

NINETEEN SIXTEEN

HOWARD YEAR BOOK

Howard Year Book Board



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CALENDAR.



- Sept. 21. Registration Day.
- Sept. 22. Opening of First Semester in College of Arts and Sciences, the Teachers' College, Commercial College, Academy, Musical Department and Manual Arts Department.
- Oct. 1. Opening of First Semester in Theology, Law and Medicine.
- Oct. 5. Annual Rush between Sophomores and Freshmen.
- Oct. 31. Annual Hallowe'en Masquerade.
- Nov. 4. Mr. John Spargo lectured on Socialism.
- Nov. 24-29. Thanksgiving recesses.
- Dec. 6. Young women of the University marched in National Suffrage Parade.
- Dec. 11. Howard-Morgan Oratorical Contest.
- Dec. 21. Annual Howard Night at Metropolitan Church.
- Dec. 24-Jan. 2. Christmas Recess.
- Jan. 1. Annual New Year's Reception at Miner Hall.
- Jan. 19-29. Mid-Year Examinations.
- Jan. 31. Second Semester begins.
- Feb. 4. Semi-annual Meeting of Board of Trustees.
- Feb. 5. Mrs. Alice Moore Dunbar lectured on the Suffrage Movement.
- Feb. 12. Annual History Pow-Pow.
- March 2. Charter Day.
- March 25. Presentation of "Herod" by University Dramatic Club.
- April 21-24. Easter Recess.
- April 29. Junior Banquet to Seniors.
- May 12-15-17. Series of Lectures in Department of Sociology.
- May 20. Formal Senior Prom.
- May 24-June 3. Examinations.
- June 7. Commencement.

TO THE STUDENTS
OF HOWARD UNIVERSITY

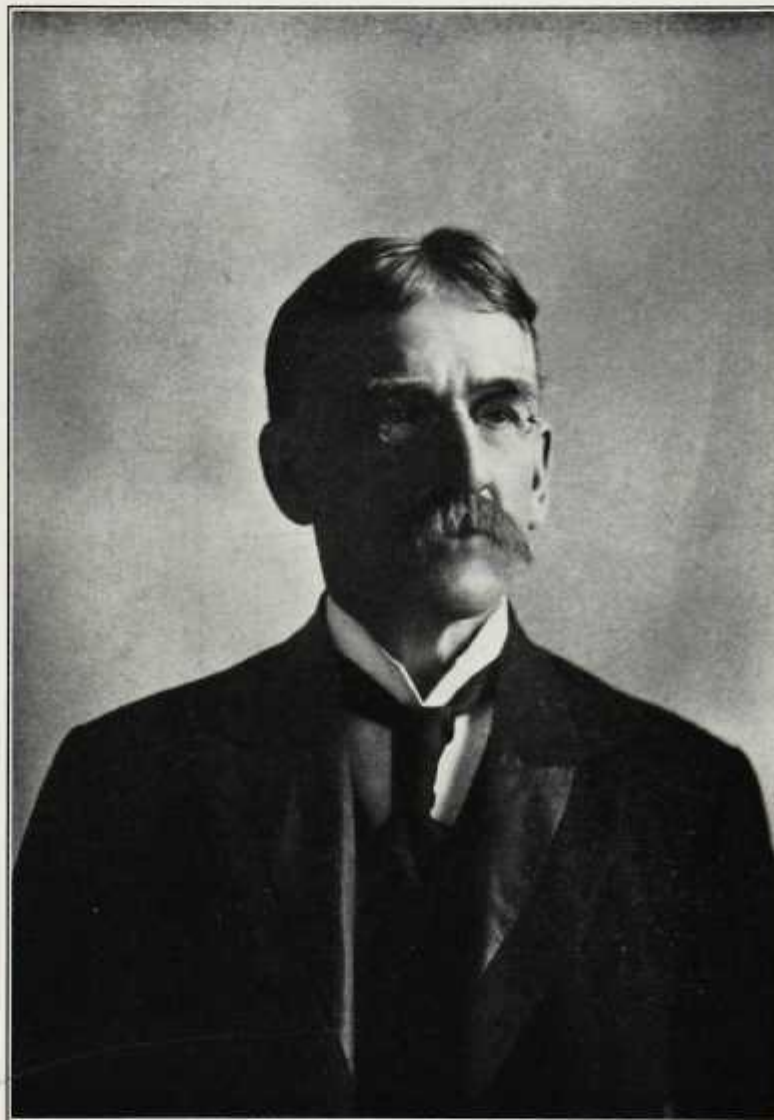
our friends and companions who have aided
and encouraged our labors for four
toilsome, glad some years,

