PLAN OF UNIVERSITY GROUNDS AND BUILDINGS.
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CALENDAR

1907

Mar 29 to April 1 ....... Easter Recess.
May 23, Thursday ....... Anniversary of Normal College.
May 24, Friday ........ Anniversary of School of Theology.
May 25, Saturday, 2 p.m. Alumni Reunion.
May 26, Sunday .......... Baccalaureate Sermon.
May 27, Monday ....... Anniversary of Commercial College.
May 28, Tuesday ....... Annual Meeting of the Board of Trustees.
May 28, Tuesday ....... Anniversary of the Academy.
May 29, Wednesday ..... Commencement.
May 30 to September 24 Summer Vacation.
Sept. 25, Wednesday .... The First Semester Opens, in the School of
Liberal Arts, the Commercial College and
the Academy.
Oct. 1, Tuesday ....... The Schools of Theology, Medicine and Law
open.
Nov. 28, 29 ............ Thanksgiving Recess.
Dec. 21 to Jan. 1, 1908 .. Christmas Recess.

1908

Jan. 14, Tuesday ....... Semi-Annual Meeting of the Board of Trustees.
Jan. 31, Friday ........ First Semester Ends.
Feb. 4, Tuesday ......... Second Semester Begins.
Feb. 22, Saturday ....... Washington's Birthday.
April 17 to 20 .......... Easter Recess.
May 28, Wednesday .... Commencement and Alumni Reunion.
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ORGANIZATION

The date of the charter of Howard University is March 2, 1867. It provides for establishing "a university for the education of youth in the liberal arts and sciences." While special provision was made for the higher education of the Negro, no race was excluded, and North American Indians, Chinese, Japanese and Europeans of several nationalities, besides American citizens, have in the past been found in the several departments, being especially attracted by the superior advantages in the professional schools. At present there are eighty-seven students from seven foreign countries, practically all, however, of the nearly one thousand students being identified with the colored race.

The University has had a line of distinguished presidents during the past forty years, among whom may be named the Rev. Byron Sunderland, D.D., General O. O. Howard, LL.D., the Rev. William Weston Patton, D.D., LL.D., and the Rev. Jeremiah Eames Rankin, D.D., LL.D. The united terms of the two latter cover twenty-seven years (1876-1903) of service.

LOCATION

The location of Howard University is strategic. It is in the Capital of the Nation. The campus of twenty acres comprises the highest elevation in the northwest section, which is the most attractive portion of the city. The Reservoir Lake, a beautiful sheet of water, borders the campus on the east. The grounds of the National Soldiers' Home furnish a charming park at the northeast. Immediately adjoining the campus on the south are the new Freedmen's Hospital buildings, erected on a wooded of eleven acres, leased by the University to the Government. Beautiful shade trees adorn the campus and the long avenues suggest the traditional walks and academic groves which add so much to historic institutions of learning. Seventh Street (Brightwood Avenue), one of the principal thoroughfares of the District, is at the foot of Howard Place, on the west. From the University Hill the Capitol, Congressional
Library, the Washington Monument and the Potomac River are in clear view.

Considering its elevated situation, with its extensive grounds, right in the city of Washington, and the attractive environment of its campus, the site of Howard University is probably surpassed by few institutions of learning in America.

Washington a University City

To the students of Howard University the museums and libraries supported by the general government of the United States, together with similar institutions belonging to the City of Washington, present advantages unsurpassed by those of any other city in the land, if not in the entire world. The Library of Congress, with its immense and constantly increasing collection of books; the Smithsonian Institution and National Museum, with their innumerable specimens of all kinds gathered from all parts of the earth; the Bureau of Education, with its extensive library; the Bureau of Fisheries, with its aquaria; the Botanical Garden, with numerous greenhouses well stocked with living plants, the Army Medical Museum, containing extensive collections and the largest medical library in the world; the Naval Observatory, with its unexcelled equipment for astronomical work—all these and many others are easily reached and may be freely visited. By authority of Congress all governmental collections, together with facilities for research and illustration, are made accessible to students of the institutions of higher learning in the District of Columbia.

The Carnegie Library and the Corcoran Art Gallery, although not belonging to the government, are nevertheless free to all under the ordinary restrictions applying to such organizations.

Washington is essentially a city of governmental institutions and the great corps of scientific workers brought together for the administration of the numerous bureaus makes of it the great scientific as well as the great political center of the Nation. Familiarity, through daily observation, with the workings of Congress, the Supreme Court, etc., affords privileges which can not be found elsewhere, while public lectures, concerts, and the presence of other universities offer to students opportunities for the most generous culture, whether literary, scientific, aesthetic, or industrial.
HOWARD UNIVERSITY

Washington has well been called a university in itself. To live in such an atmosphere is a liberal education to an eager, receptive mind.

BUILDINGS AND GROUNDS

The University Buildings

The University buildings are modern structures of brick and are all located on the main campus with the exception of the Medical School building, which adjoins the hospital grounds at the south, and the Law School building, which is on Judiciary Square. They are heated with steam and lighted by electricity. They are in charge of a Superintendent of Buildings and Grounds and a competent engineer with several assistants. Pains are taken to keep the buildings always in a sanitary condition, and the healthfulness of the campus and surroundings is attested by the fact that no disease has ever become epidemic in the institution and there has never been on the grounds a death from typhoid.

The Main Hall

The main building architecturally is considered one of the best of its kind in the country. It crowns the summit of the hill at a height of 185 feet above the Potomac River, and can be seen from all sections of the city. In length it is 184 feet and it has an extreme breadth of 95 feet. It is four stories in height with a commanding tower from which one of the finest panoramic views of the city and district is presented. It is devoted to public uses exclusively and contains recitation and lecture rooms, assembly hall, library, reading room, museum, laboratories, besides the offices of the President and those of the Secretary and Treasurer.

Clark Hall

Clark Hall stands at the north end of the campus and is occupied as a dormitory by young men. It is four stories in height above a high basement, and is 170 feet long and 44 feet broad. It furnishes accommodations for 130 students. The rooms are arranged in suites so as to allow a study and a bedroom for each two or three students. The west end is reserved for theological students, the remainder being occupied by members of the academic departments. Many students find work,
BUILDINGS AND GROUNDS

with board and rooms in the city, and have special permission
to room off the campus. Clark Hall was named after David
Clark, Esq., of Hartford, Conn., who, early in the history of
the University, contributed to its funds $25,000.

Miner Hall

Miner Hall is a large structure 220 feet long by 36 feet
broad. It stands on the east of the University quadrangle fac-
ing the Lake, and furnishes an attractive home for young
women. It is four stories in height, the basement-story con-
taining the dining rooms, with an outside entrance for young
men. The rooms are arranged in suites with accommodations
for two or three girls each. The young ladies are under the
charge of a competent and cultured matron. The building is
also provided with a reception parlor, music and sewing rooms,
and no effort is spared to give it a homelike atmosphere and
to make it a center of intellectual and moral culture for the
young women placed in charge of the institution.

Manual Training and Arts Building

Through the generosity of Mrs. Martha Spaulding, a large
Industrial Hall was erected. It is three stories in height and
80 feet in length. In the basement are, on one side the printing
shops and presses, and on the other the forges and iron-work-
ing apparatus. The entire second floor is occupied by the de-
partment for wood-working, architectural drawing, etc. It is
equipped with sloyd tables, modern lathes, etc. On the third
floor are the departments of sewing, domestic art and domestic
science. The cooking school is especially well equipped for
practical work.

The Medical School Building

The Medical School building is an impressive structure of
four stories and basement. It contains the lecture rooms and
the anatomic, physiologic, chemic, histologic, bacteriologic,
pathologic, dental and pharmacal laboratories. It is well sup-
plied with apparatus and materials for illustration. The labor-
tories are modern and thoroughly equipped. The amphitheatre
accommodates several hundred. The number of lecture rooms
enables the faculty to hold four different lectures simultane-
ously. The completion of the new Freedmen's Hospital will
Howard University

make available rooms now occupied in the building of the Medical College by the officers of that institution. It has a fine location with ample grounds on the corner of Fifth and Pomeroy Streets, N. W. Electric cars pass the entrance.

The Memorial Chapel

The Andrew Rankin Memorial Chapel stands at the entrance to the University grounds, and is a fine example of the English Gothic. It is of brick and brownstone, covered with tile and slate roof. The ivy that almost completely covers the building adds much to its attractiveness. The interior carries out the Gothic idea, with the heavy oak trusses and structural frame work of the roof exposed. The north end is illuminated by a superb triple ornamental window, representing the Landing of the Pilgrims, the House at Scrooby and the City of Leyden, Holland, placed in memory of Deacon S. H. Stickney of Baltimore. The Chapel stands as a memorial to Andrew E., the brother of President Rankin and the deceased husband of Mrs. H. T. Cushman of Boston, a generous donor. The main hall seats an audience of from seven to eight hundred. Anniversaries, University lectures, daily chapel and vesper services are held here. A number of busts and oil paintings of distinguished friends of the University adorn the platform.

The Law School Building

The Law School building is situated on Judiciary Square with the Court Houses, District Buildings, and courts contiguous. It is a handsome four-story building of pressed brick. Besides the offices of the school it contains the large William M. Evarts lecture-hall, built in chapel form, two stories high, and the offices and extensive libraries of the school. This valuable property belongs to the University.

SPECIAL ADVANTAGES

Literary and Musical

The location of the University, in the Capital of the Nation, gives students of all departments unusual opportunities for general culture and that larger outlook upon life gained through lectures, concerts and entertainments of an elevating character. On the floors of the Senate and House of Representatives
leaders in national thought and statesmanship may be heard on
vital questions before the country. The lecture platform of
the city is unsurpassed—many lectures being free and open to
all. The University furnishes, on an average, twice a month,
lectures of a high order. A number of these are illustrated by
stereoptican views.

Here, also, may be heard the great orchestras from several
cities and the musical celebrities of all lands. Superior facili-
ties for musical cultivation are offered to the students of all
departments. In addition to the individual instruction in vocal
and instrumental music, there are various classes open to all
where careful training is given. A large vested choir of about
forty voices is maintained. There is also a Young Men’s Glee
Club, an orchestra and a brass band, in which organizations
careful musical drill is given. A large body of students also
makes possible a great oratorio chorus that is now prepared to
give Mendelsohn’s “Elijah.” Definite plans are on foot for a
Conservatory of Music, where, under the supervision of the
University authorities, the finest musical advantages may be
secured.

The University Library

The University library is designed mainly for general refer-
ence and study in all departments, but it also aims to supply
the students with good reading. It is open during the term,
on school days from 9 to 12 a.m.; 1 to 4, 6 to 8 p.m., and on
Saturdays from 10 to 12 a.m.

All persons in any way connected with the University are
entitled to the use of the library, and any others who may be
introduced by members of the faculty or governing body.

Books may be drawn for two weeks, unless reserved by in-
structors, in which case they may be taken at 8 p.m. to be
returned at 9 the next morning.

The library numbers 45,029 volumes of books and pamphlets
—this number including the valuable Lewis Tappan collection,
the George B. Cheever general library, and the Theological
library.

The library is being classified and catalogued according to
the Dewey system, and the most recent and useful reference
and bibliographical aids are furnished. Officers, teachers and
students engaged in advanced work have direct access to books
in the stack room.
The reading and reference room is provided with the leading American periodicals and reviews of science, music and general literature.

The library has an annual appropriation of $450 for the purchase of new books, with which, last year, 276 volumes were purchased, in addition to the magazines and library supplies. About 200 books and several hundred pamphlets are usually given.

An effort is made to train the students in methods of reading and of research, so that the library may be more useful and supplement the work in the different departments of the University.

The school of law has its own library, containing the principal text-books, legal reports, etc., at the Law Building on Fifth Street. This library is open during the school year at suitable hours during the day and evening.

Museum and Laboratories

Owing to the completeness of the collections in the various governmental museums in the city, all of which are open to the student, the University has made no effort to develop a museum in the full meaning of that term. A small, but carefully selected and thoroughly representative collection of animal and vegetables specimens, models, charts, and an extensive collection of minerals and other geological material sufficient for class use and demonstration is to be found in the Biological Laboratory. The Physical and Chemical Laboratories are well equipped for the work which they attempt to do. Constant additions are being made to the collections and apparatus.

Literary Societies

The University maintains in its several departments five literary societies and debating clubs which, through exercises, debates, oratorical contests and renditions of choice dramas, provide for the student a training the value of which cannot be overestimated.

