporating Negroes into the northern armies the Union generals formed regimental schools for them.

Sherman in Georgia, Banks in Louisiana, and Howard in Tennessee, evinced, in forwarding this great work of humanity, no less interest and energy than in the prosecution of the war.

And it should be here stated, to the honor of a race so long disinherited, so long condemned to degradation, to brutality, to ignorance (a law of the South punishing with death anyone convicted of teaching a slave to read or write), that no spectacle could be more touching than that offered by these helpless, unfortunate men, old and young, women and children, as eager to rush to the schools established for the regeneration of their minds and souls as to the places where they were provided with food and shelter. Never did a famished man pounce more eagerly upon food placed before him than did these poor fugitives upon the bread of knowledge, a sublime instinct causing them to regard education as the first condition of their regeneration.

The beneficent Peabody consecrated five millions to the schools of the South. A single association, the American Missionary Association, received more than 45,000 francs per month; but this sum was insufficient to alleviate to a great extent the vast amount of physical and moral suffering which existed. Congress gave forty-five millions of francs to the Freedmen's Bureau, the presidency of which was confided by Lincoln to General Howard, who had lost an arm in one of the latter battles of the war. What this bureau has accomplished since the day of his installation is incredible. The unfortunates out of whom men and citizens were to be made required all kinds of assistance. They not only needed schools, but hospitals; and these latter were established for them. From 1861 to 1866, nearly four hundred thousand freedmen had filled the forty-eight hospitals created for them, and in which twenty thousand souls succumbed to misery, fatigue, and wounds received in fighting for the cause which assured to their race liberty and independence.

Such was the devotion of the men and women occupied in the education of children, that the number of schools increased so rapidly (there were four thousand at the commencement of 1868) that more teachers were required than the



North and West could supply. The generals and superintendents of the Freedmen's Bureau partially supplied this want by creating normal schools for the blacks, and by confiding to them as soon as they acquired the rudiments of reading, writing, and arithmetic, the responsibility of communicating their knowledge to others. Admirable pupils, they became excellent professors. They themselves were then able to found schools. God knows at the price of what sacrifices and what privations. In 1868 they supported at their own cost twelve hundred schools, and owned three hundred and ninety-one school buildings.

One fact alone goes to show the importance attached by them to education. In 1863, Louisiana had schools enough, supported by taxation, to furnish instruction to 50 000 freed persons. Pressing needs having caused the abolishment of the tax, they were at first disheartened, but they soon regained their courage. They held meetings. Already they were paying, like the whites, a tax levied for public instruction, but which was employed entirely to sustain schools for the whites, and from which the blacks were excluded. Notwithstanding this injustice, they demanded to be authorized to furnish a special contribution for the education of their children, and, at the same time, were willing to pay the general school tax, and maintain their own schools themselves. In a few years the emancipated race had already elevated itself to the level of the civilizing race.

Surely the American people are entitled to admiration and thanks for the generous ardor with which they have lavished their gold and employed their noble and powerful initiative in giving to their new brethren all the advantages which accrue from education.

I was fortunate enough to be able to collect evidence which corroborates the statements just made, and, on arriving in Washington, after a visit to Mr. Henry Barnard, the Commissioner of Education, and his zealous secretary, Mr. Angerer, I hastened to pay a visit to the illustrious organizer of the Freedmen's Bureau, General Howard, and his worthy collaborer, Mr. Eliot. It was in Washington that the first schools for the children of freedmen were established. The schools are of all grades, and the general is even constructing large, beautiful edifices for a college and a university. I was full of the memories of the most flourishing schools in the East, and I was well qualified to judge for myself of the differences in intellectual aptitudes of the two races. I must say that I have been unable to discover any. All the teachers, both male and female, that I have consulted on that point are of the same opinion.

My opinion of the intellectual aptitudes of colored children is shared by men of good faith who have, like me, visited the schools of the South. An English traveler, Dr. Zincke, in an account of his travels in America, says: "I must confess my astonishment at the intellectual acuteness displayed by a class of colored pupils. They had acquired, in a short space of time an amount of knowledge truly remarkable; never in any school in England, and I have visited many, have I found the pupils able to comprehend so readily the sense of their lessons; never have I heard pupils ask questions which showed a clearer comprehension of the subjects they were studying."

What I saw at Oberlin confirmed entirely the opinions I had formed by my visits to the schools of the South. This remarkable institution is educating a large number of colored students. I found fourteen young colored girls in the most advanced class, and they appeared in no way inferior to their white companions. In 1868 the degree of A.B. was conferred upon fifteen young men and ten young women. The principal of the institution, in an address to the students, stated that in literary taste and philological ability these colored pupils were unexcelled by any of their white fellow graduates. The opinion of the professors at Oberlin is



that there is no difference in intelligence manifested by the two races. In a Greek class of twenty-seven pupils of both races, instructed by a young lady of twenty-five years, daughter of one of the professors of the college, a young colored girl translated, with exactitude, a chapter of the first book of Thucydides. The Negro race constitutes nearly a fifth part of the population of Oberlin and, one of the professors assured me that the most peaceable, well-behaved, and studious citizens of that place belonged to the colored race. They are associated with the whites in all business and social relations, and no animosity is exhibited by either.

The white man there is no more disturbed at sitting beside a colored man in the municipal council or on the Committee of Education than in an omnibus or at a restaurant table. This fair treatment of the blacks, however, is by no means universal, but every day weakens the repugnance which has hitherto constituted an insuperable barrier between the two races.

(Appendix to Report of Committee of Congress on Education, pp. 21-23; Howard University Documents, 1867-70.)

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# Class Day Parts

## I.

### 21'S ODE TO HOWARD

## I.

Dear Howard we from thee depart  
 In grief, but love forever fond  
 Shall be our guide as now we start,  
 Thy name our true and faithful bond,  
 Our hearts as pure and wills so firm,  
 With aims above thine other sons  
 And great desires within do burn  
 Thy children dear of Twenty-One.

## II.

Now proud to be descendants real,  
 Of thee our own sweet mother tree;  
 These four long years have made us feel  
 Thy love and care have set us free  
 From chains unpleasant though so strong,  
 That time with its great concordance  
 Cannot unloose without thy song,  
 "Come truth, be gone all ignorance."

## III.

Confiding home of hundreds gone  
 Mothers of thousands yet to be,  
 Oh may thy love continue on,  
 With us to our great destiny;  
 Where HOWARD shall in glory stand,  
 The greatest school in all the land.  
 Through work and prayer will this be done  
 By your dear class of Twenty-One.



## IV.

Our lives we all now consecrate  
 To one great human christian task;  
 Which is to hasten up the rate  
 Of fading hate from creed and cast.  
 Then only will true brotherhood  
 With peace and love be full of mirth,  
 And every action shall be good,  
 With heaven truly here on earth.

## V.

Then will dear Howard be the shrine  
 Of pilgrims from the distant lands;  
 And true light will ever shine,  
 Permitting all to join their hands  
 In love which ever shall be first  
 To bring real joy and happiness,  
 By quenching in all hearts the thirst  
 And calm the yearns for friendliness.

## VI.

Good-bye, Juniors, our place you'll fill;  
 May you in our path now follow.  
 Good-bye, Sophs, in discipline drill,  
 That you'll bravely stand your morrow.  
 Farewell, Freshmen, your journey's long,  
 Plant deep the seed these teachers give;  
 Farewell, Mother Howard, we'll join the throng  
 Of those who only in your mem'ry live.

—MYLES ANDERSON PAIGE, '21.



## HISTORY OF CLASS '21

Like Vergil, we sing of arms and the heroes who, cast forth by fate, came from the Atlantic coasts and the shores of the Pacific to Howard. Much were they tossed about by the sophisticated Sophomores above them and hazed on every side until organized under the banner of '21, they turned and drove the Sophs. before them: whence class of '21, leaders of Howard and future leaders of the race.

Having completed the cycle of four revolving years in which we have known toil and pleasure, sorrow and joy, we have at last reached the summit of the college world. We have attained the honored rank of Seniors. We stand now, as the central power station, pulsating vital energy throughout the entire University.

Ours is a history, not one of mere class achievements, experiences, hopes and aspirations, but one of a vivid portrayal of those characteristics, qualities, principles, emotions and deeds upon which is built the success of every glorious class, race and nation.

Here standing, as it were, on the crest of the college world and at the base of the upward climb of the life beyond the college, the class of '21, peering out from the shadows of the past into the promise of the future, would reveal to the world the secrets of her achievements and successes during her sojourn of four years at Howard. Would that our words might have the power to make the reader not only see our activities, but share in our emotions.

### The Class of '21 as Freshmen.

Four years ago a barbaric hoard of one hundred and thirty Freshmen invaded Howard. Scarcely had they entered the campus grounds when the Sophomores sallied down upon them. Not able to restrain their eagerness for fun, the Sophomores showered upon the uninitiated Freshmen a fusilade of foolish questions. The Freshmen's Socratic replies to these questions gave warning to the sophisticated Sophs. that they had a resolute invincible and unconquerable class with which to deal.

For the first two nights the cry of "Sophomores up!" meant that the Sophomores were holding fast in their clutches some poor incautious Freshmen. But from the third night onward to the end of our Freshman year, this same cry was an emergency call summoning the Sophomores to the aid of their brothers who had fallen victims into the hands of the lion-hearted Freshmen of '21.

Unconquered spiritually, but defeated physically, did we come forth from our first public contest with the Sophomores. We say unconquered because our spirit and morale remained untouched and uncrushed from the din of the encounter. And the army whose courage and morale remains unshaken is not conquered by the losing of a battle. Even the enemy's joy and ardor in his victory is dampened by the display of unbroken courage and cheerfulness on the part of the loser. Judging from the yelling and cheering of the Freshmen of '21, one would not have concluded that the judges had decided upon the Sophomores of '20 as the winners of the annual Freshmen-Sophomore debate for 1917. The shouting and cheering of '21 reached the zenith of human utterance when the judges awarded a member of class of '21 the prize for the best individual debater of the evening.