THIS HUMBLE VOLUME,

the imperfect sign of our record and labors,
cares, and successes,

IS AFFECTIONATELY DEDICATED





STEPHEN MORRELL NEWMAN, A. M., D. D.,
President.

NINETEEN SIXTEEN HOWARD YEAR BOOK



MAIN BUILDING

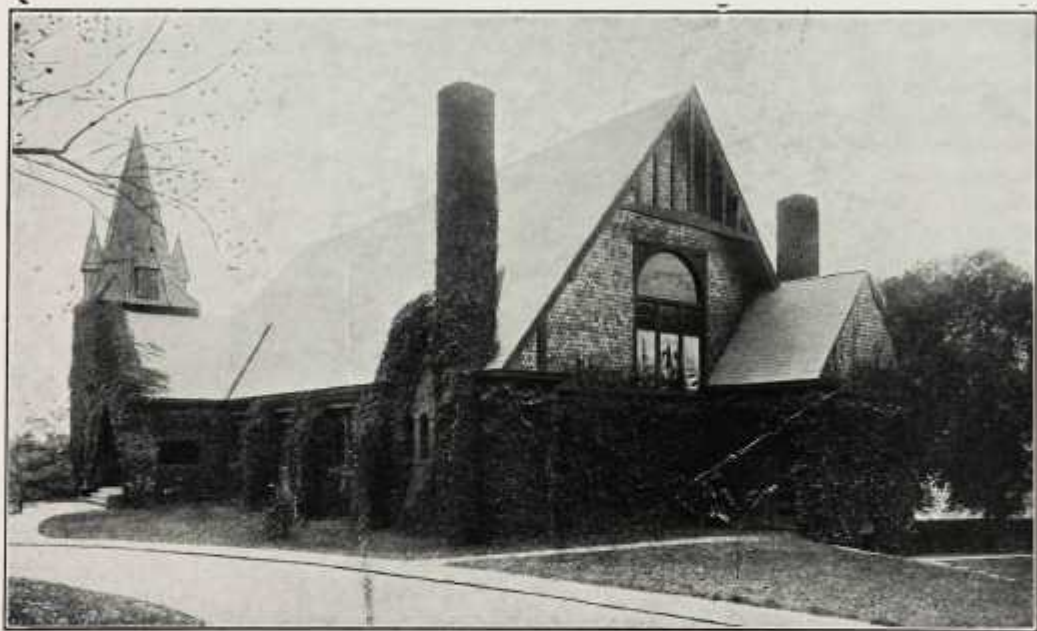


SCIENCE HALL

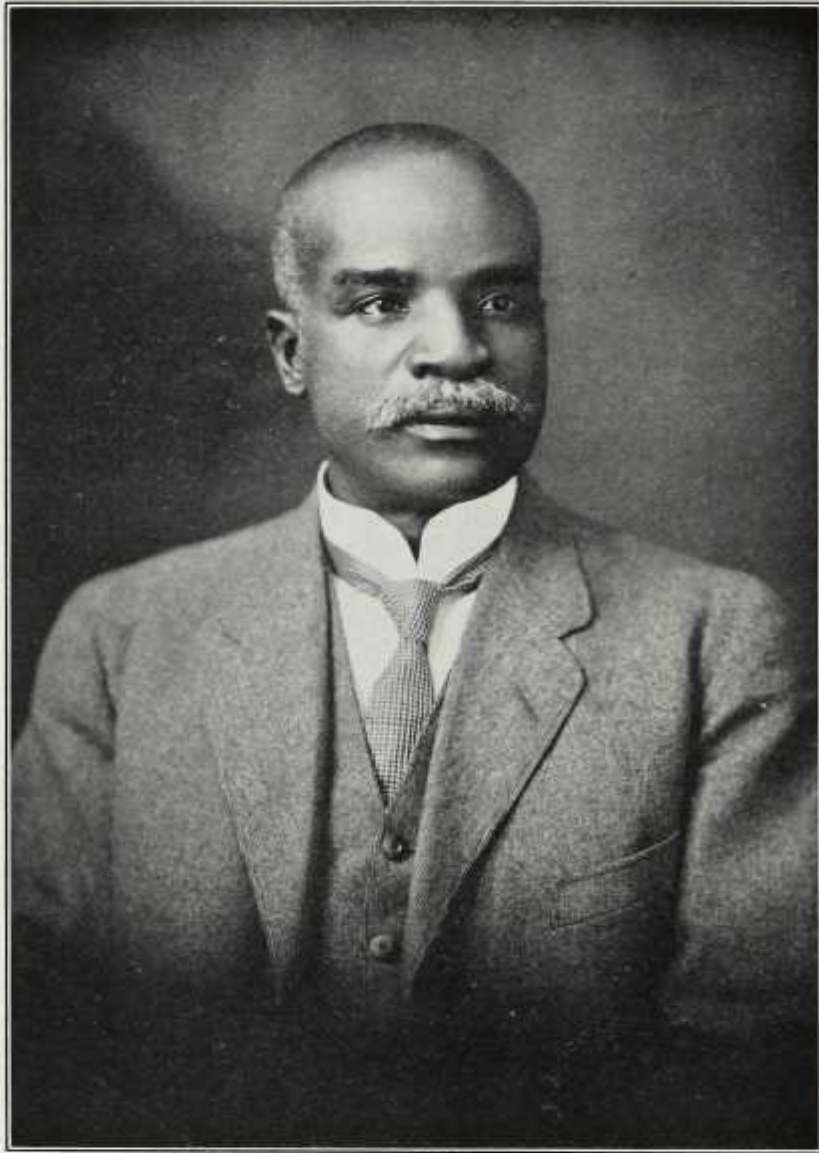
NINETEEN SIXTEEN HOWARD YEAR BOOK



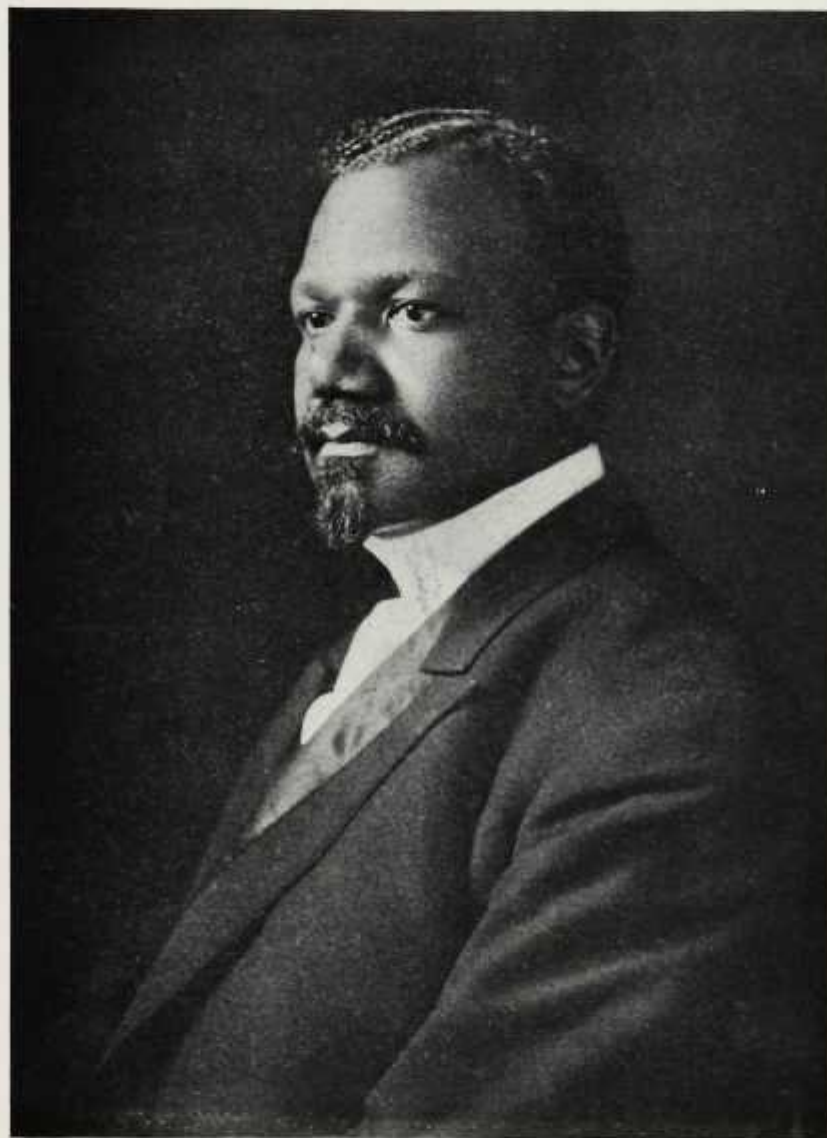
OFFICE OF PRESIDENT



ANDREW RANKIN CHAPEL



KELLY MILLER, A. M., LL. D.,
Dean College of Arts and Sciences



LEWIS BAXTER MOORE, A. M., Ph. D.,
Dean Teachers' College

History of College of Arts and Sciences



The statesmen-philanthropists who founded Howard University were firm believers in liberal culture of the traditional New England type. The fact that they established "A university for the education of youth in the liberal arts and sciences" for a people who, at that time, scarcely knew their intellectual right hand from the left, fully attests the audacity of their faith. They relied upon the efficacy of liberal culture to meet the deeper needs of humanity, and to arouse quickly into life and power the long suppressed possibilities of the newly unfettered race. Much wind has blown over the tree tops since then, and the sentiments of men have shifted with the changes thereof; but the ancient foundation still remains.