The Alpha Phi Literary Society, open to members of the colleges and professional departments, enters yearly into intercollegiate debates and has served well in bringing out the
powers of quick and accurate thinking, correct expression and impromptu speaking. It holds annually a public prize debate, at which a gold medal is awarded.

The Young Ladies’ Culture Club is maintained by the young ladies of Minor Hall, who receive excellent training through its literary and dramatic exercises.

The Pestalozzi-Froebel Society is an organization of the Teachers’ College. Its work, while conducted by the students themselves, is carefully supervised by the faculty, participation in its exercises being made compulsory. It undertakes each year one or more dramas or public literary exercises.

The Theological Debating Society, fostered by the School of Theology and carefully supervised by its faculty, discusses not only topics in the field of religion but of sociology and practical life. Its Maynard Prize debate, held annually, is an event of much interest.

The Eureka Society, a literary organization of the Academy, gives training in the elements of parliamentary practice and debating. It lays the foundation for more serious work than attempted in the other societies. Its Mock Congress gives abundant opportunity for the study of present day political questions.

Religion and Morals

The charter contains no religious test or limitation. The University, however, is distinctively Christian in its spirit and work, and a high moral atmosphere is maintained. It is interdenominational and its students are drawn from all the churches, including the Roman Catholic. The President conducts daily prayers in the chapel, and preaches at Vespers every Sunday afternoon. A Bible Class, taught by the several deans, is maintained on Sunday morning, and a prayer service, generally conducted by the President, is held every Tuesday evening. Students attend the churches of their choice in the city, and many of them engage actively in religious and philanthropic work. A well organized and efficient Y. M. C. A., with its own rooms, is a great influence for good among the students. The Christian Endeavor Society meets on Saturday evening and takes active part in missionary work at the Freedmen’s Hospital, in social settlement and other philanthropic organizations.
HOWARD UNIVERSITY

Young Men's Christian Association

The Young Men's Christian Association is a body of earnest young men, devoted to quickening the religious spirit of the University and training members in methods of Christian service. The members also give information and assistance to new students in securing employment for self-support. New students should report to the office of the Association early after arrival. Prominent speakers address the Association. Any new student may write the President of the Y. M. C. A., Mr. J. G. Moore, stating the time of his arrival and the road, and he will be met at the station by a member of the Committee.

Health Giving Surroundings

The health of students in the University is given first consideration. The elevated location and perfect drainage of the campus are all that could be desired. The lake and parks on the north, which the dormitories face, with their smooth boulevards and walks, give ample opportunity for healthful exercise. Sickness among the students is rare. No death from contagious disease has ever occurred here. Health, strength and symmetrical development are encouraged.

Medical Examination

Careful provision is made for the physical examination of all students, and for medical advice—free of charge. The care of skilled physicians is offered students in case of sickness and a limited supply of free medicines. The Freedmen's Hospital, built and equipped at a cost of nearly a half-million dollars, adjoins the campus. Here free beds are available for students in case of serious and prolonged illness. There will also be occasional talks on hygiene. A sound mind in a sound body is sought.

Athletics

Athletics and general physical training are provided for under the direction of the Athletic Council and the Students' Athletic Association. The Council represents the Faculty, the Alumni and student body, and has general oversight of the deportment and scholarship of the members of the several
teams, as well as the supervision of athletics, in general. All branches of athletics are encouraged, and include teams in base-ball, foot-ball, basket-ball, running, tennis and cricket, students from the West Indies having a good team in the last-named. There is a fine large athletic field. The running track is thoroughly constructed. There are a number of tennis courts available for young men and women. There is careful medical supervision of those who take a place on the teams with a view to developing health, vitality and strength.

EXPENSES

The following list of expenses includes the various items for which charge is made by the institution, but it does not include such items as laundry, books, and general expenses of a miscellaneous character, all of which are variable and more or less determined by the student himself. Laundry, mending, and similar expenses will range from one to two dollars per month. Books, paper, and similar articles will cost from ten dollars per year upward, depending on the course taken:

In the School of Liberal Arts, (College of Arts and Sciences, the Teachers’ College), the Academy (Preparatory Department), and Commercial College

Matriculation (or Entrance Fee) ........................................ $ 5 00
Incidental fee for school year ........................................ 10 00
Laboratory fees—Chemistry and Biology, each ..................... 2 00
Laboratory fees—Physics and Geology, each ....................... 1 00
Room rent, including steam heat and light ......................... 22 00
Board at $9 per month would aggregate for the school year of nearly 8½ months, about ........................................... 75 00
Key deposit to be refunded at end of school year, if room and furnishings are in proper order ......................... 1 00

In the School of Theology

Matriculation ................................................................. $ 5 00
Room-rent including steam heat and light .......................... 15 00
Board at $9 per month would aggregate for school year of nearly 8½ months, about ........................................... 75 00
Key deposit to be refunded at end of school year, if room and furnishings are in proper order ......................... 1 00
HOWARD UNIVERSITY

In the School of Medicine (Medical, Dental and Pharmaceutical Colleges).

Matriculation .......................... $ 5 00
Medical Dept. tuition for the year ......... 80 00
Dental Dept. tuition for the year .......... 80 00
Pharmaceutical Dept. tuition for the year .... 70 00
Board at $9 per month would aggregate for school year of nearly 8½ months, about. .............. 75 00

In the School of Law

Matriculation or entrance fee .................. $ 5 00
Tuition fee for the year ..................... 25 00
Board at $9 per month would aggregate for school year of nearly 8½ months, about. .............. 75 00

Graduation and Diplomas

Diploma for the degree of Master of Art .......... $10 00
Diploma for Bachelor's Degree and that of Doctor of Medicine, Pharmacy or Dentistry .......... 5 00
Graduation fee .................................. 2 00
Certificate for those who have completed courses which do not entitle them to a degree .......... 2 00

Room rent will not be refunded if a student leaves or if his relation to the University is dissolved from any cause except illness. No student is allowed to board himself in his room, and all who room in Clark Hall or Miner Hall must take their meals in the University dining hall unless excused. The rooms in the dormitories are furnished with bedstead, mattress, chairs, tables, and bookcase. All other furnishings, such as crockery, towels, sheets, blankets, pillows, and pillow-cases must be supplied by the student. This must not be forgotten, nor should the newcomer overlook the advisability of reaching the institution early in the day, so that his room may be in order for use the first night.

A deposit of one dollar for safe return of key, and to insure proper care of furniture, etc., is required. Room rent and board for short periods will be charged for at a higher rate than the prices named.

Students should have at least $35 on arrival at the institution. All bills are payable in advance (the first payment for board is to October 31), and books and other incidentals must be purchased at the beginning of the term.
INFORMATION

HOW TO ENTER

Before coming to Washington, those desiring to enter the University should write to the dean or secretary of the school they wish to enter, stating clearly what studies they have completed and what course of study they desire to undertake. The requirements for admission into Howard University are higher than in some Southern institutions.

On reaching the city students intending to enter the School of Medicine (including the Medical, Dental, and Pharmaceutic Colleges) should report at once to Dr. F. J. Shadd, secretary, at the Medical Building on W, near Seventh Street; those intending to enter the School of Law, to Prof. James F. Bundy, at the Law Building, on Fifth Street, opposite the Court House. Those who plan to enter other schools will report at the Registrar's office in the Main Hall on the University campus. Owing to the uncertainty with respect to the new Union Station and the street car lines running from it, it is impossible at present to give instructions for reaching the various schools. On inquiry at the Information Booth at the railroad station, however, the student will be properly directed by the official in charge. The campus is most conveniently reached by taking a northbound car on Ninth Street, N. W., transferring at the end of the line to the Brightwood Avenue car for Howard Place.

AIDS TO SELF SUPPORT

Aid is given to worthy students who need it, so far as funds allow, if they have reached the Junior Class of the Academy. The energetic, industrious student can always secure employment in some capacity. The boarding houses and hotels about the city offer opportunities for many young men to earn their board and often funds, besides. An employment bureau is maintained at the office of the Secretary to assist students in finding places to work.
THE SCHOOL OF LIBERAL ARTS

COMPRISSING

THE COLLEGE OF ARTS AND SCIENCES

AND

THE TEACHERS’ COLLEGE

FACULTY:

WILBUR P. THIRKIELD, LL.D., PRESIDENT

FREDERIC W. FAIRFIELD, A.M., D.D.
Dean of the College of Arts and Sciences and Professor of Greek and Economics

LEWIS B. MOORE, A.M., Ph.D.
Dean of the Teachers' College and Professor of General Pedagogy and Philosophy

KELLY MILLER, A.M., LL.D.
Professor of Mathematics

CHARLES C. COOK, B.L.
Professor of the English Language and Literature

WILLIAM P. HAY, M.S.
Professor of Biology and Geology

GEORGE O. LITTLE, A.M., D.D.
Professor of Ethics and Theism

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

WILLIAM V. TUNNELL, A.B., S.T.B.
Professor of History

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

HERBERT C. SCURLOCK, A.B., M.D.
Associate Professor of Physics and Chemistry

ELIZABETH A. COOK
Instructor in French and German

WILLIAM A. JOINER, B.S., LL.M.
Director of Training School, and Instructor in Physiography

WALTER DYSON, A.B.
Instructor in History and Civics

ETHEL T. ROBINSON, Ph.B.
Instructor in Methods of Teaching and English

MARY B. PRATT
Director of Kindergarten Training Department

LULU VERE CHILDERS, Mus.B.
Director of Music

C. BEATRICE LEWIS
Assistant in Music.
THE SCHOOL OF LIBERAL ARTS

REQUIREMENTS FOR ADMISSION

Graduates from the Academy of Howard University are admitted on certificate. Graduates from other listed secondary schools may be admitted without examination, except that all such applicants will be examined in English. Applicants who come from secondary schools and desire to be admitted without examination must present a transcript of their scholastic record during the four preceding years.

All applicants for admission to the Freshman Class must present fifteen units. By a unit of secondary work is meant a course of study of one year’s duration, with recitations occurring at least four times a week. Single half units, except in science, will not be accepted, nor will less than two units in an ancient language be allowed to count in the fulfillment of entrance requirements. Applicants whose deficiencies do not exceed two units may be admitted by vote of the Faculty; but at least one unit of such deficiency must be made up during the freshman year, and all entrance conditions must be removed by the end of the sophomore year.

Certificates of moral character are required and, from those who have studied elsewhere, evidence of honorable dismissal.

The school year is divided into Semesters. Students admitted to the School of Liberal Arts are on probation for the First Semester, and if they fail to receive a passing mark in three or more courses, they are dropped. In case there is a failure to receive a passing mark in two courses, the probation is continued for the Second Semester, and a similar failure results in the student being dropped.

Entrance units will be accepted as follows:

English, 3; Mathematics, 2½ or 3; required of all; Greek, 2; Latin, 2, 3, or 4; German, 1 or 2; French, 1 or 2; History, 1, 2 or 3; Physics, 1; Biology, 1; Chemistry, 1; Physical Geography, ½, 1 or 1½; Trigonometry, Plane and Spherical, 1. Nine units may be presented from the italicized list, making 15 in all.

ENGLISH

The candidate for matriculation will be expected to know as much of the history of letters as is contained in a short Manual of English Literature. Also he must be able to present at least ten standard English texts with evidence of understanding and appreciating them. Finally, he must be able to write orderly
sentences, paragraphed, with few errors in spelling or syntax, and to state and explain, if required, rules and principles of English Grammar.

MATHMATICS
The two and a half units in Mathematics include Algebra through Quadratic Equations, and Plane and Solid Geometry. A half unit credit will be allowed for advanced Algebra, and one unit for Plane and Spherical Trigonometry.

GREEK
Four books of Xenophon's Anabasis, three books of Homer's Iliad, and Greek Prose Composition are required for the two units in Greek. In place of the Iliad, a corresponding amount of the Odyssey or the Anabasis or other Attic prose will be accepted.

LATIN
Two units of Latin include four books of Cæsar, or an equivalent, with Latin Prose Composition, based on the text read. Four units include, in addition, six orations of Cicero, including the Manilian Law, with Prose Composition continued, and six books of Virgil's Aeneid, or an equivalent.

GERMAN
One unit of German requires a full year's work, and should include, besides the mastery of some such grammar as Joyness-Meissner, the reading of about 200 pages of simple narrative prose. Two units include, in addition, a thorough study of German Syntax and the reading of about 400 pages of literature in the form of easy stories, plays and poems.

FRENCH
The requirements for the one or two units in French are quite similar to those mentioned above in German.