The keynote of our fate had been sounded and, in the Freshmen-Sophomore football game on the day following the debate, our luck did not change. We see again in our minds that never-to-be-forgotten contest. The chill of that day makes one shudder to think of it even now. Heavy frozen snow covered the campus. Sharp cold winds numbed our finger tips and ears. Struggling under the handicap of a lighter weight team, the team of '21 again and again carried the ball forward toward the goal line only to be pushed back by the onslaught of the heavy-weight Sophomores. Here on this cold and frozen field of ice the girls of '21 displayed their loyalty and heroism. Up and down the frozen field they ran, holding up the red and black banner of '21, shouting to the men struggling to uphold the honor of '21—"Hold up the banner of '21. Don't let the colors of '21 trail in the dust." Catching the echo of this cry, the team of '21 fought with renewed vigor, but the gods were against us: again the Freshmen lost.

In basket ball the gods were more kind and '21 won a victory of 17 to 11 over the Sophomores. The girls' basketball team of '21 won the championship for 1917-18, defeating all girls' class teams on the Hill. Four Freshmen girls from '21 made the Varsity basketball team for 1917-18.

In joy and revelry did we, the Freshmen of '21, feast at our banquet—the last class banquet held during our stay in the University.

Bound together by the ties of mutual suffering, we separated for the summer vacation with a spirit of deep-rooted brotherly love that victories alone could never have brought about. We had known the glory of defeat.

### The Class of '21 as Sophomores.

The second year in our upward climb found the whole world in a state of turmoil and war. It was the third year of the great World War. The United States had entered the war on the side of the Allies, and was calling men to arms from every walk of life.

With great anxiety to know how many of her sons the war had called to its ranks, '21 returned to Howard for its Sophomore year. But it was to a different Howard, indeed, that we returned. Gone were the familiar scenes of the year before. The grass of the usually beautiful green campus had disappeared—trodden down under the heavy boots of soldiers who had occupied the campus during our absence. Unpainted wooden barracks jarred the harmony of the architecture on the campus. Serious faced, khaki clad Sophomores replaced the jauntily dressed Freshmen of the year before. Howard had been converted into an army training camp.

It is the test of war that proves the man; and, under this crucial test, the men of '21 proved themselves true sons of the race. It is with pardonable pride that we point out to you the achievements and distinctions attained by the Sophomores of '21 in the summer Student Officers' Training Camp and in the subsequent Students' Army Training Corps at Howard. It was due mainly to the efforts of the eight men representing '21 at the camp that the summer training camp was the great success that it was. Mr. Phillip T. Johnson of '21 held the rank of Student Major both at the summer camp and the S. A. T. C. of the following fall and winter. With pride, '21 singled out her sons by their proud military bearing and inimitable cadence in the daily evening parades held on the campus.

As the story of any great war is incomplete without mention of the heroic efforts and sacrifices of the women of that war, so the story of Twenty-one's Sophomore year of military life at Howard would be incomplete if the heroic





CLASS OF 1921—THE COLLEGE



deeds of the Sophomore girls of '21 should pass unsung. In a great effort to ward off that dreadful epidemic of Spanish influenza then sweeping over the country, the girls of '21 were organized into a military battalion. They were subjected to the severe discipline of army life. Several girls from '21 gave faithful service as commissioned and non-commissioned officers. These heroic efforts of rising at the break of day and tramping on hikes of many miles were rewarded by the year's closing without a single case of influenza among the girls on the Hill. Clad in real khaki uniforms, the girls rivaled the boys in drilling.

Twenty-one also gave up her quota of men to go forth to fight in the actual encounters on the Western Front. Many of these served as lieutenants, sergeants and corporals of armies both here and in France.

Serious thought of the great World War did not prevent us from fulfilling our duty to the Freshmen of '22 (that of initiating them into the mysteries of Howard life). These Sophomore-Freshmen encounters sometimes vied in daring and strategy with those on the western battle front. Tears of laughter fill our eyes whenever we think of the pranks practiced by '21 upon that young mob of two hundred green and over-confident Freshmen of '22. Will the girls of '21 ever forget how they used to take particular pains to let the "Freshies" see them get dressed up in their very best as if preparing to attend a class dance; and then all dressed up, go to no place but class meeting? We can never forget that night that the "Paenies," intent upon breaking up the Sophomore party that our fine clothes led them to believe we were about to celebrate, attacked room 209 of the main building. And long will the Freshmen of '22 remember the reception of crayons, erasers, and frozen mud and water that greeted them at the door.

In the annual Sophomore-Freshmen Debate of 1918-19, we were defeated by the Freshmen; but looking upon this as an accident, we cheered the louder. It was only our unconquerable spirit that caused us to engage in the Sophomore-Freshmen football contest of that year. With our regular players away in France, we entered the contest with only eleven men. In the first half we held the advancing Freshmen back; but the Freshmen reserves in the second half proved too much for our exhausted eleven and the game closed with a score of 14 to 0 in favor of the Freshmen.

It was in our Sophomore year that the members of '21 began to take their rightful place in the extra-curriculum activities of Howard life. The prowess of three of her sons was recognized on the Varsity football squad and on the track team. Leading parts in the supper shows, presented by the Dramatic Club, were played by the members of '21. Even in the very limited cast of the University's big play, "The Truth," Twenty-one succeeded in having one of its members play a prominent part. Twenty-one was well represented by its Sophomores in the Stylus and Glee clubs.

Twenty-one attributes the success of its second year in the activities of Howard life to its wonderful unity and harmony of spirit brought about through our defeats. We were mutual sufferers in a common cause. We had but one aim—to establish the prestige of '21.

This spirit of brotherly love that has been the redeeming feature of the class of '21 was fostered by our "Get-together" parties held in Miner Hall on the first Saturday night in each month. In the years to come, sweet memories of these Saturday night parties will serve to keep the hearts of members of '21 bound closer together in the ties of brotherly love.



### The Class of '21 as Juniors.

Entering upon the third year of our life at Howard, we assumed the dignity of upper classmen. Our first task was the pleasant one of helping to organize our protégés, the Freshmen, into a strong factor in the University activities. In anticipation of these duties we had written letters of welcome to all prospective Freshmen of Howard for 1920. We imbued them with our own enthusiasm and good cheer. Our formal reception to the Freshmen in the form of a semi-carnival proved a most fitting welcome inasmuch as it gave the Freshmen an idea of the dignity and fun that can be combined in a college social. The good results of our labors were shown in the victories of the Freshmen of '23 over the Sophomores of '22 in every Freshman-Sophomore class contest of 1919-20.

Realizing that a great responsibility for the general spirit and culture of the student body and the dramatic and literary advancement resting on '21 as one of the upper classes, we devoted our attention and time to the advancement of every phase of college. On the Varsity football team, four men distinguished themselves on the gridiron. On the Varsity debating team Mr. W. T. Andrews and Mr. G. W. Brown of '21 upheld the honor of Howard. To the untiring efforts of Mr. George Brown of '21, business manager of the Dramatic Club, "Thais," the Howard play for 1920, owes much of its success both in Washington and Baltimore.

To '21, in her Junior year, belongs the honor of organizing the H. T. Burleigh Club, the first college club for research in Negro music. Only members of the odd year classes were eligible for membership in this club.

A unique reception, in the form of a mock wedding—the marriage of the Senior Class to the World—closed the activities of '21 for the Junior year of our life at Howard.

### The Class of '21 as Seniors.

Sophomore and Junior years, Twenty-one returned to Howard resolved to make 1921 the banner year of her college life. We have accomplished our aim. And, although the year is yet unfinished, we have accomplished those things, for the good of the University now and hereafter, which will cause our praises to be sung throughout the ages.

Possessed of all the dignity desired of Seniors, but happily wanting in that air of forced dignity so common to Senior classes in the past, Twenty-one moved with the easy manners of fellow-companions among the students of lower rank. Thus '21 has won the confidence and friendship of the lower classes to a degree which no other Senior class in the history of our life in the University has been able to gain. And thus we established the basis of our

Having learned well the lessons gathered from the experiences of Freshman—powerful influence for good on the student body of Howard University.

Long after our individual names shall have been forgotten, our efforts and accomplishments in the work of the Student Council will be remembered. One name will live in connection with the Student Council—that of George Brown of '21, the first president of the Council. By means of his untiring labor, Mr. Brown has proved that college students are capable of handling matters pertaining to student activities and discipline. Through the efforts of the president and other members of the Senior class, student self-government at Howard has evolved from a dream into a factor in the student life.

The year 1921 teems with our achievements in every phase of University life. In the work of the Dramatic Club, members of '21 have played leading



roles in the two presentations of this year. A majority of the student members of the editorial staff of the University Record is composed of Seniors. Four efficient assistant teachers in sciences and languages in the University have been selected from the ranks of '21. On the Varsity debating team, '21 is represented. On the honor roll, '21 will have a high percentage. Several members will be graduated with exceptional honors.

While taking the lead in the intellectual, spiritual and cultural life of Howard, '21 has played well her part in the athletic life of Howard for 1921. Five sons of '21, as members of the Varsity football squad, attracted attention on the gridiron by their remarkable playing. Under the captaincy of Jesse Lawrence, of '21, the 1920 Varsity football team of Howard established an unequalled record by returning as victors from every contest of the football season of 1920. The work of John Nurse and Charles Brannon of '21 deserve special mention. These names will be immortal because they not only won an unequalled championship record for Howard for 1920, but they have established a precedent which will serve as a challenge to the football teams of Howard throughout the years to come. And thus the championship without the loss of a single game will become the tradition of Howard.

In the social life of Howard, '21 has attained an enviable place. Up to the present time this year, '21 has given three successful entertainments and dances. The unique Frivolity Day, Senior Prom, and Class Day planned for '21, attest the fact of Twenty-one's love for originality.

Now, at the parting of the ways, we predict, not like Virgil, that some will surpass us in one phase of life and others in another, but that some representative of '21 shall excel in every walk of life. To the canopy of Heaven shall '21 raise her glory and throughout the ends of the earth shall she extend her influence.