The College Department, as it was then called, was intended to embody the central idea of liberal culture, as the basic principle in the university scheme. Indeed, in any well-ordered institution of higher learning involving numerous professional and semi-professional departments, the academic college must be the central power station pulsating vital energy throughout the whole.

The charter was granted by the Congress of the United States on March 2, 1867. The College Department was organized in September of the same year. The chair of Belle Lettres and the chair of Latin and Greek were the first to be established. This indicated strongly the stress of emphasis. The first students of the college were attracted from Oberlin and other Northern schools.

The higher education of the Negro as a part of a general scheme of race reclamation began with the foundation of Howard University and institutions of like air in other parts of the country. Up to that time Oberlin College and a few other Northern colleges had welcomed, or accepted, colored students. But these represented only occasional or exceptional individual instances. The experiment of establishing

colleges on the high level of European learning for a hitherto illiterate race was indeed a stupendous one. But subsequent experience has more than justified the experiment.

During the first twenty years of the life of the college its growth was very slow, almost to the point of discouragement. The numbers wobbled back and forth, from four in 1868 to sixty-two in 1906. The College Department was declared to be the smallest department in the University, and operated at a cost out of all proportion to the number of pupils benefited. It became an open and honest query whether it was worth while to attempt to maintain a purely collegiate department at such expense, and with such little prospect of numerical augmentation. In 1907, the designation was changed from "The College Department" to "the College of Arts and Sciences." This change was made in conformity with a general plan of University nomenclature, but did not connote any alteration whatsoever, in function, aim, or purpose. The curriculum has been reorganized. The physical, vital and social sciences have been given their due place along side of Latin, Greek and Mathematics of the old curriculum. The faculty has been augmented and strengthened. Competent instruction is offered in the usual range of college subjects. Since that time the numbers have more than quadrupled. The College of Arts and Sciences has become the largest department of the University. The present enrollment contains 332 students, 262 young men and 70 young women. This does not include the large number from other departments who share the partial benefit of its courses.

More than three hundred alumni of the College of Arts and Sciences are scattered throughout the length and breadth of the country, and are filling the highest stations allotted to colored men and women. As teachers, ministers, physicians, pharmacists, dentists, lawyers, writers, authors, and general workers, they are standing in the high places of leadership and direction of ten million American citizens.