HISTORY
As elsewhere, the unit represents a year's work, of not less than four recitations a week. Single units will be credited in General History, the equivalent of Myers' or Sheldon's; in Grecian and Roman History, the equivalent of Myers' History of Greece and Leighton's History of Rome; in English History, the equivalent of Gardiner's Students' History of England; in
THE SCHOOL OF LIBERAL ARTS

United States History, of high school grade. A half unit will also be allowed in Civics the equivalent of Fiske's Civil Government, or of Andrews' Manual of the Constitution.

Elementary Physics

The amount of work is indicated by such texts as those of Avery, Gage, or Carhart and Chute.

Elementary Chemistry

This course covers General Inorganic Chemistry, as outlined in Remsen's, Williams' or Shepard's Elements of Chemistry.

General Biology

This course should include the study of at least eighteen types of familiar animals and plants. The laboratory work should be an equivalent of Boyer's Elementary Biology. The course may be divided so as to consist of a half unit of Botany and a half unit of Zoology.

Physical Geography

Credits are allowed, according to the amount of work done, of one half unit, one unit, or one and one-half units.
THE COLLEGE OF ARTS AND SCIENCES

WILBUR P. THIRKIELD, LL.D., PRESIDENT
FREDERIC W. FAIRFIELD, A.M., D.D., DEAN

GENERAL STATEMENT

The College of Arts and Sciences is devoted to the higher academic and liberal studies. The facilities, appliances and methods of instruction are being kept up to date. The courses of study have recently been revised with a view (1) to closer harmony with the standards and methods of the most progressive American colleges, (2) to articulation with approved secondary schools, and (3) to shortening professional study by allowing the student to anticipate one year’s work in the training for his chosen profession, by a liberal system of electives.

From the beginning it has been the aim of the College to make the work actually done correspond closely to the catalog announcements. Work, not display, has been the constant motto. All efforts of students to secure a degree without doing the full amount of study which its possession ought to signify have uniformly been discouraged. The result of this policy is seen in the standing of its graduates.

A full four years’ secondary course is required for admission, but the subjects which may be presented to meet entrance requirements are so varied that no one who has put in four years of thorough study in any school above the eight elementary grades need fear rejection.

OUTLINE OF COURSES OF INSTRUCTION

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<th>FRESHMAN YEAR</th>
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Three italicized subjects must be chosen, one of which must be a language, and one a science.

Four italicized subjects must be chosen, one of which must be a language, and one a science.
JUNIOR YEAR

Psychology
Ethics
Required
English Literature
Argumentation
Greek
Latin
French
German
History
Economics
Logic and International Law
Chemistry
Biology

Three italicized subjects must be chosen. Electives, 3 to 6 hours, of which 3 hours may be taken in any one of the Professional Schools of the University or in the School of Applied Sciences.

Additional Electives:

Mathematics
Astronomy
Geology
History of Education
Commercial Geography
Commercial Law

SENIOR YEAR

Sociology
Political Science
Modern Philosophy
Greek or Latin
French or German
Chemistry

Two subjects must be chosen from the above list. Electives, 9 to 12 hours, of which 6 hours may be taken in any one of the Professional Schools of the University or in the School of Applied Sciences.

Additional Electives:

English Literature
Pedagogy
Christian Evidences
Hebrew
Any Junior Elective

Twenty units constitute the minimum requirement for graduation. By a unit of college work is meant a course of study of one year's duration with recitations occurring three times a week. Nothing less than half units will be counted. Two hours of laboratory work count as one hour of recitation. Recitations in all subjects except the Bible occur three times a week. Latin or Greek may be pursued in the classes of the Academy, a full year's work in either counting as one unit. Each student shall carry not less than fifteen nor more than eighteen hours of recitation per week, except by special action of the Faculty. No course will be given which is not elected by at least three students.

Any student who maintains a general average not lower than 80 per cent may be permitted, during his Junior and Senior Years, to select a limited number of studies in any pro-
fessional school of the University, with a view to shortening his professional course; provided, that such electives shall not exceed three hours a week for the Junior Year, nor six hours a week for the Senior Year.

All graduates receive the degree of Bachelor of Arts.

Students who maintain throughout the four years course an average standing of 95 are graduated "Summa Cum Laude"; those who similarly maintain a standing of 90 are graduated "Magna Cum Laude"; while the maintenance of a grade of 80 secures for one graduation "Cum Laude."

DESCRIPTION OF COURSES

ENGLISH COMPOSITION

*Freshman* (required). Narration and Description. Weekly themes; reading from history, the Shakespearian drama, etc.

*Sophomore* (required). Exposition. Critical reading and analysis of essays and parts of treatises. Short themes and occasional longer ones.


ENGLISH LITERATURE


ENGLISH BIBLE

*Freshman* (required). One hour a week.

MATHEMATICS


*Junior* (elective). Differential and Integral Calculus.

ASTRONOMY

*Junior* (elective). Descriptive and Mathematical.

GREEK

*Freshman* (elective). Boise and Freeman's Selections from Greek Authors, including Herodotus, Thucydides, Xenophon's Memoria-bilia, and Plato's Phaedo.


*Junior* (elective). Greek Tragedy—Aeschylus, Sophocles, Euripides.

*Senior* (elective). The Iliad and Odyssey of Homer.
LATIN
Freshman (elective). Cicero—De Senectute and De Amicitia, with Latin Prose Composition based on the text. Livy—Selections from Books I, XXI and XXII.
Junior (elective). Roman Comedy—Terence and Plautus. Tacitus—The Annals, Books I-IV.
Senior (elective). Juvenal—Selections from the Satires. Quintilian—Selections from Books X and XII.

FRENCH
Freshman (elective). Grammar: Edgren's French Grammar. Reading: Van Daell's Introduction to French Authors. Sight Translation: Bruno's "Tour de la France".
Junior (elective). Composition and Conversation; themes, France and Paris. Reading: Meditative Prose and Poetry, or French Drama.

GERMAN
Sophomore (elective). Grammar, continued—Reading: Keller—"Bilder aus der Deutschen Litteratur;" Heine's "Harzreise;" Goethe's "Italienische Reise."
Junior (elective). Composition—Reading: Vilmar's "Nibelungen;" Lessing's "Minna von Barnhelm;" Goethe's "Herman und Dorothea;" Sturm's "Immensee."

HISTORY
Freshman (elective). History of Western Europe.
Sophomore (elective). English History.

PHYSICS AND CHEMISTRY
The work includes recitations, lectures and laboratory experiments (mostly quantitative); two hours of practical exercises being counted as equivalent to one recitation.
Freshman (elective). Physics, including Mechanics, Heat, Sound, Light and Electricity.
Sophomore (elective). Physics—advanced work on the same topics or a selection of them.
Sophomore (elective). Chemistry—an outline of the elements.
Junior (elective). Chemistry—a more advanced course, including some quantitative work (especially volumetric), and some elements of organic Chemistry.
BIOLOGY AND GEOLOGY

The courses include recitations, lectures and laboratory work, two hours of the latter being counted as equivalent to one hour of recitation.

Freshman (elective). General Biology, two lectures and four hours of laboratory work weekly. An elementary course open to all students of the University. Typical forms of animals and plants are examined with reference to their anatomy and physiology, the design of the course being a study of their structure and functions rather than their systematic relations.

Sophomore (elective). Invertebrate Zoology.—Open to those who have completed Freshman course. Two lectures and four hours of laboratory work per week.

Sophomore (elective). Botany.—Open to students who have completed Freshman course.

Junior (elective). Vertebrate Zoology or Advanced Botany.—Open to students who have completed Sophomore courses.

Junior (elective). Geology.—An elementary course in Physiographic, Dynamic, Structural and Historical Geology.

PHILOSOPHY

Junior (required). Psychology and Ethics.


ECONOMICS


SOCIOLOGY


POLITICAL SCIENCE

Junior (elective). Lawrence's International Law, Second Semester.


PEDAGOGY AND HISTORY OF EDUCATION

See announcements of Teachers' College.

COMMERCIAL LAW AND COMMERCIAL GEOGRAPHY

See announcements of Commercial College.

CHRISTIAN EVIDENCES AND HEBREW

See announcements of School of Theology.
COLLEGE OF ARTS AND SCIENCES

SPECIAL STUDENTS

So far as may seem consistent with our regular classes, special students may be admitted for instruction in selected studies. All applicants must give evidence of their ability to pursue the selected studies successfully.

THE SECOND DEGREE

Graduates of the College of Arts and Sciences of Howard University, or graduates of other institutions whose under-graduate course is equivalent to that required for the degree of A. B. in Howard University, may on approval by the faculty be enrolled as candidates for the Master's degree. The requirements for the degree of A. M. are as follows:

1. At least one year's resident work at this University.
2. The selection of a course of study of a homogeneous character and with a definite aim. The work may be done in any department of the University, provided that none of the studies is being offered for any other degree, and that at least half the time is spent at the College of Arts and Sciences in advanced work along some one line.
3. A satisfactory examination on the subject or subjects taken for the degree.
4. The presentation, not later than May 1st, of two typewritten or printed copies of a satisfactory dissertation on a subject approved by the faculty.
5. The payment of a tuition fee of $25.00 per annum, with $10.00 additional for diploma.
THE TEACHERS COLLEGE

WILBUR P. THIRKIELD, LL.D., PRESIDENT
LEWIS B. MOORE, A.M., Ph.D., DEAN

GENERAL STATEMENT

The Teachers' College is the Pedagogical Department of Howard University for the study of educational science and the training of teachers. The purpose of this Department is to afford opportunity, both theoretical and practical, for the training of teachers of both sexes for kindergarten, elementary and secondary schools; and to help by instruction and direction those who desire to pursue studies and investigations in the science of education.

It has been organized by the Trustees to meet the demand for a high grade college of education in which students may get special instruction in the newer branches and methods required by progressive schools. It is the purpose of the Trustees to so enlarge the scope of the Teachers' College that men and women desiring to become teachers may find here opportunity not before so easily accessible, and that the colored people in all sections may look here for well-trained teachers in every grade of education.

The curriculum of the school is clearly differentiated into courses of two distinct kinds, professional and scholastic. The professional courses aim at a thorough training in educational theory and practice. The scholastic courses aim to advance the scholarship and perfect the skill of the student in the subjects required to be taught.

The course in the science of education furnishes a clear classification of educational problems and familiarizes the student with the best literature bearing upon them.

The course in the art of teaching is divided into three parts; first, observation of good teaching; second, actual teaching in the school of practice; and third, special training in the principles and methods of organization, discipline and instruction. Opportunity for actual teaching is provided in the school of practice now established in connection with the Teachers' College. Parallel with this work is a course whose purpose is to deduce and emphasize principles fundamental for educational theory, and to indicate the application of these principles to the actual work of teaching.
THE TEACHERS COLLEGE

SCOPE OF WORK—DEGREES

Four Courses Offered by the Teachers' College

1. A College course of four years—the first two largely scholastic, and for the last two largely professional—for the training of teachers for High Schools, Academies and Normal Schools, leading to the degree of Bachelor of Arts.

2. A Pedagogical course of three years for the training of principals of elementary schools and supervisors of special departments of primary or elementary instruction, leading to the degree of Bachelor of Pedagogy (Pd.B.).

3. A Pedagogical course of two years, for the training of teachers of primary and grammar schools and leading to the elementary teacher's diploma.

4. A Kindergarten training course of two years, leading to the Kindergarten diploma, followed by an additional course of one year, leading to a Kindergarten Director's diploma.

REQUIREMENTS FOR ADMISSION

The Teachers' College, being one of the two colleges of the School of Liberal Arts, has the same entrance requirements as the College of Arts and Sciences, their courses of four years leading to the same degree of A.B. Fifteen units are required, as set forth in detail on pages 29 to 31.

Students must present certificates of good moral character, and their work must evince such personal fitness and moral earnestness and devotion as will insure efficiency in the work for which this College stands.

Applicants for admission to any special course must satisfy the instructor that their previous training has been such as to enable them to profit by the instruction given.

COURSES OF STUDY

I. College Course for Teachers

The College course of the Teachers' College is intended to give a broad and thorough preparation, both scholastic and professional, for fitting men and women to teach in schools of high grade. In many of the scholastic studies students recite in the same classes with, and pursue the same courses as, students in the College of Arts and Sciences, which, like the Teachers' College, is one of the colleges in the School of Liberal Arts.
In the junior and senior years, especially, the work is largely professional and offers opportunities for preparation both for general teaching in schools of high grade and special departmental instruction. In the process of teaching the method of presentation is particularly adapted to those who purpose to become teachers, it being borne in mind that he who studies a subject for the purpose of teaching must have a different viewpoint and method of approach, as well as mental attitude, from the one who studies simply to acquire. Thus the method of presentation must needs be different in many respects. Students are required to do fifteen hours of work, and may take eighteen by vote of the faculty.