## II.

### PROPHECY

**Setting: The Roof-garden of a Berlin Hotel Ten Years Hence.**

For a year, I had been traveling for educational purposes and for about an hour had been seated all alone in the roof-garden of one of the finest hotels in Berlin. I was musing. All sorts of thoughts came into my mind only to crowd out others; but finally, I began to think ten years back, or my dear old class of '21, and to wonder how many were living, where they were, what they were doing, and every other thing imaginable. Suddenly, a thought came to me that it might be possible many were living, where they were, what they were doing, and every other thing imaginable. Suddenly a thought came to me that it might be possible to learn of them through the winds, which go everywhere, see everything, and hear everything. But how to get the winds?

"By calling them of course," said a still small voice.

"How shall I call them?" I asked, becoming very excited.

And the answer came back clear and distinct, "Through the medium of Poetry."

And there I was without any talent whatsoever for making verse.

Oh! What was I to do, as eager as I was to know about my classmates?



But hark! for I suddenly found myself saying:

“Come! O glorious winds of Heaven,  
Rovers o’er the land and sea,  
Come and bring me news of classmates,  
Who are ever dear to me.”

“First the North Wind, wild and cruel, came and left these at my feet.”

During the past ten years Mazie Tyson, Mabel Garret, and Ella Payne have won widespread fame, and are now considered the three greatest chemists of the world.

“Ah! I always knew that our dear old class of ’21 would be a benefit to the world,” said I, and hastily gathered tidings of others.

“The Reverend Mr. Heacock, pastor of the church of Roland, will deliver his first sermon, Sunday, July 21, 1931, in the auditorium of the church.”

“The Reverend Mr. Heacock?” I feared the winds had deceived me, for there was none such in my class. “The Reverend Mr. Heacock?” Then I remembered, our own dignified Roland.

“Something more—the fate of Hilda Hopewell—”

Contrary to her highest ambition, Hilda has lived for ten years a life of single blessedness.

At this the North Wind quickly fled and I was left alone, wishing that the other winds would have more to offer. . . .

“Then the South Wind o’er the prairie,  
As in answer to my plea,  
Came and brought some slips of paper,  
All besprinkled by the sea.”

I then found in my hand a newspaper, The Nelson News, edited by our own “Love’s Labours Lost.” The first page carried a very clever cartoon, portraying an extremely young man, standing between two beautiful girls whose names were indicated as “The Inimitable Pearls.” The title of the picture was “Paige’s Dilemma,” or “Still Trying to Decide Which.”

The following headline appeared in bold-type letters:

“All the Natives of Liberia humbly bow to their New Educators, Anna Cooper and Russell Dyett.” Professors Cooper and Dyett are endeavoring to raise the educational standard of the natives of Liberia to that of European civilization. For a number of years they have done post graduate work in some of the best universities of the world and now they are prepared to give to the world the benefit of their accomplishments.

Among “Men and Women of the Month” appeared the names of old ’21’s M. D.’s. There were Doctors Lena Edwards, Philip Johnson, William Wethers, Keith Madison, and Mabel Lomax. All their efforts had been crowned with success, but, as seems to be quite common now, the women had scaled the ladder far above the men. Lena, after a few years of practice, studied intensely in London, Paris, and Berlin, and now all eyes of the medical world are turned toward her, because of her wonderful ability to put brain substance in the heads of humans.

Further down the column my glance was attracted by the following title:

“A Real Estate Comet.” Reading on, I learned that of all the women who have entered the field of Real Estate, Gretchen LaCour is the most renowned. With her “gift of gab” and the natural sweetness of her voice she maintains her equilibrium and does credit to any property placed under her guardianship. Her slogan is, “A fair deal to all.”



The most outstanding article in the "Heard and Seen" column was the following:

"Having grown weary of her unique Professorship in 'Campustry' at the University of 'Lazy Arts,' Miss Bernice Foreman has wandered to foreign lands and in the heart of the city of Paris has opened a 'Beaux Arts Shop.' All of the would-be Parisian fashion models, among whom are Mr. Jesse Lawrence, Mr. Charles Brannon, and Miss Georgia Washington, rush to the parlors of this beauty culturist to receive her services."

Oh, that was fine! but what about the others. There were Blanche and Julia, Geraldine and Luveta. I wanted to learn of them. But soon it came—something great:

"Miss Blanche Winston sits daily at her desk in a school room with forty pupils. She wears a small white cap. Her countenance is much changed, and her philosophy of life is just opposite to what it was during her days at Howard; for now she emphasizes the maxim that regular attendance in school is of great importance."

And Julia is the sole occupant of a certain "Hightower" in the heart of the city of Boston. Neither the star-lit sky, pretty girls and flattering boys, nor even the violin. . . . Nothing can entice her to leave this "Hightower" in whom she finds the comfort and solace of a well spent life.

And what is this?

"Mrs. Marie Starks Rid. . ." No!

"Mrs. Marie Starks Bur. . ." No!

"Mrs. Marie Starks. . ."

Oh, I couldn't make it out. At any rate, it was a clipping from the "Society News" of the Los Angeles Presto Change. Our once Marie Starks is entertaining in honor of Dr. and Mrs. Marshall Ross, who are attending the Doctor's convention in that city. Good for those two—and Anne used to tell us she wasn't going to do it.

I could not learn how the ten years had been spent by Geraldine and Luveta because the dashing waves of the sea had washed away all of the letters.

A few minutes of silence followed—

"Then the East Wind, young and gentle,

Like a ghost that goes to sunrise,

Brought to me this big surprise."

"The Misses Lillian Brown and Irene Miller still linger in Washington, D. C. Daily they traverse the spacious halls of the new administration building of Howard University, in which they are the Dean of the School of Liberal Arts and Professor of Mathematics, respectively."

Too well did I remember the boastings of Lil that she would be the first woman president of Howard University. Keep a pluggin' away, Lil.

If you've got your eye on heaven,

Some bright day you'll wake up there—

Time its sure reward will bring;

Work and wait unwearing."

"Ah me!" I sighed, and the gentle East wind continued its story:

"In a lowly cottage in Kentucky lives an old lady with her husband, Mr. Russell Rice, and ten children. Her life has been one long burden of hunger and thirst, and cold and bitter weariness. Her husband calls her. . . ."



"Nay, I entreat you. Leave no name," I sobbed, "for it would grieve me to hear of such; but tell of more noble lives."

Gently the Wind continued:

"Far off in the convent of St. Francis is the saint of our class, Miss Alfreda Nalles. She is now sister superior of the convent, and among her associate sisters are Pearl Cain and Mary Shannon.

"Who could have expected less of Alfreda, but listen to what I have now—

"Mr. George Brown has at last succeeded in being elected as most high, supreme, and exalted ruler of one of the deserted South Sea Isles.

The following is an extract from his inaugural speech:

"Honorable Palm Trees, Little Grains of Sand, Ye surrounding Waters of the Mighty Ocean,

"I am chairman of this meeting. Speakest thou 'nicht ein' word until by the words of my mouth you stand recognized."

Well, dear George, you have at last realized your dream of being sole ruler over something, without any interruption whatsoever.

What fond recollections were brought to my mind, and Oh! how happy I was.

"Do tell of others," I said.

The wind responded: "There is in the city of Boston a distinguished branch of the Women's Missionary Association of which Mrs. Grace Cisco is president. Some of the most noted members are the Misses Louise Unthank, Harriet Dorsey, and Olive Bond."

"Last of all, but not the least,  
Came the father, West Wind,  
Bringing all that he could find."

Miss Fannie Fayerman is the instructor of vocal music in the Academy of Fine Arts of Berlin. Of the one hundred instructors and professors, she is one of the most eminent and her fame rests on her favorite composition, "Count your many blessings."

Next came news of George:

One of the greatest artists of whom France boasts is Miss George Green. Her most widely known painting is the "Path of Life," which hangs in the Luxembourg.

"With the skillful touch of the artist, George has made the road to fame and the one to love merge. Contrary to an old belief, often expressed by George she seems to have learned that fame cometh only with the aid of the greatest thing in the world."

"Yes, Yes," I sighed, and next came tidings of our athlete:

"Mr. Jack Nurse, the all-star athlete of the world, is victor in the Olympic Games."

"Again the West Wind as it raised  
Brought others back from bygone days."

In the historic city of Alexandria lives a very devout Catholic who worships daily at the shrine of St. Paul.

Not recognizing immediately the person of that description, I questioned further to learn that it was our Own Mamie Green who had taken her abode in foreign lands, and was so happy in her marriage that her life was duplicating the name of her lover husband.

"And Irene Baxter had connected herself worthily with the Social Welfare League of New York City.



"Daily, between the hours of four and five, we may see her speeding in her limousine from one tenement district to another distributing the necessities of life to the unfortunate and weak. This done, we may follow her to a certain building in Wall Street, where until 'death do them part' she will meet the other part of her already most useful life."

"Well done, my good and faithful class-mates." O! if only I had something to offer the world, but of what use is my longing? Why do I vex myself? The winds were very kind. See what they brought me.

After many years of strenuous philosophical research, Miss Pauline Philips has been given a professorship in Harvard University.

With this glowing tribute, the song of the winds was completed and I was again left alone in the pale moonlight of the night. Now, dear classmates, remember the words of the immortal Booker T. Washington: "Any man, regardless of color, will be recognized and rewarded just in proportion as he learns to do something well—learns to do it better than some one else—however humble the thing might be."

### III.

## CLASS WILL.

WE, THE MEMBERS OF THE SENIOR CLASS OF 1921, being in sound mind, do hereby bequeath and devise to the members of the Junior Class the following articles to wit:

All that strip of land extending from Clark Hall on the north, the Reservoir on the east, Freedmen's Hospital on the south, and Sam's store on the west, known as the Howard University Campus, with all the appurtenances thereon, such as trees, grass, flowers, buildings *et cetera*.