The College of Arts and Sciences is the largest and most favored Negro college on the face of the earth. By its fruits, the higher education of the Negro will be justified or condemned. But the faith of the founders is already vindicated by the fruits of their labors. Wisdom can only be justified of her children.

HISTORY OF TEACHERS COLLEGE



The Teachers' College is a college of higher education for the training of teachers. It "takes rank with colleges of Arts and Sciences in its scholastic work and with schools of Medicine, Law and Theology in its professional work." It was founded in 1899 by Prof. Lewis B. Moore, Ph.D., who is now its Dean. It then had one small class of about a dozen students transferred from the old Normal Department, to whom courses were open in the College of Arts and Sciences. From this small beginning, the college has grown to have a student body of nearly two hundred with the opportunity of receiving instruction from thirty-eight professors, teachers, and instructors, and of entering academic, profession and technical courses throughout the University.

Since 1899 the Teachers' College has granted 155 degrees, three of which are A. M. degrees. During the same period of time it has issued 187 diplomas and certificates. Including the normal graduates, the department has graduated 321 persons. More than 250 of these have filled positions as teachers in colleges, normal schools, academies, high schools, elementary schools, industrial schools, kindergartens, in city and rural communities. They are distributed among 22 states, District of Columbia, Africa and Philippine Islands.

The college has an enviable opportunity to serve the nation. No

University for colored persons in the United States has a Teachers' College except Howard. In a very certain way, then, the college here serves 10,000,000 persons as far as its facilities will allow. Its graduates have available to them work in 156 public high schools and 270 private high schools, normal schools, colleges, and industrial schools. Although a few of these high schools as well as some colleges now employ white teachers, "there are nearly 30,000 Negro teachers and professors in schools and colleges * * * in the southern states," and the tendency is toward the employment of colored teachers as they show fitness. With the constant increase in the demand for teachers the influence of the college widens and deepens.

This large opportunity and lack of competition enable the college to maintain a high standard. Its purpose is to educate leaders, to touch the lives of those who in turn will touch the lives of countless others and thus multiply its influence infinitely.





FACULTY COLLEGE OF ARTS AND SCIENCES

LEWIS BAXTER MOORE, A. M., Ph. D.,
Professor of Philosophy.

RICHARD EDWIN SCHUH, A. M., Ph. D.,
Professor of Biology and Geology.

WILLIAM VICTOR TUNNELL,
A. M., S. T. B., LL. B.,
Professor of History.

GEORGE OBADIAH LITTLE, A. M., D. D.,
Professor of Greek.

HERBERT CLAY SCURLOCK, A. M., M. D.,
Professor of Chemistry.

GEORGE WILLIAM COOK, A. M., LL. M.,
Professor of Commercial Law and International Law.

GEORGE MORTON LIGHTFOOT, A. B.,
Professor of Latin.

GORDON DAVID HOUSTON, A. M.,
Professor of English.

EDWARD LAMAY PARKS, A. M., D. D.,
Professor of Economics and Political Science.



FACULTY TEACHERS COLLEGE

THOMAS WYATT TURNER, A. M.,
Professor of the Teaching of Biological Sciences.

McLEOD HARVEY, A. M., Ph. D.,
Professor of Educational Psychology

WALTER DYSON, A. M.,
Associate Professor in History and Civics.

ALONZO HERTZEL BROWN, A. M.,
Associate Professor of the Teaching of Mathematics
and Science.

ALAIN LEROY LOCKE, A. B., Litt. B.,
Assistant Professor of the Teaching of English;
Instructor in Philosophy and Education.



FACULTY TEACHERS COLLEGE

MARTHA MacLEAR, A. M.,
Assistant Professor in Elementary Education;
Director of Kindergarten Training
Department.

CHARLES HARRIS WESLEY, A. M.,
Instructor in the Teaching of History and Modern
Languages.

CLARENCE O. GUILLOT, A. B.,
Instructor in French and Biology.

MABEL M. JACKSON,
Instructor in Domestic Arts.