Course Leading to the Degree of Bachelor of Arts

**FRESHMAN YEAR**

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<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
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<tr>
<td>Psychology</td>
<td>3</td>
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<tr>
<td>or History of Education</td>
<td>3</td>
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<tr>
<td>Electives, 3 to 6 chosen from the following subjects:</td>
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<tr>
<td>Greek</td>
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<td>Latin</td>
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<td>German</td>
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<tr>
<td>Physics</td>
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<td>Biology</td>
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**SOPHOMORE YEAR**

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<th>Hours</th>
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<tr>
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<tr>
<td>History</td>
<td>3</td>
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<tr>
<td>History of Education</td>
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<tr>
<td>or Psychology</td>
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<td>Electives, 6 to 9 chosen from the following subjects:</td>
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<tr>
<td>Mathematics</td>
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<td>Greek</td>
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<td>Latin</td>
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<td>French</td>
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<td>German</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Biology</td>
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<td>Pedagogy</td>
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**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
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<td>Applied Psychology</td>
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<tr>
<td>Teaching &amp; Child Study</td>
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<tr>
<td>General Pedagogy</td>
<td>3</td>
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<tr>
<td>Electives, 7 to 10 chosen from the following subjects:</td>
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<tr>
<td>English Literature</td>
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<tr>
<td>Argumentation</td>
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<tr>
<td>Latin</td>
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<tr>
<td>Greek</td>
<td></td>
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<tr>
<td>French</td>
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<tr>
<td>German</td>
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<tr>
<td>History</td>
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<td>Economics</td>
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<td>Logic and International Law</td>
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<td>Chemistry</td>
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<td>Biology</td>
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<td>Mathematics</td>
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<tr>
<td>Astronomy</td>
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<td>Geology</td>
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<tr>
<td>Commercial Geography</td>
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<tr>
<td>Commercial Law</td>
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THE TEACHERS COLLEGE

SENIOR YEAR

Educational Seminar .... } Latin
Modern Philos... ......... { French
Teaching ............... 5 hours German
General Pedagogy ......... 3 hours Political Science
Electives, 7 to 10 chosen from the English Literature
following subjects:
Greek or
or
Any Junior Electives

NOTE: All electives must be chosen with the approval of the faculty.
Two years of languages (ancient or modern) of three hours each and
two years of science of 3 hours each, must be chosen during the 4 years
of the course.

II. Normal Course

For Preparing Teachers of Elementary Schools

These courses prepare young men and women for work in
the graded schools. The course in the Theory of Teaching is
supplemented by a thorough training in practice teaching in
the University elementary school. After fairly entering upon
their work, pupil teachers are left to conduct a class and are
held responsible for the discipline and the progress of the
students. The work is carefully supervised, plans being re-
quired, in advance, of all lessons to be taught. It is believed
that these courses in the theory and practice of teaching fur-
nish the best and most necessary equipment for those who are
ambitious to measure up to the modern requirements for pro-
gressive work in the elementary schools.

Outline of Courses

Two years leading to a diploma; three years to the degree
of Bachelor of Pedagogy (Pd.B.):

JUNIOR NORMAL YEAR

Biological Nature Study and Philosophy .......... 3 hours
and Physiology .......... 3 hours General Method
History of Education ½ year, ....... 3 hours
Psychology ½ year ...... 3 hours
History and Civics...... 4 hours
English ............... 4 hours
The Teaching of English and Elem. Mathematics .... 3 hours
Music, Drawing, Manual Training .......... 2 hours
Bible ............... 1 hour

SENIOR NORMAL YEAR

Philosophy of Education and General Method.... 3 hours
Literature (Child Lit. and Story Telling) ..... 3 hours
The Teaching of Elem.
Math., Hist., Geography and Elem. Science...... 6 hours
Economics, Sociology and
Ethics ............... 4 hours
Music, Drawing, Manual Training .......... 2 hours
Bible ............... 1 hour
HOWARD UNIVERSITY

POST GRADUATE YEAR

(Leading to Degree of Bachelor of Pedagogy, [Pd.B.])

Modern Educational Theory .................. 3 hours
Economics and Sociology 3 hours
The teaching of English
  " " Mathematics 6 hours
  " " Nature Study
History .................. 3 hours
Thesis Work .................. 2 hours

III. Course for Teachers in Kindergarten

The definite aim of these courses is to prepare young women to take charge of Kindergartens, and to conduct them in accordance with the highest educational standards.

The Kindergarten is based upon the systematic study of child nature. It studies the child’s instincts, sees upon what they are based, and thus finds the natural way to employ his activities.

JUNIOR YEAR

PRESCRIBED.—(14 hours):
Elements of Psychology and Educational Psychology .................. 3 hours
Child Study ........................................ 2 hours
Kindergarten Gifts and Occupations .................................. 4 hours
Kindergarten Songs and Games ........................................ 2 hours
Froebel’s Mother Play and Nursery Songs ................................ 2 hours
Kindergarten Stories ........................................... 1 hour
Elocution and Music—Sight Singing ..................................... 2 hours

ELECTIVE.—(2-4 hours):
Election is made from studies recommended for primary and grammar grade teachers, special prominence being given to English and Nature Study.

SENIOR YEAR

PRESCRIBED.—(12 hours):
History and Principles of Education .................................... 2 hours
Modern Education Theory .............................................. 2 hours
Froebel’s Mother Play and Nursery Songs ................................ 2 hours
Theory and Practice of Kindergarten Teaching ..................... 6 hours

ELECTIVE.—(4-7 hours):
As recommended for primary and grammar grade teachers, special prominence being given to English and Nature Study.
THE TEACHERS COLLEGE

In both the Senior and Junior classes much stress will be placed upon the writing of themes, the reading of essays and the telling of stories. The power to express thought in clear, forceful English is a great factor in the success of a Kindergarten.

While the definite work of this department is to train Kindergarteners, its scope is much wider. The study of Kindergarten principles and practice is of vital importance to all who have the charge of young children and to those who desire insight into child nature.

DESCRIPTION OF COURSES

PSYCHOLOGY AND CHILD STUDY:
The work in psychology proceeds from the biological point of view. The mind is studied under two aspects, development and retrogression, and at attempt is made to present the laws underlying both of these processes, so far as scientific research has been able to interpret them. The principal data and conclusions of comparative psychology, the psychology of primitive peoples, the psychology of childhood, and experimental psychology are placed before the students by means of lectures, demonstrations and references to standard literature upon such subjects. On the part of the student the examination of as wide a range of authorities as possible, seminary discussions and theses are required.

GENERAL PSYCHOLOGY:
This course is intended to cover the whole field of psychology, as an introduction to more advanced and special work. First the various divisions of psychology (individual, social, racial, normal and abnormal) are studied, and secondly the more complex processes of the human mind are treated in a systematic order. The studies and lectures are supplemented by simple experimental demonstrations. Psychologies used are James', Titchener's, Baldwin's and Wundt's.

EDUCATIONAL PSYCHOLOGY:
This course seeks to study the facts of psychology with reference to the particular problems presented to the teacher. The factors which cause our reactions to our surroundings will be discussed; also the laws of habit, association of ideas, interest, attention and apperception.

Emphasis will be given to the idea that all good teaching must agree with psychological laws, but that the knowledge of these laws is no guarantee of good teaching.

CHILD STUDY:
This course on the physical and mental development of children is supplementary to the prescribed course in general and educational psychology. It presents the facts so far as they have been determined concerning the nature and development of the child mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.
ADVANCED PSYCHOLOGY:
This course takes up more in detail the fundamental problems of Psychology as related to the development of education. A review is made of the results of Physiological Psychology, the structure and functions of the nervous system being carefully studied. This is followed by a study of the higher processes considered introspectively and more particularly as to their apperceptive basis.

EDUCATION:
The design of this course is to develop in the student breadth of view by treating the history of education as a vital part of the history of civilization. Beginning with the primitive Oriental civilization, it traces the development of culture through the pre-Christian period, gives an account of education in the Dark Ages, and reviews the rise and early history of the Renaissance and the Reformation and the modifications which they effected in educational principals and practice. It includes also an account of political and social theories in so far as they affected education.

EDUCATION IN AMERICA:
A study of the evolution of the public school systems in the United States. The course will include such subjects as the colonial and revolutionary periods, the development of a few of the typical State and City systems, the various types of schools, the public, private and denominational forces at work in the educational life of the nation, the growth of secondary, higher, and industrial education, with a discussion of the present tendencies in American education.

PRINCIPLES OF EDUCATION:
This course aims to lay the basis for a scientific theory of education considered as a human institution. The process of education is explained from the standpoint of the doctrine of evolution, and the fundamental principles thus arrived at are applied from the threefold standpoint of the history of civilization, the developing powers of the child, and the cultivation of individual and social efficiency.

The principles arrived at through a study of the religious, psychological, and sociological aspects of education are in turn considered in their application to the subject-matter, the method, and institutional organization of education as accepted in the prevailing eclectic conception.

SCHOOL ADMINISTRATION:
This course deals with the questions of educational control, the growth of school supervision, the duties of teachers, principals, superintendents, school boards.

It treats the school as a social organization, and by making a detailed study of the management of a typical city system through one of its best schools will lead to the understanding of the varied duties of the teacher, such as grading, promotions, examinations, records, prizes and other incentives.

ELEMENTARY EDUCATION:
This course will deal with the methods, aims and organization of the primary and grammar grades. It will discuss the methods of
THE TEACHERS COLLEGE

study and of teaching and the fundamental principles of method in the presentation of various studies.

Careful study will be made of the significance of self-activity, induction and deduction, general notions as to the goal of instruction, formal steps of the recitation, co-ordination and correlation of school subjects, the relation of the grammar school to primary and secondary instruction.

SECONDARY EDUCATION:
This course will study the aim, scope and function of the high school, the courses and methods of instruction and preparation of teachers, the relation to elementary schools and college, the management and supervision of secondary education, together with the adjustment of the curriculum to the adolescent period of growth, and the comparison of the systems of instruction prevailing in American and European secondary schools.

KINDERGARTEN TEACHING:
This course furnishes a systematic introduction to the educational principles of Froebel's "Mother Play," "Pedagogics of the Kindergarten" and "Education by Development."

In the first year the attempt is made to give technical mastery of the kindergarten materials as well as an insight into their educational value and their place in Froebel's scheme. The principles underlying the use of the gifts are deduced after thorough and independent experimentation and play and with other opportunities related to them. The songs and games furnish a basis for the interpretation of play as a factor in education. The stories, including folk and fairy tales, history stories, nature stories, fables and poems, form a general survey of appropriate literature for little children.

EDUCATIONAL SEMINAR:
This course is intended for advanced students, and gives an opportunity to investigate certain problems of education applicable to the definite conditions with which teachers may have to deal.

It will discuss the special means of studying the influence of race, heredity, age, social conditions, types of educational practice, and methods of teaching. It will afford opportunity for study of mental development in the race and the individual, and for scientific investigation of those topics in educational theory and practice which lend themselves to treatment by the methods of research.

PHILOSOPHY OF EDUCATION:
Lectures, reading and discussions. This course is devoted to a critical study of Rosenkrantz's "Philosophy of Education," Harris' "Psychological Foundations of Education," and Horne's "Philosophy of Education." The nature, form and elements of education are discussed together with modern educational problems and theories.

HISTORY OF PHILOSOPHY:
General survey of Ancient, Medieval and Modern Philosophy, from the Greeks to Herbert Spencer. These are the same courses as those offered to students in College of Arts and Sciences.
ETHICS AND LOGIC:
The work in Ethics is based upon McCunn's "The Making of Character" with reference to McKensie's "Ethics." The work in Logic is based upon Shaffer's "Thinking and Learning How to Think," and Jevon's "Logic."

General Pedagogy, Methods

INTRODUCTION OF EDUCATION THEORY:
The aim of this course is to present such well accepted principles and to discuss such important problems in the field of education as will be of value to the citizen and parent, as well as to the teacher. The following topics indicate the nature and scope of the work: The Meaning, Scope and Aim of Education; Individual and Social Aspects; the Relation of Psychology and Ethics to Educational Theory and Practice; Factors in Education; Elementary and Secondary Schools, their Special Aims and Courses of Study; Educational Values; Correlation of Studies; Flexibility; General Principles of Method.

SCHOOL, MENTAL AND MORAL HYGIENE:
In this course an endeavor is made to discover the laws that underlie the proper regimen of the brain and nervous system, and, through them, of the emotional nature; to point out evil effects of disregarding the tendencies of the period of development.