*Secondly*, we give, devise and bequeath one classroom, Number 200, taught by one Professor "Alice" Dyson with the right to write a scenario in order to get rich in ten years, which one could not do by hard work; also we bequeath the time worn expressions, "get facts, get facts"; "read, read," "educate pigs—don't educate children," to the said Junior class.

*Thirdly*, we leave to the Junior class, and to all other classes following, our love of fun and gayety, our talent for inventing original social affairs, such as the carnival idea which has been carried out by every class, club, at home, and every thing else, since we started it.

*Fourthly*, we give, devise and bequeath our unconquerable spirit which will never acknowledge defeat. We give our good sportsmanship, our good natured acceptance of taunts and sneers when we were defeated.

*Fifthly*, we leave the honor of sitting on the platform in Chapel in view of the whole audience to our successors with the stipulation that they occupy them always, but especially on rainy and cold days.

*Sixthly*, we bequeath our places in the gymnasium classes which we have occupied so unwillingly with all the said articles and utensils found therein,—such as, parallel bars on which one member came near losing her life; dumb bells, indian clubs and a broken-down dilapidated piano on which the solemn strains of Humoresque were played to the accompaniment of clumsy people going through the motions of the dance.

*Seventhly*, we give all of the debates, foot-ball games, we did not win to the in-coming classes.

*Eighthly*, we who reside in Miner Hall, do bequeath all the palatable and delicious soups, stews, and puddings we have regularly, to all newcomers residing in



said Hall.

*Ninthly*, we leave Prof. Harvey's leather bag with the contents therein—note books of every kind without which it would be impossible for one to learn psychology.

To her dearest friend, Evelyn Lightner, Mary Shannon leaves one pound of flesh. To the Conservatory of Music, Maize wills his many and varied contributions to the musical world.

Pauline Phillips leaves a matchless voice which won her at matchless place in the Hall of Fame.

Mayme Shaw's perpetual good humor and matchless wit, we bequeath to other less fortunate mortals; George Brown's conceit to Fred Jordon; Jesse Lawrence's *ego* to Lorenzo Carter, and Aaron Payne.

Fannie Fayerman bequeaths her atavistic tendencies to Elnora McGrew, and trusts she may enjoy herself in the forest as well as the donor did.

To Botany class, Julia Alston leaves her job of taking the temperature.

We leave our valuable contributions to the College vocabulary, of such phrases as: "Curses"; "What have I did?" "Like unto"; "*Tout Celas*."

George Washington and Helen Davis leave well-worn blue and red sweaters, respectively, to whomsoever they may fit.

Jesse Lawrence leaves all the honors he has won in football to next year's team of Howard.

Velda and Lillian Brown, who have something else in common besides names, leave their loud voices to such students as may be afflicted with weak throats.

Miles Paige gives a few more yards to some poor short mortal.

Pauline Phillips leaves a part of her brain to less fortunate youths who desire to shine in intellectual pursuits.

Longmire doth leave one huge insatiable appetite to the newcomers in Minor Hall dining hall.

George Brown gives, devises, and bequeaths his susceptibility to pretty faces.

To some melancholy person, Pearl McGee leaves a thousand and one-half giggles.

Julia Alston and Ann Cooper leave all of Professor Schuh's jokes to the Botany classes of next year, with the stipulation that they laugh every time he tells them, though they become trite, after being told many times.

To all the popular and handsome men "Chick" Brannon leaves his ability to break the hearts of all the young ladies of the University.

*In conclusion*, we leave President Durkee's challenge to the successive classes to do the best they can to make Howard the greatest and most beneficial University in the world.





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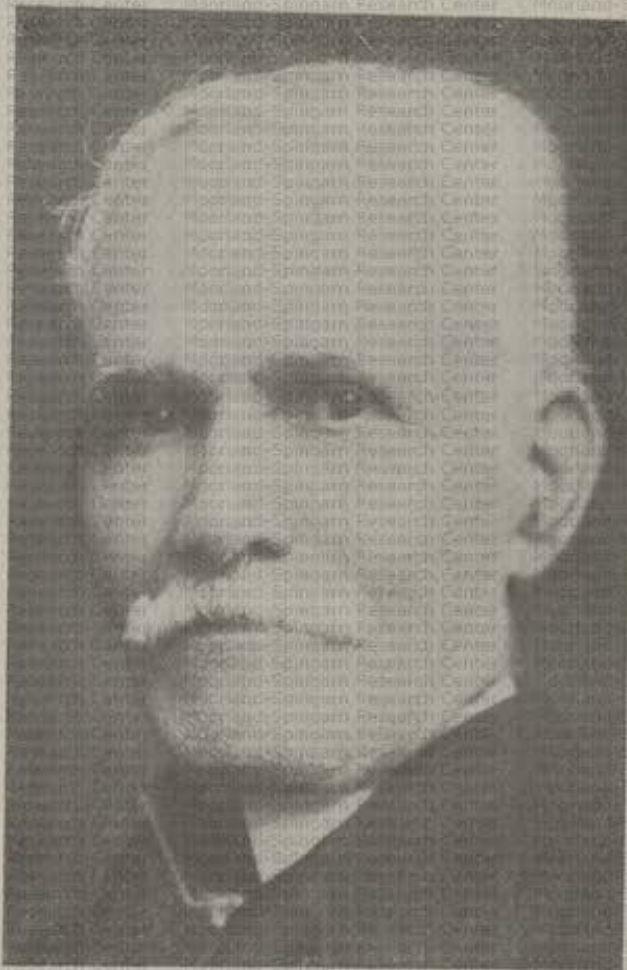




# Howard Alumni You Ought To Know

## ENOCH HOMER GRASTY

THERE is something fascinating about the pioneer. We sit in rapt attention at the narration of one who witnessed the beginnings of things. Such persons seem to speak with authority because they saw and felt and heard those things concerning which the rest of us are informed only through tradition or the written word. One of the editors of the RECORD had the delightful experience recently of interviewing a man who knew Howard University in its earliest days, who came under the immediate influence of its devoted founders, who saw the farm transformed into a university and who helped in that transformation.



Enoch Homer Grasty.

Mr. Enoch Homer Grasty was born in Mt. Airy, Pittsylvania County, Virginia, March 1, 1846. He was intimately associated during his early life with General Coleman of the Southern armies. On March 4, 1846, he was married to Miss Fannie Davis of Frederick, Virginia, who had come to Danville as part of the general migration from Northern Virginia toward the South at the approaching collapse of the Confederate armies. The wedding date was selected secretly in honor of the inauguration of Abraham Lincoln and the ceremony was attended by General Coleman and other distinguished officers of the Southern army.

At the close of the war he left Danville and came to Washington seeking employment and to better his condition. Realizing the need of an education in order



to face the new responsibilities he dreamed of attending Wayland Seminary during the spring of 1867. While engaged as superintendent of the Sunday-school of the Second Baptist Church he met a Miss Evans, a Christian philanthropist of Philadelphia, under whose influence he decided to enter Howard University, then in the process of organization. At that time, according to Mr. Grasty's own account, the main building had just been erected but still sat empty and unoccupied. Miner Hall was in course of construction and Clark Hall had not yet been begun. General Howard's residence, now a dormitory of the University, had just been completed and was occupied. The medical building also was still in course of construction.

The first class assembled for instruction in Howard University met in an old red frame building on what is now Georgia Avenue, approximately one hundred yards southeast of the corner of W Street. Mr. Grasty assembled with that class. According to his recollection the class received its first instruction from Professor A. L. Barber, who was so intimately connected with the early history of Howard University. Professor J. M. Gregory, who for many years was Professor of Latin in the University, was at that time a student-teacher, and from him Mr. Grasty received instruction during those early days.

The upper rooms of the original building served as dormitory accommodations for a large number of the young men who attended the University. Many of these earned a living while going to school by aiding in the work of clearing the grounds of the University, setting out trees, constructing roads and in the general improvement of the landscape. Mr. Grasty states that he brought with him, on entering the University, no other credentials than a brand new pick and shovel, with which he later dug in person, one hundred and fifty holes in which were set out trees now forming such an important feature of the campus. The compensation was eighteen cents for each hole. When the main building was ready for occupancy Mr. Grasty was among the first group to receive instruction. Miss Laud was the teacher of his class. Shortly thereafter Miner Hall was completed and thrown open for the accommodation of students. The young ladies occupied the south end and the young men the north end of the building, pending the completion of the boys' dormitory. When Clark Hall was finished Mr. Grasty was one of the pioneers of that long list of Howard's sons who as the years have gone by lived in that historic old structure.

After studying in the University for five years Mr. Grasty was graduated from the preparatory course in May, 1872, the exercises taking place in the old chapel at the west end of the third floor of the main building, General O. O. Howard at that time being President of the University and conducting the graduating exercises.

On leaving the University Mr. Grasty engaged in teaching first in Kent County, Md., but after two years returned to his native state and took charge of the school in Culpeper County, Virginia. For forty years he was engaged in the work of education in that vicinity and was retired ten years ago as a state pensioner.

Howard University considers it a great honor that as a result of this half century of service Mr. Grasty has received the very highest official commendation for his professional services and the highest expression of personal esteem from the citizenry of the community where he has labored so long. For in addition to teaching school he has been pastor of three churches, thereby ministering to the spiritual as well as the intellectual welfare of his contemporaries.



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## EVA B. DYKES

MISS EVA B. DYKES, at present a teacher of English at the Dunbar High School, Washington, D. C., has recently completed the requirements for the Ph. D. degree in English at Radcliffe College. In so doing, she becomes the first woman of her race to receive the Ph. D. degree, and the first Negro to receive such a degree in English. The subject of her dissertation was "Pope and His Influence in America from 1715 to 1850."

Miss Dykes has made a remarkable scholastic record. It is seldom that one meets with a person of such a mind as hers. She received her early education in the public schools of Washington, D. C., and was graduated in 1910 from the M Street High School. In 1914 she received the A. B. degree *Summa Cum Laude* from the College of Arts and Sciences of Howard University. She was valedictorian of her class and won the Alpha Kappa Alpha prize of ten dollars for excellence in scholarship. She is the only graduate *Summa Cum Laude* of which



Eva B. Dykes.