SPECIAL PEDAGOGY AND METHODS OF TEACHING:
This course considers the methods of the studies of the common schools: (a) Reading and Literature in the grades, materials and methods; (b) Language, Grammar, and English Composition; (c) Object Lessons and Nature Study; (d) Geography and History; (e) Arithmetic (mental and written); (f) Drawing, Writing, and Music; (g) Spelling with diacritical marking. Students may be required to give illustrative lessons before the teachers and students in any of the above mentioned branches.

PRACTICE TEACHING AND METHODS:
The Trustees maintain a practice school, designed to give careful and liberal training in the art of teaching in the grades. Students are appointed to give instruction for at least one whole term during their course.

The work of teaching is carefully supervised by the critic teacher. Each teacher of a class is required to write out the plans of recitation in advance. These plans are closely examined by the critic teacher and, when necessary, discussed with the class teacher and revised. The instruction itself is also observed by the critic teacher, and helpful criticisms are given in private. Each pupil teacher is held responsible for the control and management as well as for the instruction of the class. He is expected to develop skill and power in the management and instruction of the class as a whole and at the same time to adapt the work to the ability and disposition of each pupil.

SCHOOL ECONOMY:
This course aims to give training in the general principles of school economy, with special lectures on school and personal hygiene as applied to both teacher and pupils. Among the subjects taken up are:
I. ORGANIZATION


II. INSTRUCTION

4. The Recitation Period vs. the Instruction Period.  5. (a) Method in the Instruction Period.  (b) Method in conducting Recitation.

III. DISCIPLINE


HISTORY—TWO COURSES:
The Development of Mediaeval and Modern civilization and the History of the United States, including the political and social, economic and industrial problems of the nation at the present time.

THE TEACHING OF HISTORY—METHOD COURSE:
The ways of studying and teaching history; the relation of history to literature; relation to geography; place of history among the sciences. Special method, with practical work of planning courses and presenting lessons; class-room demonstration.

ENGLISH, HISTORY, CIVICS AND ECONOMICS:
The four-year college students will ordinarily pursue the same courses as the students in the College of Arts and Sciences, i.e., a thorough and comprehensive survey of advanced rhetoric and literature.

The two-year normal pupils pursue courses in composition and rhetoric of college grades; English grammar is reviewed and daily short themes and fortnightly long ones are required.

A general survey is made of the history of English literature, with a rather intensive study of nineteenth century writers.

CIVICS:

ECONOMICS:

PHYSICAL GEOGRAPHY:
The course in physical geography is intended to serve as an introduction to the other physical sciences that are to follow in the secondary and college courses.
PHYSIOGRAPHY:
The aim of this course is to give a better understanding of the relation existing between man and the earth as his home. Attention is directed to the forms and forces that surround man and which play so large a part in his existence, comfort and civilization.

MATHEMATICS:
Geometry, Algebra and Trigonometry. (a) Solid and Spherical Geometry as presented in the standard college text-books. (b) Algebra. (c) Trigonometry.

THE TEACHING OF MATHEMATICS—METHOD COURSE:
Students will be expected to do actual teaching in elementary mathematics, arithmetic, algebra and geometry. Study is made of the value and place of mathematics in a scheme of elementary and higher instruction.

BIOLOGY:
General Biology. The work in Biology is the same as that offered in the College of Arts and Sciences, and is intended to cover General Biology, Zoology, Botany, Physiology and Hygiene.

PHYSICS AND CHEMISTRY:
The work in Physics and Chemistry is the same as that offered in the College of Arts, covering the general field of those sciences as usually given in colleges and scientific schools.

LITERARY EXERCISES:
The Teachers' College maintains, under the management of the pupils, with the aid and co-operation of the faculty, the "Pestalozzi-Froebel Society," which meets weekly and gives opportunity for literary expression and interpretation. The work in elocution and music is thus brought into practical use through the pupil's own initiative from week to week.

TEACHERS' PROFESSIONAL COURSES:
These courses are a review of the work done in elementary and high schools and are provided for the purpose of preparing pupils for the work they are to do in the schools by bringing to their minds afresh the actual subjects they are to teach, and showing how they are to be correlated in the school-room.

UNIVERSITY ELEMENTARY TRAINING SCHOOL
LEWIS B. MOORE, A.M., PH.D., DEAN
WM. A. JOINER, B.S., LL.M., SUPERVISOR
LULA ALLAN, INSTRUCTOR
ETHEL HIGHWARDEN, A.B., INSTRUCTOR
HOWARD M. THOMAS, A.B., INSTRUCTOR

This school is of a high grade and is maintained to furnish practical class-work for students in the Teachers' College. A moderate charge is made to cover incidental expenses.
TEACHERS COLLEGE

COURSES IN MUSIC

LULU VERE CHILDERS, B.M., Director.

The opportunities for musical education and general culture have already been referred to earlier in the catalog. The following courses in vocal and instrumental music are open to all pupils in the University, and are usually taken along with other courses. However, attracted by the superior advantages offered, some students give their entire time to music.

I. Voice Culture

In voice building, we adopt what we believe to be the best features of all methods. Good breath control and correct placing of tone are the leading features of technical drill.

Two terms in the History of Music, in addition to the prescribed course in piano, will be required.

First Year
Exercises for correct breathing and proper placing of the voice. Concone's 50 Lessons and Sieber's op. 36 Eight Measure Vocalises.

Second Year

Third Year
Exercises for control of velocity and tone production. Sieber's School of Velocity. Marchesi op. 20. Songs from Schubert, Franz, Chaminade and other modern composers.

Fourth Year
Tone production. Randegger's Singing. Sieber's School of Velocity continued. Panofka's Studies op. 81. Songs of German and English Composers. Simple selections from operas and oratorios.

II. Course in Pianoforte

In these departments only a general outline can be given, as the treatment of each individual depends on his personal needs. Throughout the course, studies and compositions by the best composers will be thoroughly studied.

In the piano department, the formation of an artistic touch and production of a beautiful tone are given most careful attention.

Grade 1
Formation of touch, scales, major and minor, studies by Kohler, Duvernoy, op. 120. Easy pieces by Spindler, Lichner, Gurlitt, Reinecke and Behr op. 575, Book 1.

Grade 2
Major scales in three octaves. Harmonic minor scales in one and
HOWARD UNIVERSITY

two octaves. Studies by Loeschorn, Bertini: op. 29 and 32; Heller, op. 47 and 46; Octave Studies, Sonatines by Clementi, Kuhlau, and Haydn, pieces by Dussen, Mozart, Field, Schubert, and Jensen.

GRADE 3
Etudes, Czerny, op. 299; Heller, op. 45 and 16. Kullak, Octave Studies; Sonatas by Mozart and Beethoven; two and three part inventions, Bach; Song Without Words, Mendelssohn, pieces by Schumann, Chopin and Moszkowski.

GRADE 4
Trill, octave and bravura work. Etudes, op. 25 and 10, Chopin: Sonatas, Beethoven. Compositions by Rubenstein, Grieg, Liszt and Godard.

GRADE 5
Technic, Clementi, "Gradus ad Parnassum," Nos. 1 and 2; Czerny, op. 740, Book 1; Jensen, op. 32; Octave Studies by Kullak. Selections from Bach, Schubert, Schumann, Rubenstein and Beethoven.

III. Violin—Course of Study

PREPARATORY studies by Tours, Hermann, Kayser. Finger studies by Schradeck, Dancla, etc. Scales, thirds and arpp. Solos by Dancla, Rhefield, De Beriot, Bohm, Schumann, Coleridge-Taylor, Thorne. Concertos by Sietz, Accolay, etc.

ADVANCED studies by David, Singer, Sevcik, Corsoti, Etudes by Moza, Rode, Kreutzer, Rovelli, etc. Solos by Coleridge-Taylor, Sinding, Hauser, Hubay, etc. Sonatas by Mozart, Gade, Beethoven, etc., Concerto by Mozart, Bruch Viotti, etc.

IV. Harmony

FIRST TERM

SECOND TERM
The chorus of the seventh, with exercises in harmonizing sopranos and basses in open as well as close position. Modulation begun. Illustrative examples and explanations of chord progressions and modulations required at the piano.

THIRD TERM
Harmonizing melodies which modulate, no figuring being given. Exercises in modulation at the piano, including transposition of various models into all keys. Advanced studies in secondary seventh chords.

FOURTH TERM
Chromatically altered chords, enharmonic changes, modulation in general.
Fifth Term
The suspension, retardation, appoggiatura, anticipation, passing tone, embellishment, pedal point, melodic figuration and accompaniment
Bach's figured chorals.

V. University Musical Organizations

The University Choral Society
One hour rehearsal twice a week throughout the year. The oratorio of "Elijah" was given last year and will be again produced in May.

The University Orchestra
Two hours rehearsal once a week throughout the year.

The University Band
Two hours rehearsal once a week throughout the year.

The University Glee Club
One hour rehearsal once a week throughout the year.

The University Choir
One hour rehearsal twice a week throughout the year.
THE SCHOOL OF THEOLOGY

FACULTY

WILBUR P. THIRKIELD, LL.D.
President, and Lecturer on Practical Theology and the English Bible.

ISAAC CLARK, D.D., Dean
Professor of English Exegesis, Bible History and Theology

JOHN L. EWELL, A.M., D.D.
Professor of Church History and Hebrew Exegesis

GEORGE O. LITTLE, A.M., D.D.
Professor of Evidences of Christianity, Ethics and Greek Exegesis

FRANK P. WOODBURY, A.M., D.D.
Professor of the Theory and Practice of Preaching and Church Work

STERLING N. BROWN, A.M., D.D.
Professor of Biblical Introduction

Lecturers

*TEUNIS S. HAMLIN, D.D.
The Christian Ministry in Its Various Functions

PROFESSOR EWELL
Bible Lands—Illustrated

Instructors in Evening Class

PROFESSOR ISAAC CLARK
PROFESSOR JOHN L. EWELL
PROFESSOR GEORGE O. LITTLE
PROFESSOR FRANK P. WOODBURY

*Deceased.
 Guth the object of the School of Theology is to prepare young men for efficient service in the Gospel ministry. The aim—to make effective preachers in the Word, efficient pastors and helpers of their people to a larger spiritual life—is kept constantly in view, both in the courses of study offered and in the instruction.

Advantages

The School of Theology offers special advantages, not only by superior equipment in its faculty, library and dormitory accommodations, but also

1. In its location as the capital of the nation. Washington supplies varied and healthful incitements to intelligent thought, and that large-mindedness so desirable in those who are to be the leaders of the people. The great theological schools are now located in the cities. Here are the people and here are the largest opportunities for culture and development.

As a city of hotels and boarding houses, Washington gives opportunity to a large number of students to gain support without neglecting their studies.

2. In its connection with a great university. This enables young men to make up deficiencies or pursue supplementary studies, and to come into pleasant and healthful association with students in other departments. They can thus gain a better mental discipline and a larger outlook on their life and work.

3. In its inter-denominational character. Different denominations are represented by the teachers, many by the students. By candid statement of beliefs, by free interchange of views, by discussion of various points, all carried on within the circle of fraternal association and feeling, the students come to a better understanding of one another and their tenets. The result is—not that they are made less loyal to their own denominations, but better able to see the loyalty of all to the one common Saviour, and better able to join in hearty co-operation with their brethren for the advancement of the one common cause.

Admission

Every candidate for admission is expected to present testimonials from two responsible persons. His pastor and the principal of the school he last attended are preferred.
HOWARD UNIVERSITY

Students are admitted to the English course on satisfactory certificates from some reputable school or teacher, or on passing a satisfactory entrance examination in the common English branches. Those who lack the minimum requirements for the English course are sometimes admitted to its studies as special students. If they make up their deficiencies in general education during their course they become eligible to graduation.

The minimum preparation required for admission to the Classical course is the completion of the course in the Academy of this University, or an equivalent course of study. Those who lack this preparation are sometimes, by vote of the faculty, admitted to the classical studies. If they make up their deficiencies in general education during their Theological course they become eligible to graduation as classical students. Students are admitted as candidates for the degree of Bachelor of Divinity who have received a college education or its full equivalent.

Expenses

No tuition is charged. Room rent to theological students in Clark Hall, including steam heat and electric light, is $15 per year; $8 payable at the beginning of the fall term, and $7 at the beginning of the winter term. Board in Miner Hall is $9 per month, payable each month in advance. Other expenses are largely determined by one's habits and means.

Student Aid and Scholarships

A few students receive their board for work done in the University. Church work in connection with the numerous missions of the many denominations in Washington and vicinity is open to students, who thus gain not only support but also valuable experience in preaching and church work during their course in the school. A larger number meet their expenses by work in the city. Washington affords unusual opportunities for self help. No energetic student need be deprived of the advantages offered by the school because of lack of opportunity. As an encouragement to thorough preparation for the work of the School of Theology, college graduate students of promise, who may need it, are furnished $72. Two Pomeroy scholarships—one of $75 and one of $50—are awarded for excellence in Biblical studies. Two Maynard prizes—
one of $10 and one of $5—are awarded for superiority in public debate. The Washington Presbytery holds and administers funds for the aid of Presbyterian students. Awards for the year 1906-1907 were as follows: First Pomeroy Scholarship, Josiah L. Walters; Second, Clement C. Gill; First Maynard Prize, Edward E. Tyler; Second, Henry C. P. Baker.

Graduation

The satisfactory completion of one of the prescribed courses of study, an unblemished Christian character and the promise of usefulness in the Christian ministry are prerequisites for graduation.

The degree of Bachelor of Divinity (B.D.) is given to graduates from the Classical course who have taken the degree of A.B. at a reputable college, or who have shown by certificates and examinations that they have received the substantial equivalent of a college training. College graduates may complete the course and secure the diploma of the school in two years, with the degree of B.D.

Those who have not received a college training, or its full equivalent, but who show superior scholarship in the actual work of the Theological Course may at any time, by vote of the Faculty, become candidates for the degree of B.D.

COURSES OF STUDY

Two courses of study are offered, the English and the Classical.

The English Course

**FIRST YEAR**

- Biblical Introduction.
- English Exegesis.
- Bible History.
- Theism.

- Evidences of Christianity.
- Moral Science.
- Rhetoric.
- Elocution.

**SECOND YEAR**

- English Exegesis.
- Systematic Theology.
- Church History.
- Homiletics.

- Literature.
- Elocution.
- Hymnology.
HOWARD UNIVERSITY

THIRD YEAR.

English Exegesis. Psychology of Religion.
Systematic Theology. Pastoral Theology.
Church History. Missions.
Homiletics.

Biblical Theology, Sociology and Ethnic religions are not named as separate studies, but they are considered in connection with other studies—the first in connection with Biblical Exegesis, the second in connection with Moral Science, the third in connection with Missions.

The Classical Course

The School of Theology, while putting the English Bible in the forefront, recognizes the fact that thoroughly equipped students may profitably study the word of God in its original languages—Hebrew and Greek—and thus gain an added equipment for service. It also recognizes the fact that in order to use the original languages with freedom and profit sufficient time must be given to gain a fair mastery of them. Provision is made to this end.

In addition to the regular course, above outlined, and taking the place in part of the exegetical studies in the English Bible, there are offered the following courses in Greek and Hebrew:

SECOND YEAR.


THIRD YEAR.

Greek—Exegetical study of the Epistles.

DESCRIPTION OF COURSES.

English Exegesis, Bible History, Systematic Theology—Professor Clark

ENGLISH EXEGESIS:

To many students English Exegesis is the only possible exegesis, for the English Bible is their only Bible. Accuracy and facility in the interpretation of the English Bible is their indispensable equipment for
intelligent and effective service. To gain these, careful exegetical study is given to sample portions of all its distinctive parts. There is acquired the art of interpretation applicable to the whole Bible. Moreover, Biblical Exegesis gives us Biblical Theology, or the views of God and man, of duty, and destiny prevailing in the times when the several parts of the Bible were written, and thus shows the progressive nature of God's self-revelation to men.

**Bible History:**
This course considers the history of a people in special relations to Jehovah; the history of the movement of God's gracious purpose up to that fullness of time when Christ came; then the expansion of that gracious purpose which overpasses geographic and national boundaries, and is prophetic of the world's redemption. It is thus an inspiration to faith and devotion. It is also a storehouse of facts and events which the preacher may translate into doctrines and duties for today. Books of study and reference: Blaikie's Bible History, Stanley's History of the Jewish Church.

**Systematic Theology:**
The course covers two years. First year: God's being, attributes, self-revelation in the Bible mode of existence, plan of administration. Man's nature, powers, relations, sin, condemnation, corruption, need of redemption. Second year: Redemption provided—including the person and work of Christ; redemption offered—including the ministry of Christians and of the Holy Spirit; redemption imparted—including justification and regeneration; redemption appropriated—including repentance and faith; redemption perfected—including sanctification and the Kingdom of Heaven. Books of study and reference: H. B. Smith's Theology; Wm. Newton Clark's Outline of Christian Theology.

**Church History, Hebrew Language and Literature—Professor Ewell**

**Hebrew:**
The purpose is to give the student a working knowledge of the language, practice in its use, and to awaken an interest which will be a pledge of continued study and increasing knowledge, and which may be turned to account in the appreciation and interpretation of God's Word. In reading and study, special emphasis is laid on the moral, spiritual and Messianic teaching of the Old Testament, and the use to be made of all in the ministry. Books of study and reference: Harper's Methods; Harper's Elements; Dod's Hand Book; Brown; Driver; Briggs; Hasting's Bible Dictionary; Standard Commentaries.

**Church History:**
This traces the course of Christianity through the centuries; shows how it has embodied itself in beliefs and activities, in forms and institutions, in individual character and service, in national life and career. The instruction is given by lectures, but all students are required to have Fisher's Church History. They are also stimulated to study the sources of history. Each student is required to write three essays yearly on topics connected with the lectures given. The study covers...
two years. First year: Church History to the Reformation. Second year: Church History during and since the Reformation. Books of study and reference: Sohm, Kurtz, Hurst, and the American Church series.

**Biblical Introduction—Professor Brown**

This course is intended to prepare the way to the intelligent and profitable study of the Bible itself. It gives the history of the origin, collection, transmission, and versions of the Scriptures. It treats of the genuineness, authenticity, general structure, and contents of the separate books of the Bible, and of the authority of Book as a whole. It arranges all in chronological order, and so synchronizes history and prophecy as to make both more intelligible and instructive. Books of study and reference: Bible Companion; Dod's Introduction; Brown's Bible Mastery.

**Theism; Evidences; Ethics—Professor Little**

**Greek:**
The Gospels are studied each with reference to their distinctive characteristics; the discourses of Jesus with reference to the manner as well as the matter of his teaching. The Epistles are studied exegetically, the specific teaching of each being set forth in a comprehensive way so that the general import and intent of each may be known, with a view to the exposition and teaching of the Word. Books of study and reference: Harper; Widener, Harmony of the Gospels; Commentaries: The Cambridge Bible; Farrar's The Message of the Books.

**Theism and Evidences of Christianity:**
Books of study and reference: Fisher's Theistic Belief; Bowne's Studies in Theism; Valentine's Natural Theology; Hopkins' Evidences; Row's Reasons for Believing in Christianity.

**Moral Science:**
This study is divided into two parts: the theoretical and the practical; first, the different theories of right are presented and discussed; second, attention is given to questions arising where the emphasis is laid, not on the whole individual man, but upon mankind as a whole in all the varied social relations they bear to one another. These questions are discussed on the higher ground of Christian ethics, and their solution is sought for on the universal principles of modern sociology. Thus Christian sociology comes into the plan of study. Books of study and reference: Smythe's Christian Ethics; Fairchild's Moral Science.

**Missions:**
Their origin in the mission and commission of Christ; their history as seen in the great agencies employed for their spread. Plans of organization and methods of missionary activity are considered in view of the great religious systems confronting the church. Thus the ethnic religious missions in the Home Field are practically presented. Books of study and reference; History of Missions; Bliss' The Encyclopædia of Missions.
THE SCHOOL OF THEOLOGY

Theory and Practice of Preaching and Church Work—Professor Woodbury

The general work includes studies in elocution, rhetoric, the literature of persuasive speech, homiletics, pastoral theology and religious psychology, particularly as related to preaching.

ELOCUTION:
The main principles of vocal expression in public reading and speaking, the theory of gesture, special training in pronunciation, illustrative literary selections, practice of Bible and hymn reading, etc.

RHETORIC AND LITERATURE:
The elements of style in oratory as distinguished from literary expression, analysis of argumentative style and work, characteristic addresses by great speakers, enrichment of vocabulary, criticism of faults; the formation of style in speaking rather than in writing. Special attention is given to the leading preachers and to the literature of persuasion. The work converges on such literary culture as will be of direct advantage in preaching.

HOMILETICS:
The aim is to establish in the mind of the student the principles and methods of effective speaking by constant practice, although textbooks are freely used and many lectures given. In the class room, conversational conferences are more frequent than formal recitations. Sermons and parts of sermons are planned, wrought out, remade, compared with others on the same themes and the applying principles illustrated and enforced. Great emphasis is laid on the extemporaneous delivery of carefully prepared discourses. Lectures are given on representative preachers in the English and American pulpit.

PASTORAL THEOLOGY:
Instruction is given in the various methods of practical church work, individual and social. Its recent developments are studied and their comparative worth defined, testimonies of efficient pastors cited, causes of failures indicated. It is urged that students, under their own pastors in the city, carry on active church work and report results.

PSYCHOLOGY:
Work is entered upon in the field of religious psychology, indicating the basis and forms of religious association, the management of personal effort and that of audiences, especially the psychology of effective preaching.

BOOKS OF STUDY AND REFERENCE:
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For catalog and special information address
DEAN ISAAC CLARK,
Howard University, Washington, D. C.

**Special Evening Course**

This is designed to aid preachers, workers in Sunday Schools, Christian Associations, City Missions, and other branches of Christian service. It includes a four years' course of instruction—three evenings a week, two hours each evening—continuing through the full school year. The course is necessarily limited in extent, but is thorough and practical, and is justified by results, after years of experience.


Books of study and of reference: Bible Companion; The Temple Opened; Blaikie's Bible History; Fisher's Church History; Lord & Smith's Theology; Broadus Homiletics; Stalker's Lives of Christ and of Paul.
THE SCHOOL OF THEOLOGY

Instructors
PRESIDENT WILBUR P. THIRKIELD, S.T.B., LL.D., Lecturer.

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Satisfactory credentials. Attainments sufficient to enable one to make good use of the opportunities offered.

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Satisfactory completion of the course of study, and payment of all dues for special instruction. To those meeting the terms of graduation testimonials are given answering to the studies pursued.

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New students pay entrance fee $5, and tuition for the year $10. Those already enrolled pay the annual tuition, $10.

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COMPRISING

THE MEDICAL, DENTAL

AND

PHARMACEUTIC COLLEGES

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Professor of Hygiene, Preventive Medicine, and Dietetics

CHARLES B. PURVIS, A.M., M.D., Vice-Dean
Professor of Obstetrics and Gynecology

F. J. SHADD, A.M., M.D., Secretary and Treasurer, 901 R St., N.W.
Professor of Materia Medica, Therapeutics and Pharmacology

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Emeritus Professor of Surgery, and Professor of Physical Diagnosis

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Professor of Descriptive Anatomy, and Demonstrator of Pathologic Anatomy.