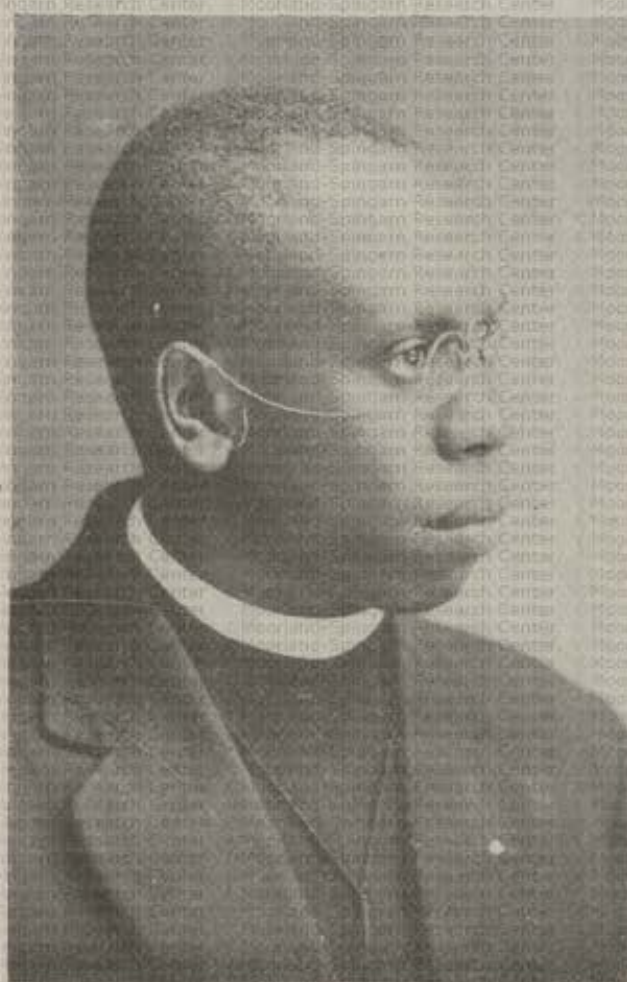
Howard can boast. Howard, not unlike other universities, awards this distinction sparingly.

After teaching in the South, Miss Dykes entered Radcliffe College to continue her studies. In 1917 she received from Radcliffe the A. B. degree *Magna Cum Laude*, with Honors in English; in 1918, the A. M. degree in English; and in the autumn of the same year, returned to continue her work for the Ph. D. degree. During her entire residence at Radcliffe, Miss Dykes maintained a high average of scholarship. Out of the twenty-three courses which she took, she received a grade of A in eighteen, and in no course did she make a grade lower than B. She also won two scholarships of two hundred dollars each during her first two years in the Graduate School.

Miss Dykes is also very proficient in music. With one more year's study she will complete the requirements for the Mus. B. degree.



This is an unusual record—I should say a unique record, and one that should be a happy inspiration to the young men and women in our schools and colleges. Many college students today find so many activities awaiting them outside the classroom and the library that frequently they do not stop to consider the fact that diligent application to their studies, with a view to gaining a mastery over them, leads naturally to industry, thoroughness, and accuracy in the performance of all duties. Too often are they satisfied merely with being graduated, and seem to find joyous contentment in the belief that to achieve in the world one need not put very great stress upon one's collegiate studies. Accordingly, they are willing to give most of their time to extra-curriculum activities of an endless variety in order that they may become "all-around" men. Such students usually try to avoid concentration in any one subject or related subjects, but have a strikingly superficial acquaintance with many; and with amazing fluency are ever ready to parade their knowledge and to receive the enthusiastic applause of the crowd. But Miss Dykes was a different type of student. From the beginning, she approached her work with a totally different emphasis; and with all that she has acquired, she has lost none of those admirable traits of character which are necessary for the successful man or woman. In disposition and training she is peculiarly well qualified for a brilliant career of usefulness.



Rev. John Francis Vanderhorst

REV. JOHN FRANCIS VANDERHORST, son of Robert Augustus and Mary Catherine Vanderhorst was born in Georgetown, S. C. He received his early education in the public and private schools in North and South Carolina.

In 1902 he entered Howard as a special student and graduated in 1906 from the School of Theology. During this same year he was admitted to the New Jersey Annual Conference at Long Branch, N. J., was ordained deacon 1907, and elder



in 1910. In 1907 he was married to Miss Annie M. Ford of Georgetown, S. C.

While pastoring in Long Branch, N. J., he reduced the mortgage of the Church, remodeled the parsonage, and installed a new pipe organ and heating plant in the Church. Rev. Vanderhorst has achieved much during his pastorate in Rahway, N. J., too. He has paid the mortgage of the parsonage there, which had been long standing, remodeled the Church, and doubled its membership and dollar money. At present he is Recording Secretary of the New Jersey Annual Conference and has served as such for the past nine years; and has been Secretary of the Newark District Conference for the past ten years.

Rev. Mr. Vanderhorst is Past Master of Lincoln Lodge No. 7, H. and A. M., and P. N. F. of Royal Queen Lodge No. 3712, G. U. O. of O. He is a member of the Past Masters' Council and Past C. C. of Lincoln Lodge No. 30, K. of P. He

At the New Jersey Conference which convened in Princeton, N. J., May 12-15, 1921, Rev. Vanderhorst was promoted to Presiding Elder. All congratulate him and wish him success in his new field of work. is a leading republican and an asset in politics. His success stands for the honor of his Alma Mater.

This is a brief record of an alumnus which will be an inspiration and guide to students of theology and other professions as they "Sail Life's Roamless Sea."



R. E. Carey, Retiring Business Manager of The Record.

MR. R. E. CAREY received his A. B. degree at Howard in 1918, after which he entered the Law School of Howard University. The new awakening of the University revealed, at once, the fact that there was needed a publication that would depict the life on the Campus and discuss the various activities of college life in general. While this was needed there was another great need; that was keeping



the alumni in touch with the University, which on the one hand would increase their love for Alma Mater, and on the other, would inspire the undergraduates to follow their predecessors up the ladder of success.

At the call of the President, Mr. Carey accepted the position of Business Manager of the "Howard University Record," which has so rapidly developed under the care of Professor Lightfoot, Editor-in-Chief, and Mr. Carey as Business Manager, to one of the foremost college magazines. Today the "Record" has subscribers in the islands of the sea, South America and Africa, as well as in North America. In addition to Mr. Carey's excellent work in behalf of the "Record," he has carried on his studies in the Law School successfully, and has coached the 'Varsity Debating teams.

Owing to Mr. Carey's graduation from the Law School, "The Record" loses one of its best workers. The entire Editorial Staff, consisting of both faculty members and undergraduates, congratulate Mr. Carey upon his efforts, success, and achievements, and wish him much progress in his chosen profession.

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## Alumni Notes

'99 MR. EDWARD W. HENRY, School of Law, now a prominent alumnus of Philadelphia, Pa., is planning to raise \$600 for the purpose of purchasing books on Architecture for the School of Applied Science. This information is contained in a letter from Mr. T. L. Hodge, Executive Secretary of the Mercy Hospital and School for Nurses, to Professor William Hazel, of Howard University.

'11 THE EDITOR of the Record is in receipt of a letter from Miss Ruth M. Gilbert, College of Arts and Sciences, in which was enclosed \$1.00 for a year's subscription to the Record. She commends the editor and his staff for the excellent work they have done along journalistic lines, and as an old "Howardite" is proud of their achievements and wishes for them continued success. Her brother, Mr. Ralph M. Gilbert, a former student of Howard, joins his sister in extending best wishes.

'17 MR. CLARENCE NAPPER, Teachers' College, sends \$1.00 for his subscription to the Record, and wishes to congratulate the editor and his staff for the splendid material they are putting in the University Record. For the past two years Mr. Napper has served as principal of the city school of Piedmont, W. Va.

'19 MR. ARNETT G. LINDSAY, a graduate student in the School of Business Administration, New York University, recently contributed to the "Journal of Negro History" an article entitled, "The Economic Condition of the Negroes of New York Prior to 1861." Concerning this article Dr. Woodson, the editor, said:

"It is a creditable piece of work, showing unusual enterprise and independent research."

Mr. Lindsay graduated from the College of Arts and Sciences in 1919 and the following year did graduate work at Howard, receiving his A. M. degree in June, 1920.

'20 MR. WILLIAM S. NELSON, who is studying at Union Theological Seminary, New York City, recently visited the University for a few days. Mr. Nelson is doing excellent work there. He expects to go abroad for the summer, as all indications point to his being elected a delegate to attend the Pan-African Conference to be held in England in September.

'20 CARDS are out announcing the marriage of Dr. Robert H. Thompson, School of Dentistry, to Miss Eugene Pansy Gates on Saturday, April 16, 1921, at St. Philip's Church, New York City. The couple will be at home after May 1, at 43 West Broad Street, Westfield, N. J.

'20 REV. S. H. WILLIAMS, School of Religion, has been engaged in community work of a high order since leaving the University, and has shown that there is much that a clergyman can do towards making life better here on earth. As an example of patriotic zeal, from October 30, 1920, to April, 1921, he sold Thrift Stamps amounting to \$266.60, and in doing so made 979 visits. In connection with the work of the Associated Charities the following is his record covering the same period:



Social work. Three houses reported unsanitary. Repairs made by order of the city authorities.

Five neglected children placed under guardians and sent to school.

Health Department notified of defective water pipe. Pipe repaired.

Assisted in getting several people to the hospital; visited them while in the hospital and wrote several letters for them.

Performed a number of errands for the sick and aged.

Gave two addresses in churches in the Educational Campaign of the Associated Charities.

## University Notes

### The Faculty Round Table Holds Its Last Meeting for the Year.

THE last of the series of Faculty Round Tables for 1920-21 was held at the residence of President Durkee on Thursday, April 28th. The program, under the direction of the School of Education, had as its central theme "The Nationalization of American Education."