WILLIAM H. SEAMAN, M.D., 1424 Eleventh Street, N.W.
Professor of Chemistry and Toxicology, and Director of Chemic Laboratory

JOHN E. BRACKETT, M.D., 1310 Rhode Island Avenue, N.W.
Professor of the Principles and Practice of Medicine and Clinical Medicine

GEORGE N. PERRY, M.D., 1316 Q Street, N.W.
Professor of Pediatrics and Clinical Pediatrics

J. MELVIN LAMB, M.D., D.D.S., 910 T Street, N.W.
Professor of Physiology

E. A. BALLOCH, A.M., M.D., 1013 Fifteenth Street, N.W.
Professor of Principles and Practice of Surgery and Clinical Surgery

*EDWARD OLIVER BELT, M.D., 900 Seventeenth Street, N.W.
Professor of Ophthalmology and Otology, and Director of the Eye and Ear Clinic

*Deceased.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliations</th>
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<tbody>
<tr>
<td>W. W. Alleger, M.D., Phar.D.</td>
<td>Professor of Bacteriology; Director of Bacteriologic Laboratory</td>
</tr>
<tr>
<td>Samuel R. Watte, M.D.</td>
<td>Professor of Medical Jurisprudence and Clinical Medicine; Attending Physician, Dispensary Clinic Freedmen's Hospital</td>
</tr>
<tr>
<td>Collins Marshall, M.D.</td>
<td>Professor of Pathology and Clinical Microscopy</td>
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<tr>
<td>Henry A. Robbins, M.D.</td>
<td>Professor of and Clinical Lecturer on Dermatology and Syphilology</td>
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<tr>
<td>William A. Warfield, M.D.</td>
<td>Professor of Abdominal Surgery; Surgeon in Charge Freedmen's Hospital</td>
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<tr>
<td>Paul Bartsch, M.S., Ph.D.</td>
<td>Professor of Histology, Director of Physiologic and Histologic Laboratories; Lecturer on Medical Zoology</td>
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<tr>
<td>Neil D. Graham, A.B., M.D.</td>
<td>Assistant Professor of Obstetrics and Gynecology, Lecturer on Embryology</td>
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<tr>
<td>J. J. Richardson, M.D.</td>
<td>Professor of Laryngology, Rhinology and Otology</td>
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<tr>
<td>Wm. L. Robins, M.D.</td>
<td>Professor of Mental and Nervous Diseases</td>
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<tr>
<td>William G. Erving, M.D.</td>
<td>Professor of Orthopedic Surgery</td>
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<tr>
<td>Charles I. West, M.D.</td>
<td>Lecturer on Topographic Anatomy</td>
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<tr>
<td>Edward D. Williston, A.M., M.D.</td>
<td>Clinical Lecturer on Gynecology</td>
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<tr>
<td>John W. Mitchell, M.D., Phar.D.</td>
<td>Demonstrator of Pharmacology and Clinical Assistant in Pediatrics</td>
</tr>
<tr>
<td>Herbert Clay Scurlock, A.B., M.D.</td>
<td>Assistant in Chemistry and Urinalysis; Lecturer on Electro-Therapeutics</td>
</tr>
<tr>
<td>Michel O. Dumas, M.D., Phar.D.</td>
<td>Clinical Assistant in Ophthalmology, etc.</td>
</tr>
<tr>
<td>Albert Ridgeley, M.D.</td>
<td>Demonstrator of Anatomy</td>
</tr>
<tr>
<td>Anna Bartsch Dunne, M.D.</td>
<td>Assistant in Histology, and Experimental Physiology</td>
</tr>
<tr>
<td>Wm. C. McNeill, M.D.</td>
<td>Assistant in Bacteriology and Pathology</td>
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*Deceased.
HOWARD UNIVERSITY

WM. A. JACK, M.D., 1804 Seventeenth Street, N.W.
Demonstrator of Practical Surgery

SIDNEY BEHREND, M.D., 1737 Eighth Street, N.W.
Clinical Assistant in Dermatology and Syphilology

CARROLL A. BROOKS, M.D., 1150 Sixteenth Street, N.W.
Assistant Demonstrator of Anatomy

Quiz Masters

Anatomy, Dr. West, Dr. Ridgeley
Physiology, Carroll A. Brooks, M.D., 1150 16th St. N.W.
Materia Medica, Chas. A. Tignor, Phar.D., 217 12th St., S.E.
Therapeutics, Dr. Mitchell
Chemistry, Dr. Scurlock
Histology, Dr. Anna Bartsch Dunne

Bacteriology and Pathology, Dr. McNeill
Obstetrics, Dr. Anna Bartsch Dunne
Practice, Caryl Burbank, M.D., 732 13th St., N.W.
Surgery, Dr. Warfield, A. M. Curtis, A.B., M.D., 13th and U Sts., N.W.
Gynecology, Dr. Williston

DENTAL COLLEGE

This College is a member of the National Association of Dental Faculties.

FACULTY

WILBUR P. THIRKIELD, LL.D.
President of the University

ROBERT REYBURN, A.M., M.D., Dean, 2129 F Street, N.W.
Professor of Hygiene

ANDREW J. BROWN, D.D.S., Vice-Dean, 1326 L Street, N.W.
Professor of Operative Dentistry and Operative Technic

F. J. SHADD, A.M., M.D., Secretary and Treasurer, 901 R St., N.W.
Professor of Materia Medica, Pharmacology and Therapeutics

H. PORTER DAVIS, D.D.S., 1912 Third Street, N.W.
Professor of Prosthetic Dentistry, Dental Metallurgy and Prosthetic Technic

CLARENCE H. HOWLAND, D.D.S., 825 Vermont Avenue, N.W.
Professor of Special Anatomy and Pathology, and in charge of Dental Clinics

C. SUMNER WORMLEY, D.D.S., 1531 Fourteenth Street, N.W.
Lecturer on Crown and Bridge Work and Superintendent of Dental Infirmary

AMBROSE E. GASKIN, D.D.S., 1201 T Street, N.W.
Demonstrator in Dental Infirmary

FRED. P. BARRIER, D.D.S., 1201 U Street, N.W.
Assistant Demonstrator in Dental Infirmary
THE MEDICAL COLLEGE

JOHN C. EXNER, D.D.S., 1418 Fourteenth Street, N.W.
Special Lecturer in Porcelain

DANIEL S. LAMB, A.M., M.D., 2114 Eighteenth Street, N.W.
Professor of Descriptive Anatomy, and Demonstrator of Pathologic Anatomy

WILLIAM H. SEAMAN, M.D., 1424 Eleventh Street, N.W.
Professor of Chemistry, Toxicology, Metallurgy, and Director of Chemic Laboratory

J. MELVIN LAMB, M.D., D.D.S., 910 T Street, N.W.
Professor of Physiology

EDWARD A. BALLOCH, A.M., M.D., 1013 Fifteenth Street, N.W.
Professor of Oral Surgery

W. W. ALLEGER, M.D., Phar.D., 143 U Street, N.W.
Professor of Bacteriology and Director of Bacteriologic Laboratory

SAMUEL R. WATTS, M.D., 1343 V Street, N.W.
Professor of Medical Jurisprudence

PAUL BARTSCH, M.S., Ph.D., 817 T Street, N.W.
Professor of Histology and Director of Physiologic and Histologic Laboratories

JOHN W. MITCHELL, M.D., Phar.D., 1516 New Jersey Ave., N.W.
Demonstrator of Pharmacology

HERBERT CLAY SCURLOCK, A.B., M.D., 531 Florida Ave., N.W.
Assistant in Chemistry

ALBERT RIDGELEY, M.D., 1543 M Street, N.W.
Demonstrator of Anatomy

ANNA BARTSCH DUNNE, M.D., 817 T Street, N.W.
Assistant in Histology, and Experimental Physiology

WM. C. McNEILL, M.D., 1813 Vermont Avenue, N.W.
Assistant in Bacteriology

CARROLL A. BROOKS, M.D., 1150 16th Street, N.W.
Assistant Demonstrator of Anatomy

PHARMACEUTIC COLLEGE

FACULTY

WILBUR P. THIRKIELD, LL.D.
President of the University

ROBERT REYBURN, A.M., M.D., Dean, 2129 F Street, N.W.

J. HERVE PURDY, Phar.D., Vice-Dean, 2612 University Place, N.W.
Professor of Pharmacy, and in charge of Pharmacologic Laboratory

F. J. SHADD, A.M., M.D., Secretary and Treasurer, 901 R St., N.W.
Professor of Materia Medica and Therapeutics

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ADVANTAGES

Washington affords superior facilities for the study of medicine and allied branches.

There are several libraries containing medical books, which may be consulted by the students. That of the Surgeon General's Office, Seventh and B Streets, S. W., contains over 150,000 works on medicine and the collateral sciences. The Library of Congress contains about 800,000 books, many of which are medical. The Patent Office Library also contains many books on medicine and the allied arts and sciences. The reading rooms of these are open from 9 to 4:30 o'clock daily, except Sundays; those of the Library of Congress are open Sundays and evenings.

Extensive museums are also accessible to students. The Army Medical Museum, Seventh and B Streets, S. W., is the finest of its kind in the world. The specimens illustrate the diseases and injuries of both civil and military life, normal anatomy, both human and comparative, and medical, surgical and transportation appliances—in all about 25,000 specimens. The National Museum and Smithsonian Institution constitute the largest and best collection in the country, illustrating the natural sciences. The specimens of Materia Medica are especially useful to medical and pharmaceutic students. The Museum of Hygiene, southeast corner of Eighteenth and G Streets, N. W., is under the charge of the Surgeon General of the Navy, and
The Medical College contains, as the name indicates, illustrations of sanitary science. These are all open daily, except Sundays, from 9 to 4.30 o'clock. The Agricultural Department contains a museum of the products of agriculture, the Botanic Gardens a collection of plants of all countries and the Patent Office Museum models of surgical appliances.

Building of the School of Medicine

The Medical School Building is an impressive structure of four stories and basement. It contains the lecture rooms and the anatomic, physiologic, chemic, histologic, bacteriologic, pathologic, dental and pharmacal laboratories. It is well supplied with apparatus and materials for illustration. The laboratories are modern and thoroughly equipped. The amphitheater accommodates several hundred. The number of lecture rooms enables the faculty to hold many different exercises simultaneously.

New Freedmen's Hospital

This hospital will be completed by the opening of the year, October 1, 1907. It will offer clinical facilities unsurpassed by any similar institution in America. The park on which it is located was leased by the University to the Government. It contains about eleven acres of ground studded with magnificent oaks, making a beautiful site for the hospital, which will be a model of its kind. Hospitals are the real educators of physicians, and the New Freedmen's Hospital will be modern in every feature of its construction and equipment. It is directly opposite the Medical Building, and will cost about half a million dollars. The Freedmen's Hospital report shows that there were 2,207 in-patients, 4,426 out-patients, 1,012 surgical operations performed, and 205 births during the year ending June 30, 1906.

Requirements for Matriculation

I. In the Medical College

The conditions of matriculation in the Medical College—and they are approximately the same for the Dental and Pharmaceutical Colleges—are fixed by the Association of American Medical Colleges, of which this College is a member. Matriculates will be expected to present certificates of good moral
character signed by two reputable citizens of their states; diplomas from high or normal schools, academies or colleges; or shall pass examinations in English Grammar, Composition, Rhetoric, Algebra through Quadratic Equations, Plane Geometry, Latin, Elementary Physics and Chemistry, General Biology or Botany and Zoology, and United States and General History. A candidate who is deficient in not more than two-fifths of these subjects may be conditioned in these, but must make up these conditions before admission to the sophomore work.

II. In the Dental College

The conditions of matriculation to the Dental College are fixed by the National Dental Association, of which this college is a member, and are as follows: (a) A diploma from an approved college or university. (b) A diploma or certificate from an accredited high school, normal school or academy, requiring for graduation not less than three years of study. (c) By an examination in the branches equivalent to a high school course.

III. In the Pharmaceutic College

The minimum standard of admission to the courses in the Pharmaceutic College, leading up to a degree, is the equivalent of one year of instruction in a recognized Academy or High School, or by examination. Any applicant who cannot present satisfactory evidences of his education will be required to pass an entrance examination.

LECTURES, RECITATIONS, ETC.

Instruction is given in this school by didactic and clinical lectures, recitations and practical exercises. Students will not be allowed to absent themselves from lectures, recitations, laboratory work, clinical lectures, and other practical exercises of their respective years without sufficient excuse. Instructors keep a record of attendance and report to the Secretary of the Faculty.

Examinations will be held in the several subjects from time to time, due notice of which will be given. The minimum passing mark is 75. Absence from more than one-fifth of a course will render a student ineligible for examination. The hours of clinics are subject to change.
THE MEDICAL COLLEGE

CURRICULUM

The curriculum comprises Anatomy, Physiology, Histology, Materia Medica, Therapeutics, Electro-Therapeutics, General Chemistry, Organic Chemistry, Toxicology, Obstetrics, Embryology, Practice of Medicine, Surgery, Minor Surgery, Hygiene, Pathology, Bacteriology, Gynecology, Pedriatrics, Ophthalmology, Otology, Dermatology, Laryngology, Rhinology, Physical Diagnosis and Medical Jurisprudence.

The curriculum in the Dental College comprises Anatomy, Physiology, Histology, Materia Medica, Therapeutics, Chemistry, Toxicology, Metallurgy, Oral Surgery, Operative and Prosthetic Dentistry, Dental Technic, Pathology, Bacteriology, Hygiene and Medical Jurisprudence.

The curriculum in Pharmacy comprises Chemistry, Toxicology, Botany, Materia Medica, Therapeutics, Pharmacy, Microscopy, Bacteriology, Urinalysis and Physiology.

Students in the Medical College are required to attend four courses of lectures in separate years, and pass a satisfactory examination in each branch of study, before becoming eligible for the degree of Doctor of Medicine. Students in the Dental and Pharmaceutic Colleges must attend three courses of lectures in separate years, and pass satisfactory examinations in each branch of study, before becoming eligible for their degree.