Dean Holmes opened the meeting with a brief discussion of the rights and duties of American citizenship and the consequent readjustments needed in the content of our educational material in order to keep pace with these changing demands. The need of increased accommodations, a more varied curriculum and the extension of the compulsory attendance period were pointed out and the growing demand for the inclusion of some form of moral education in the school was emphasized.

Professor Dyson gave a very instructive talk on the relation of Howard University to the scheme of a national university which had been so often proposed by our early statesmen and for which George Washington made a gift which was deposited with the government. Those who originally advocated the scheme, of course, had no thought of the education of the Negro in connection with the proposition but since nothing was ever done toward putting the plans into effect Howard University after all constitutes the nearest approach to a national university. In developing the subject the speaker quoted several interesting documents relative to the early history of Howard University, which appears elsewhere in the Record as part of Professor Dyson's study of that subject.

Professor Harvey, discussing the general subject of the improvement of speech as a contribution to Americanization, called attention to some of the recent movements for the prevention and cure of stammering. The speaker, after discussing the psychologic and physiologic causes of this affliction, indicated the means by which the experts engaged in this work are removing the causes and effecting improvements and even complete cures, often in cases of long standing.

Dr. Locke spoke of the present status of the movement in the direction of the Nationalization of American Education, making specific reference to the Smith-Towner bill and explaining its import. After analyzing the whole question and pointing out the difficulties in the way of the accomplishment of the proposed legislation looking toward the creation of a Department of Education coordinate with the other departments of the government, the speaker suggested that the most serious impediment can probably be found in the popular district of bureaucratic methods. The next step in the advance of professional pedagogic training



the speaker regarded as the development of the efficiency expert in education with the resultant recovery for the teaching profession of a scientific professional status on a par with modern medicine. The advisability of immediately inaugurating the more lately developed phases of pedagogic expert training was stressed and urged as a peculiarly proper prospective service for Howard University.

A lively discussion followed these introductory remarks touching principally upon education in the District of Columbia and the problems which the Junior High School was created to solve and culminating in an exchange of opinion concerning the problem of moral education. Those taking part were Mrs. Cook, Mrs. Holmes, Deans Parks, Woodard, Cook and Pratt, Professor Williams, Dr. Little and President Durkee.

At the invitation of the presiding officer President Durkee, after paying tribute to Doctor Locke for working out the entire program reviewed the series of Round Table meetings, expressed himself as highly gratified at the inspiration gained by the informal interchanges of opinion which have characterized these conferences. The body, after passing a vote of appreciation to the President for his hospitality, voted as the sense of the body that the series be continued next year, naming Dr. Locke as chairman of a committee to make the action effective.

#### Editor-in-Chief of Associated Negro Press Tells Howard University Students of Value of Race Literature.

A most interesting address was made to the students of Howard University Friday evening, May 6, 1921, at the Rankin Memorial Chapel by Mr. Nahum Daniel Brascher, Editor-in-Chief of the Associated Negro Press, upon the subject, "Reading and Justice," at the open session of the campaign to promote the reading of Negro history and literature being conducted by the Omega Psi Phi Fraternity.

The value of reading Negro history and current literature as found in the Negro magazines and newspapers of the country was most effectively brought to the attention of the students of Howard. Mr. Brascher told of the many attempts, through the holding of conferences of white and colored editors, to cause justice to be done the Negro in the publication of news material. His story of the service the Negro press has rendered towards the building of greater race consciousness brought the students to the realization of the need of reading race books, magazines and newspapers.

Mr. Brascher is an interesting speaker and pleased the large audience assembled to hear him.

Mr. Percy Mackaye, the distinguished poet and dramatist, gave an Author's reading at the Howard University recently in Andrew Rankin Memorial Chapel. Mr. Mackaye, it will be remembered, is generally recognized as being America's leading dramatist in the field of pagentry. His most famous productions are: "The Canterbury Pilgrims"; "Sappho and Phaon" a tragedy; "The Scarecrow"; "Sinbad, the Sailor", a lyric drama; "Caliban", a community masque; "Rip Van Winkle", a folk opera; and "Sanctuary", a bird masque.

Mr. Mackaye's "The Canterbury Pilgrims" is to be rendered as an outdoor production by the Department of Dramatic Art of the Howard University an evening during Commencement week.

**THE General Board of the Phi Beta Sigma Fraternity announce the organization of the Lambda Chapter at Virginia Union University.**



# Undergraduate Life

## President Harding Endorses Go-to-school Movement—Significant Efforts of Alpha Phi Alpha Fraternity.

PRESIDENT HARDING has given his approval and good will to the Second Annual "Go to High School—Go to College" Movement, which is a nation-wide campaign to encourage youth to continue their education, conducted May 9th to 15th, by the Alpha Phi Alpha Fraternity, the pioneer Negro college fraternity, at its various chapters situated throughout the United States.

In a letter to Norman L. McGhee, the General Secretary of the Fraternity, President Harding wrote that the results of the first drive held June 6th to 12th, 1920, seemed to justify the repetition of the effort this year. "The need for effective work to reduce illiteracy among the colored people," he added, "is very great and manifestly it can be accomplished chiefly through the equipment of members of the race to do educational work among their own people. You may be sure of my earnest sympathy and good will."

Last year 2,000 members of the Alpha Phi Alpha located in all parts of the country carried the gospel of "stay in high school" and "go to college" to 500 schools, 700 churches and to a half million parents and pupils. It is the hope of the Fraternity to reach one million pupils this year.

Reports from the various chapters of the Fraternity on the second annual "drive" have been very gratifying to the Graduate Commission, under whose auspices the campaign was waged, and the General Officers. Members of the local chapters in the various cities visited the graded schools, high schools, colleges, and churches, and presented the "gospel of preparation" to the youths of the Nation.

The Movement here in Washington was conducted with much enthusiasm by Beta Chapter, located at Howard University, under the direction of Mr. George L. Johnson. Chairman of the chapter's "Go to High School—Go to College" Committee. By permission of the Board of Education, members of the Chapter visited each of the fifty-two colored schools in the District of Columbia, and in heart-to-heart, "big brother" talks pointed out the value of educational training and urged the 18,000 colored school children to continue in school.

On Friday, May 13th, at the chapel exercises of Howard University, Mr. J. Garland Wood, representing the Movement, made a strong and forceful appeal to the college students to continue their courses in college. He called attention to some very pertinent conditions existing at Howard in that "of the great number of students who enter Howard every year, only about 35 per cent remain throughout their courses and graduate. The class of 1920 entered with an enrollment of 218 freshmen and graduated with only 60. The class of 1921 entered with 239, and only 86 remain. The class of 1922, the present Junior Class, entered with a record enrollment of 325, and now have barely 100." In an effort to stimulate a realization on the part of the present Freshman Class of the seriousness of this condition, Mr. Wood presented to the University on behalf of the Movement a Scholarship of \$50.00 to be awarded to a worthy member of the Class of 1924.

On Sunday, May 15th, the Movement was concluded when speakers appeared at fifteen of the larger local churches and urged the public to encourage boys and girls to remain in school; to talk to parents in the interest of their children; to urge ministers, teachers, and leaders of all groups to talk education; to interest clubs to establish scholarships at reputable schools for worthy students.



## Howard University Wins Great Honors—Triumphs at University of Pennsylvania Relay Races—A Notable Record.

THE week of April 25th to April 30th was a notable one in the history of Howard University, academically and athletically speaking. The Howard University Debating Team in a discussion of the subject, "Resolved, That the California Anti-Alien Land Law should be repealed," won by a unanimous vote from Lincoln University in the debate held in the Andrew Rankin Memorial Chapel, Howard University Campus, Friday, April 29th. While winning the debate from Lincoln University, the two teams that debated the same evening at Virginia Union University, Richmond, Virginia, and Atlanta University, Atlanta, Georgia, met defeat. Howard's triumph over its ancient enemy, Lincoln, however, proved a consolation to Howard students, Alumni and friends.

On Saturday, April 30th, the Howard University baseball team played against the Virginia Union University team on the Howard University Campus before one of the largest crowds to attend a baseball game at the University, and won by a score of 4 to 1.

The Howard University Track Team, composed of H. K. Perry, Robert Craft, R. E. Contee, and Leo G. Robinson, who were entered in the One-Mile College Relay in the Penn Relay Games held on Franklin Field, Philadelphia, Pennsylvania, April 29th and 30th, under the auspices of the University of Pennsylvania, won great honors for the University when they finished first over such schools as Rensselaer Polytechnic, Carnegie School of Technology, Hobart College, and Tufts College.

Each of the first three runners for Howard maintained their relative positions. Leo G. Robinson, the last runner for Howard, started out in fifth place with Rensselaer Polytechnic leading and Carnegie School of Technology, Hobart College, and Tufts followed respectively. Robinson maintained fifth place until the third turn of the track when he began to sprint and gradually eased up until he had caught the leading man for Rensselaer at 50 yards from the finish, whom he led at the finish by a full two yards in the brilliant run which he made in about 50 seconds flat. A banner was awarded to the University and gold watches and medals to each of the runners.

Of the various teams for the District of Columbia, including Georgetown University, Gallaudet, George Washington University, and a number of the High Schools entered in the Penn Relay Races Howard University was the only entrant to win.

### Howard Team Wins One Championship.

Philadelphia, April 30.—Washington made a splendid showing in the various class events in the Penn relay carnival today. The trophies taken back to the Nation's Capital included one college championship, a third place in the South Atlantic intercollegiate championship and other places earned by college and school teams in and about Washington.

The Washington winner was the Howard University team, which, placed in a strong class with such colleges as Tufts, Rochester, Bowdoin, Hamline, La., Vermont and Carnegie Tech, won in a driving finish.

For three-quarters of the relay race, Rensselaer and Carnegie were waging a neck and neck struggle. L. Robinson, E. Weidener and R. Conte, the first three Howard runners had been unable to hold the pace of their rivals.

In the last quarter-mile, however, M. Perry took up the running for Howard



to such good effect that he quickly raced to the lead, fought off his rivals down the stretch and won by a scant yard.

### *Virginia Lands.*

In the South Atlantic Intercollegiate contest, Washington was represented by Georgetown and George Washington, with Virginia and Johns Hopkins as the stubborn rivals. From the crack of the gun Virginia's runners held the lead. Georgetown was in second place with Johns Hopkins and George Washington close behind.

When the final quarter-mile started, Legendre, the doughty Georgetown athlete who won the pentathlon all-around championship yesterday, came to the mark. He quickly overhauled M. R. Baker, of Virginia, and went ahead. However, much of Legendre's stamina had been spent on Friday, and when the battle began in the last 100 yards he was not equal to the task and ten yards from home was passed by both Virginia and Johns Hopkins. He managed, however, to nose out George Washington.

The Washington Central High school team, which competed in the two-mile scholastic championship event proved too weak for the competition. Though Tyree and Shipley managed to hold to second place for the first two relays, the Cedar Rapids pace was too fast and Wessels and Nickles were forced back into fourth place.

Episcopal High school finished second in its class after making a game fight all through. Hollander, the first runner, was elbowed at the second turn and as a result lost so much ground that Cormick Dulaney and Tennant, who followed, were unable to make it up and LaSalle Institute won by five yards.

Seward, the Virginia sprinter, was shut out in the second heat of the 100-yard dash, finishing in third place.

### *Hatchetites Second.*

George Washington University finished second in its contest with a field of five teams with Gallaudet third. Lincoln University was the winner. L. Randall ran first for Gallaudet and P. Loehler for George Washington, these teams being 15 yards back at the end. It was in the third relay that these two teams came strongly. E. Munson, running for George Washington, made up 12 yards and pulled Bouchard, of Gallaudet, along so that both were running neck and neck at the end. However, Capt. Randolph of Lincoln was too fleet and pulled his team home a winner.

Baltimore City College was beaten by a scant yard in its class by the Trenton High school after holding the lead for half a mile. Newman finished five yards back in the first relay. E. Zelinski and W. Whiteford put the team ahead but R. Whiteford was beaten at the tape.

The Baltimore Friends school won in its class by a wide margin over Friends Central of Philadelphia and Brooklyn Friends. The Baltimore runners were M. Creighton, R. Sauerwein, M. Skinner and R. Skinner.

Washington Central High school essayed to send its team into the one-mile high school championship after running the two-mile relay. What might have been the outcome is problematical, but J. Littlepage, the first Washington runner, was jostled badly on the first turn and the baton was knocked from his hand. By the time he disentangled himself from the press of runners and picked up his baton, he had lost forty yards, which his teammates were unable to make up.—The Washington Post, Sunday, May 1, 1921.



## HOWARD UNIVERSITY RECORD

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## Department of Physical Education.

It might be interesting to briefly review the work of the Department of Physical Education during the present year with a view of causing our friends to keep in mind the new things attempted and accomplished by the students for the glory of Old Howard.

It is felt that we may safely state that never before in the history of the University has such signal success, in so large a measure, visited Howard.

In playing seven football games our opponents were able to make only (3) points while Howard's wonderful machine ran up a total of 136 points. Howard University and its hosts of friends and admirers feel profoundly gratified at the results of the season.

In playing seven football games our opponents were able to make only (3) the score was 21-18. Howard ran up a total score for the season of 106 while our opponents scored only a total of 84.

Thus far in the base ball season our games have resulted as follows: Union 10—Howard 3; Virginia Theological Seminary and College 0—Howard 7. Hampton 1—Howard 2; Union 1—Howard 4; other games scheduled are with Hampton and Lincoln.

There was a most signal victory achieved by the Track Team Howard sent to the University of Pennsylvania Relay Race Carnival on April 29 and 30.

Dr. Morrison, our coach, picked the following named men as the fastest the University could produce: H. K. Perry, Robert Craft, Raymond E. Contee and Leo Robinson, with Charles Ross and Emmet Wyndon as substitutes.

The running of Perry as lead-off man for Howard will long be remembered as showing the stamina and grit of the athlete. For 220 yards he maintained the lead when Rensselaer overtook and gradually passed over the wire with a lead of about one yard; Craft took up the race in second position and held same nearly the entire quarter, but in passing the baton to Contee lost this position. Contee started in fifth position, but by sprinting and pure grit and stamina wormed his way to second place as he crossed the line, handing the baton to Leo Robinson who, in locating his position turned his head, and in that second two men had passed him, putting him in fourth position. Here Robinson certainly showed wonderful head work by maintaining this position until he reached the 240-yard line, when in the most brilliant sprint ever seen on Franklin Field he overtook, and passed Rensselaer, Carnegie, Bowdoin and crossed the line a winner by a little less than two yards.

The triumphs of this scholastic year only presage the outlook for the achievements of the years to come, especially as our facilities and personnel increase.

Such a demonstration as was witnessed in Chapel on the Monday following the return of the victorious relay team from Franklin Field can hardly be described in words. The rafters actually rocked in their places when that mighty host of faculty and students gave vent to their whole-souled cheering of appreciation and acclaim, paying thereby the supreme tribute to their mighty relay team. The shouts of the applause actually drowned the sound of the musical instruments of the R. O. T. C. Band which was present to pay its tribute to Howard's mighty sons.

### The Glee Club Recital.

A MORE than capacity audience of Washington music lovers filled the Chapel on Saturday evening, May 7, to receive one of the rare treats of recent years, given in the recital of the Howard University Glee Club. From the first martial strain of Coleridge-Taylor's "Viking Song" to the last words of Alma Mater, the Glee Club



afforded a splendid musical feast.

The club by its first number won its hearers, for rarely indeed does one hear such a beautifully balanced group of singers. The four parts were rich, full, and satisfying. "Her Rose," always a favorite at Howard, was charming, the club serving as an effective background for the beautifully enunciated solo work of Mr. Harrison. This brought a most genuine ovation and was repeated. The Cadman group, "The Land of the Sky-Blue Water," and "The Moon Drops Low," was artistically sung. The effect of the first, however, was spoiled for many because of the thoughtlessness of a large part of the audience who turned over the pages of the program to see the next verse, at the very climax of the song. "The Moon Drops Low," more lively, served as a striking contrast to the quietness of the two preceding numbers, and was marked for its careful phrasing and finished artistry.

The "Winter Song," by Bullard, the second big number, showed the capacities of the Club. Throughout the song, the descriptions of the two scenes, of winter outside and the warm fire and peace within, were distinctly painted by the increased volume in tone or by the calmer passages. A characteristic feature of this song was found in the very clear enunciation by the whole group.

"Where My Caravan Has Rested," the beautiful gypsy tale, was well received, though not as carefully executed in few places as it might have been. The favorite of all, perhaps, if judged simply by the momentary pleasure received and shown by the house, was "But They Didn't," the very clever humorous piece by Rogers, which was given artistically. There was obviously no departure from the high standard of the evening in this selection as the shading, phrasing, tone work, all were superbly done.

"Castilla," a selection new to the Hill, was a gem in its beauty of harmony, and richness of tone. The club put itself into this piece intellectually and musically, and a finished tone picture resulted.

The lovely arrangement by Mr. Burleigh of his song, "Just You," especially for the Glee Club, was admirably sung by the Club, which again served as a beautiful yet unobtrusive background for the solo work of Mr. Bush Hunter, who sang with such a warmth of feeling and finish, that the song had to be repeated.

"Duna," by McGill, and "Exaltation," by Pierce, were creditably sung by Mr. Harrison, but did not show to advantage the voice which promised so much more in the earlier selection, "Her Rose." Mr. Harrison has a most pleasing voice, but shows throughout his numbers a kind of repression that hinders his singing.

Mr. Alston Burleigh served as a pleasant relief to the singers in two selections by Service, "The Shooting of Dan McGrew," and the "Cremation of Sam McGhee." In both selections Mr. Burleigh showed much dramatic ability, showing his skill to better advantage in the second selection. As encore for the number he gave "Popping the Question," by Louise Alston Burleigh, a delightful bit of humor. For a program of University folk, one could sincerely wish for an entirely different type of selection, one in which there was less of the language that always offends, even though understood in its setting in the piece. From the vast field of literature, there is so much more beautiful and more desirable.

A distinct "find" was presented in Mr. Thornton, who made his initial appearance in solo work, with the club. His deep bass voice was rich, clear and quite pleasing. His rendition of Burleigh's "Go Down Moses" won merited applause.

"Deep River," by Burleigh, and "De Sandman," well rendered by the Club, followed by the Alma Mater, were the other numbers sung by the Club.

The assisting soloist of the evening, Miss Helen Hagan, was well received by Washington—a tribute to the artist if one judges by the difficulty in pleasing Washington critics. Her group of four Chopin numbers, three etudes and the



Polonaise Fantasic, and the Rhapsodie No. 2 by Liszt, was a rather heavy group for a University program. The Polonaise Fantasic was unfamiliar to many, and fairly difficult to follow, but Miss Hagan by the brilliancy of her technique forced from her audience a hearty response. The other Chopin numbers were well received but were not as completely satisfying as could have been hoped. The Rhapsodie, which was familiar to the majority in the audience, was heartily received and won for Miss Hagan Washington's stamp of approval. She responded to this number with S. Coleridge-Taylor's "Ramboula."

Miss Hagan showed splendid technique throughout her group of not easy selections. It was apparent in some places, however, that Miss Hagan did not play in as clean cut and accurate a style as desired, some of her passages being blurred in effect. The brilliance of her playing, together with her very charming personality, made her playing quite delightful.

No small credit for the success of the evening was due to the careful accompaniment played by Mr. Whitted, whose work was consistently good. Prof. Tibbs was inconspicuously the leader, whose effort made the splendid recital possible.

E. H. BROWN.

### Chemical Society Formed at the University.

ON Monday evening, April 25, 1921, a group of students met in the office of Dr. St. Elmo Brady for the purpose of forming a chemical society. These men, eight in number, were the members of an evening class which had been receiving voluntary instructions in chemistry several evenings each week throughout the Autumn and Winter quarters of this year. Inspired by the enthusiastic presentation of chemistry by Prof. Brady, as well as by an interest which had never before existed, they resolved to delve into the deeper phases of chemistry and also to encourage others to grasp it as one of their essential studies.

Chemistry had been considered by most students as an almost insurmountable wall which separates them from a successful completion of their college course. It has been looked upon by others as a huge mass of complexes which could only be understood by a few geniuses and by them, only after years of constant application. Chemistry started correctly and pursued properly is as easily comprehended as any other college subject.

In addition to this, chemistry is a subject which gives satisfaction to the curious and at the same time affords considerable interest. To study the various reactions which take place in the test tube and to be able to explain the same is a power to be envied by anyone and is a power that is in the reach of everyone.

In considering the manifold virtues of the study of chemistry we must not fail to emphasize the practical uses and its possibilities. Chemistry is used in one way or another in every field engaged in the production of the necessities of life. It permeates the fabric of our whole national being. For the Negro youth the study of chemistry will prove advantageous. At this time as never before he is beginning to be considered as a necessary and potent factor in the intellectual world so it behooves him to prove his metal in this expansive field of knowledge. Twenty centuries ago it was said, "Seek and you shall find, knock and it shall be opened to you." So let the Negro youths in our colleges seek the knowledge that is to be found in this wonderful field of human endeavor.

The Chemical Society has already formulated some very excellent plans which it hopes to put into full operation at the beginning of the ensuing school year. The



membership of the society is as follows:

E. D. Johnson, President;

W. R. Chapman, Vice-President;

L. H. B. Foote, Secretary;

J. E. Eubanks, Jr. Treasurer;

Timothy McKinney, Sargeant-at-Arms;

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Whittier C. Atkinson,

William G. Tyson.

LEONARD H. B. FOOTE, *Secretary.*

### Culture Column.

We find quite a decided change in the attitude of our student body toward the laxity and thoughtlessness, for we are wont to call it that, among the students. The Student Council has caught the thought and furthered the idea in the largest way by its public meetings for culture.

The program for the accomplishment of the highest things seems to be adequate and it is a great joy to the students, faculty, and alumni. Posters have been used; the support of the Deans, Professors, and administrators have been solicited. The Spring then has brought new life, new ideals, and accomplishments. We hold, therefore, that the efforts exerted by those who would see conditions at Howard, in keeping with her fame and reputation in the educational world, have not been in vain but have achieved much.

### TENNIS REVIVED AT HOWARD.

THE Tennis Club, comprising the following officers: Mr. A. Panama Johnson, President; Miss B. Winston, Secretary, and Mr. T. J. Hopkins, Treasurer, and a long list of members, has once more, after four years of rest, become a center of athletic interest.

The revival of interest in this branch of athletics was brought about during the first two weeks of May through a successfully managed tournament which included entries for Men's and Women's Singles, Men's Doubles and Mixed Doubles. From the above the Varsity Team was picked, which includes Misses F. Brooks, B. Winston, H. Webb, M. Watkins, Messrs. S. Smith, P. Richardson, A. Panama Johnson, H. Johnson, F. Jones, and A. Kenneth Worde. This combination is one of which all Howardites should be proud, in that the opponents are sure to be treated as "40-Love" with Howard serving.

The Club wishes to express its appreciation to the following, who donated cups: The Sport Mart Company for Women's Singles, the Republic Theater for Men's Singles, Professor Lochard for Mixed Doubles, and the Murray Brothers for Men's Doubles. Too much credit can not be given to the faculty and Mr. A. Panama Johnson for their cooperation in this revival of Old Howard's Tennis Club.



# Counterweights

Two boys who had been naughty all day were told by their teacher that they must stay after school and write their names five hundred times. One of them began to watch the other unhappily.

"Why don't you write, Tommy?" asked the teacher. Tommy burst into tears.

"Tisn't fair!" he said, between his sobs. "His name's Lee and mine's Schubtermeyer."

"I sent a dollar last week," said the Good Thing, "in answer to that advertisement offering a method of saving one-half my gas bills."

"And you got——"

"A printed slip directing me to paste them in a scrap-book."

SCHOOL ASSISTANT (to frightened class)—"Who wrote Hamlet?"

"LITTLE BOY—"P-p-please, sir, it wasn't me."

SCHOOL ASSISTANT (that evening at the home of the squire)—"The funniest thing happened today. I asked a little boy who wrote 'Hamlet,' and he said, 'Please, sir, it wasn't me.'"

SQUIRE (after hearty laugh)—"Ha, ha, I bet it was the little beggar after all."

## Honest Epitaphs.

Beneath this stone a lump of clay,  
Lies Isabella Young,

Who, on the twenty-fourth of May  
Began to hold her tongue.

Here the body of Jonathan Pound,  
Who was lost at sea, and never found.  
Here lies the body of W. W.

Who never more will trouble you, trouble you.

STRANGER—"Boy, can you direct me to the bank?"

Boy—"I kin for a quarter."

STRANGER—"A quarter!" Isn't that high pay?"

Boy—"Yes, sir, but it's the bank directors what gits high pay, you see, sir!"

"I say, waiter, what do you call this stuff?"

"It's lean soup, sir."

"I don't care what it's been; what is it now?"

Teacher in cooking class—"Here are some girls who didn't light the gas stoves."

Smarty—"Oh, they're so bright, they don't need a light!"

LOYAL STUDENT—"Well, there are some things women can do better than men."

PROFESSOR—"Name some."

L. S.—"School teaching."

LATE STUDENT—"Oh, Professor, I went to the wrong room. I thought we met there."

PROFESSOR—"I see. How did you find this?"

LATE STUDENT—"Oh, I happened to think!"

PROF. (in law)—"What is a title?"

BRILLIANT—"Something at the front of a book."

TEACHER—"What is a falsehood?"

GIRL—"A lie."

TEACHER—"And what is perjury?"

GIRL—"A first class lie."

DEAR SENIOR—"The weather was tackiturn" (taciturn). "Oh, dear, I pronounced that wrong. I should have said taxiturn!"

Heard in the Hall—"Who? Mark Twain? His name wasn't Mark Twain, it's McClellan!" "George Elliot, did you say? No, I don't like his books."  
(*Oh, woe is us!!*)



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# ON TO WASHINGTON, D. C.

The Superintendent of Insurance of the District of Columbia, after a satisfactory investigation of our contracts and business, has granted the Society a license to do an **Industrial Sick Benefit Insurance Business** in the District of Columbia.

We therefore announce the opening of our Washington, (D. C.) District office on **Monday, June 6, 1921.**

The Washington District Office will occupy the Specially designed Office Suite No. 300, 3rd Floor front, in the Society's own Modern Four Story and Basement Building, Northwest Cor. of 7th and T Sts., N.W., **Washington, D. C.**

We invite our members, friends and the general public to call on us, when visiting the Capitol City of the Nation.

The Acorn of 1893 is now the Spreading Oak of Protection of 1921.

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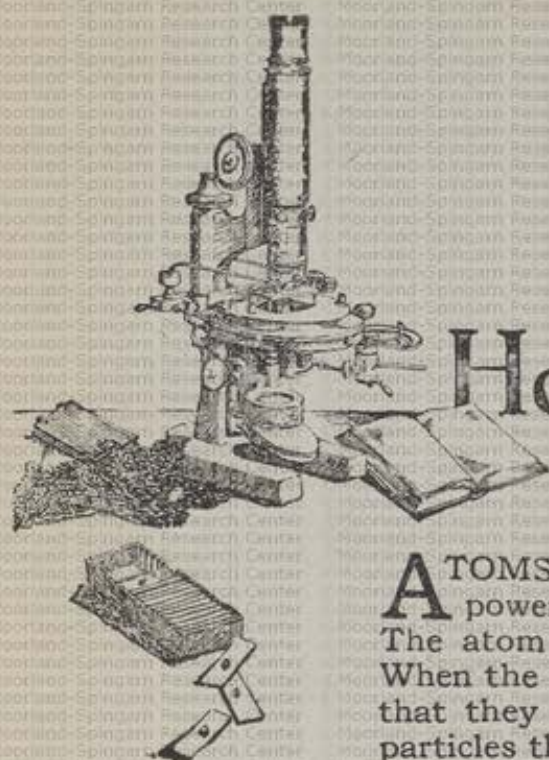












# How Large is an Atom?

**A**TOMS are so infinitesimal that to be seen under the most powerful microscope one hundred million must be grouped. The atom used to be the smallest indivisible unit of matter. When the X-Rays and radium were discovered physicists found that they were dealing with smaller things than atoms—with particles they call “electrons.”

Atoms are built up of electrons, just as the solar system is built up of sun and planets. Magnify the hydrogen atom, says Sir Oliver Lodge, to the size of a cathedral, and an electron, in comparison, will be no bigger than a bird-shot.

Not much substantial progress can be made in chemical and electrical industries unless the action of electrons is studied. For that reason the chemists and physicists in the Research Laboratories of the General Electric Company are as much concerned with the very constitution of matter as they are with the development of new inventions. They use the X-Ray tube as if it were a machine-gun; for by its means electrons are shot at targets in new ways so as to reveal more about the structure of matter.

As the result of such experiments, the X-Ray tube has been greatly improved and the vacuum tube, now so indispensable in radio communication, has been developed into a kind of trigger device for guiding electrons by radio waves.

Years may thus be spent in what seems to be merely a purely “theoretical” investigation. Yet nothing is so practical as a good theory. The whole structure of modern mechanical engineering is reared on Newton’s laws of gravitation and motion—theories stated in the form of immutable propositions.

In the past the theories that resulted from purely scientific research usually came from the university laboratories, whereupon the industries applied them. The Research Laboratories of the General Electric Company conceive it as part of their task to explore the unknown in the same spirit, even though there may be no immediate commercial goal in view. Sooner or later the world profits by such research in pure science. Wireless communication, for example, was accomplished largely as the result of Herz’s brilliant series of purely scientific experiments demonstrating the existence of wireless waves.

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