An examination will be held each year on the studies of that year, and the student will not be eligible to promotion to the succeeding year if he fails to make 75 per cent. in the branches of the year for which he is examined. Students who fail in the spring examination for promotion may be re-examined in the following September.

GRADUATION

Eligibility for graduation will depend not only upon the fulfillment of the requirements set forth under the head of each College, but also on the moral character of the student. The faculty reserves the right to reject a candidate for immoral conduct.

The Diplomas of the School of Medicine of Howard University are accepted by Queen's College, Kingston, Ontario, admitting to the Senior Course.
HOWARD UNIVERSITY

I. In the Medical College

Candidates for the degree of Doctor of Medicine shall be at least twenty-one years of age and of good moral character; shall have attended the course of lectures, etc., above prescribed, at some regular medical college, the senior course at least being at this school. They shall pass the final examinations, and shall have paid their fees in full. Students who have attended three courses of lectures in another school, affiliated with the Association of American Medical Colleges, may be examined for a degree on completing their final course at this college, and shall be examined in the senior branches and also in those branches which they have not previously passed. Students examined for a degree, who receive an average of less than 75 per cent. in both primary and advanced branches, may complete their examination in all the other branches and receive credit for those they satisfactorily pass. Senior students who fail in their final examinations must repeat their senior studies, and also the primary branches in which they have failed.

II. In the Dental College

Candidates for the degree of Doctor of Dental Surgery shall be 21 years of age, and of good moral character; shall furnish a certificate of regular attendance in the Dental Infirmary and Laboratory, and shall have attended three courses of lectures, etc., at some regular dental college, the last course at least being at this school. Prior to the final examination, the student shall show specimens of operations on the natural teeth which have been performed in the College Infirmary; also at least one approved specimen case constructed at the College building to be deposited in the College collection. He shall produce certificates of proficiency from the Demonstrators in Anatomy and Dentistry and pass the final examinations in all branches.

Students from other dental colleges in the National Association of Dental Faculties may be admitted to advanced standing in this College. Graduates in Medicine, who have not had at least two years' practice in Operative and Prosthetic Dentistry, are required to attend the lectures and engage in the practice work of these departments during two annual sessions previous to examination for the dental degree. They may be examined at the beginning of their course in the primary branches and surgery.
III. In the Pharmaceutic College

Candidates for the degree of Doctor of Pharmacy shall be twenty-one years of age, and of good moral character; shall have attended three courses of lectures, etc., the latter course being at this school; shall have had four years' experience in practical pharmacy, and shall pass a satisfactory examination in each branch.

Graduates in medicine and dentistry desiring the degree of Doctor of Pharmacy shall take two courses, pass a satisfactory examination in all the branches, and have had the requisite four years' experience.

ANNOUNCEMENTS

Day and Night School

The lectures, recitations and practical work for session of 1907-1908 will be during the day and evening hours. Day school course, four years; night school course, five years.

In conformity with the spirit of the organic law of the University, the School of Medicine, including the Medical, Dental and Pharmaceutic Colleges, is open to all, without regard to sex or race, who are qualified by good moral character, age and suitable education. The fortieth annual session will begin October 1, 1907, and continue eight months.

The lectures, recitations and practical work for session 1907-1908 will be mainly during the day, instead of the evening hours.

For further information or catalogues, address F. J. Shadd, M. D., Secretary and Treasurer of Medical Department, 901 R Street, N. W.

Fees

The College fees and cost of books, instruments, board, room, laundry and incidentals will hardly be less than $250.00 per session of about thirty weeks.

Matriculates, i. e., new students; paid once, $5.00; Medical College, per term, $100.00; Dental College, per term, $80.00; Pharmaceutic College, per term, $80.00; graduation fee, $7.00.

All fees are paid to the Treasurer of the Faculty, Dr. Shadd, and are payable, half on registration, the other half on the first of the following February.
Rooms and Board

Lists of approved houses are kept at the office where rooms and board may be obtained at reasonable prices. Board may be had at the University dining hall at $9 per month; room in the University building at $22 a medical year, including steam heat and electric lights, students furnishing their own bedding. For further information on this subject apply to Mr. George H. Safford, Secretary of Howard University, Washington, D. C.

To Parents and Guardians

Parents and guardians who wish the Faculty to exercise some supervision over their children and wards should notify the Secretary. Students should keep the Secretary informed of their residences and changes in the same, both in and out of the city, so that if necessary he may communicate with them at any time.

Scholarships

Prof. John E. Brackett has founded a medical scholarship in memory of his deceased son, Foster Ely Brackett. Scholarships have also been founded by Professors Reyburn, Purvis, and Shadd.

Dental and pharmaceutic scholarships are offered to graduates of the Washington High School. The selection is based on merit.

Students' Medical Societies

Members of the different classes have organized the Purvis, Reyburn, Brackett, Graham, Seaman and Lamb Medical Societies. Meetings are held monthly for the consideration of Medical, Dental and Pharmaceutic subjects.
POST-GRADUATE SCHOOL AND POLYCLINIC FOR MEDICINE AND DENTISTRY

FACULTY

WILBUR P. THIRKIELD, LL.D.
President of the University

ROBERT REYBURN, A.M., M.D.,
Dean
Prof. Hygiene, Preventive Medicine and Dietetics

CHARLES B. PURVIS, A.M., M.D.,
Vice-Dean
Prof. Obstetrics and Gynecology

F. J. SHADD, A.M., M.D., Secretary
and Treasurer
Prof. Materia Medica, Therapeutics and Pharmacology

Surgery:

E. A. BALLOCH, M. D.
Prof. Surgery and Clinical Surgery

A. M. CURTIS, A.M., M.D.
Prof. Clinical Surgery

WILLIAM A. JACK, M.D.
Demonstrator of Practical Surgery

WILLIAM A. WARFIELD, M.D.,
Prof. Abdominal Surgery.

OPERATIVE GYNECOLOGY:

J. TABER JOHNSON, A.M., M.D.
Prof. Gynecologic Pelvic Surgery

WILLIAM A. WARFIELD, M.D.,
Prof. Abdominal Surgery.

GENITO-URINARY DISEASES:

H. A. FOWLER, M.D.
Prof. Genito-Urinary Diseases

OPHTHALMOLOGY:

W. K. BUTLER, M.D.
Prof. Ophthalmology

MICHEL O. DUMAS, M.D.,
Phar.D.
Prof. Clinical Ophthalmology

PATHOLOGY:

COLLINS MARSHALL, M.D.
Prof. Pathology and Clinical Microscopy

WILLIAM MCNEILL, M.D.
Asst. in Bacteriology and Pathology

Practice of Medicine:

GEO. N. PERRY, M.D.
Prof. Pediatrics and Clinical Pediatrics

JOHN B. NICHOLS, M.D.
Prof. Clinical Medicine

FREDERICK E. MAXCY, M.D.
Prof. Clinical Medicine

LABORATORY WORK IN CLINICAL MEDICINE:

Profs. MARSHALL, ALLEGER, BARTSCH, AND MCNEILL

PHYSICAL DIAGNOSIS:

NEIL F. GRAHAM, M.D.
Prof. Physical Diagnosis

F. J. SHADD, A.M., M.D.
Prof. Physical Diagnosis
LARYNGOLOGY, RHINOLOGY, AND OTOLOGY:
J. J. Richardson, M.D.
Prof. Laryngology

ORTHOPEDIC SURGERY:
William G. Erving, M.D.
Prof. Orthopedic Surgery

OPERATIVE DENTISTRY AND ORTHODONTIA:
Andrew J. Brown, D.D.S.,
Vice-Dean
Prof. Operative Dentistry; Operative Technic

PROSTHETIC DENTISTRY AND METALURGY:
H. Porter Davis, D.D.S.
Prof. Prosthetic Technic, Metalurgy; Ex­tractions, Anesthesia and Pathology

Clarence H. Howland, D.D.S.
Prof. Special Dental Pathology and Anatomy

PORCELAIN AND GOLD INLAYS:
John C. Exner, D.D.S.
Prof. Dental Ceramics

DENTAL INFIRMARY:
C. Sumner Wormley, D.D.S.
Demonstrator Crown and Bridge Work, and Superintendent of Dental Infirmary

BACTERIOLOGY:
W. W. Alleger, M.D., Pharl.D.
Prof. Bacteriology; Director of Laboratory

MEDICAL ZOOLOGY AND HISTOLOGY:
Paul Bartsch, M.S., Ph. D.
Prof. Histology, Medical Zoology

MENTAL AND NERVOUS DISEASES:
William L. Robins, M.D.
Prof. Mental and Nervous Diseases

DERMATOLOGY AND SYPHILOLOGY:
Henry A. Robbins, M.D.
Prof. Dermatology and Syphilology

PHYSICAL THERAPEUTICS:
Including Electro-Therapeutics, X-Ray Work, Finsen Lights, etc.

William H. Seaman, A.M., M.D.
Prof. Chemistry and Toxicology and Director of Chemical Laboratory

Herbert C. Scurlock, A.B., M.D.
Prof. Chemistry and Urinalysis; Lecturer on Electro-Therapeutics

POST-MORTEM:
Daniel S. Lamb, A.M., M.D.
Prof. Anatomy and Pathologic Anatomy

SPECIAL INFORMATION

Post-Graduate School and Polyclinic For Medicine and Dentistry

The Medical Faculty desires to inform the Alumni of the Medical and Dental Colleges of Howard University, and the profession throughout the country and the British West Indies,
THE POST-GRADUATE SCHOOL

that the first session of the Howard University Post-Graduate
School and Polyclinic will begin May 6th, 1907, and continue
six weeks for the Medical Course and four weeks for the
Dental Course.

Requirements for Admission

This School of Instruction is exclusively for members of the
Medical and Dental profession whose credentials are satisfac-
tory.

Instruction

The instruction will be personal, thorough and exact. Every
general practitioner who desires to keep abreast with the great
advance in Medicine, Dentistry and Surgery should spend a few
weeks each year in such a school. The opportunity for clinical
instruction is unsurpassed as the material will be obtained from
the wards of the Freedmen's Hospital and the outdoor clinics.

Course of Study

There will be a special course in Surgery, Gynecology, Bac-
teriology, Pathology, Clinical Medicine, Physical Diagnosis,
Medical Zoology, Histology, Ophthalmology, Otology, Laryng-
ology, Rhinology, Mental and Nervous Diseases, Post-mortem,
Physical Therapeutics—including Electro-Therapeutics, X-Ray
work, Finsen Lights, etc.

The special course in Dentistry will consist of the latest ap-
proved methods in Operative and Prosthetic Dentistry, Extraction,
Anaesthesics, general and local; Porcelain Inlay Work, Gold
Inlays, Crown and Bridge Work, Cavity Preparation, Contour
Work, Color Blending, Matrix Formation and Ce-
mentation. Special attention will be given to the Anatomical
Articulation and Artistic Arrangement of Artificial Teeth and
a thorough course in Orthodontia.

Fees

The fees will be as follows: For the entire Medical Course,
$100.00; for the entire Dental Course, $40.00; for any one sub-
ject, $15.00; each additional subject, $10.00. These fees
must be paid in advance. Breakage in laboratories at cost
price.

For additional information apply to F. J. SHADD, M.D.,
SECRETARY, 901 R Street, N. W.
THE SCHOOL OF LAW

FACULTY

WILBUR P. THIRKIELD, LL.D.
President of the University

BENJAMIN F. LEIGHTON, LL.D., Dean
Lecturer on the Law on Contracts, Constitutional and Statutory Law

ARTHUR A. BIRNEY, LL.B. (Late U. S. District Attorney)
Lecturer on Pleading and Practice (at Law and Equity), Equity and Admiralty Jurisprudence

WILLIAM H. RICHARDS, LL.B.,
Lecturer on Evidence, Personal Property and International Law; also Librarian

WILLIAM H. H. HART, A. M., LL.M.,
Lecturer on Torts, Crimes and Misdemeanors, Corporations and Criminal Pleading, Evidence and Practice

GEORGE FRANCIS WILLIAMS, LL.M.,
Lecturer on Domestic Relations and Commercial Paper, and President of the Blackstone Club

MASON N. RICHARDSON, A.M., LL.B.,
Lecturer on Partnership, Sales, Insurance, Executors and Administrators, and Instructor in Pleading and Practice and Judge of Moot Court

THOMAS P. WOODWARD, LL.B.,
Lecturer on the Law of Real Property

JAMES F. BUNDY, A.M., LL.M.,
Secretary and Treasurer

GENERAL STATEMENT

This School of Law occupies its own building, No. 420 Fifth Street N. W., opposite the Court House. Classes meet at 6.15 P. M., excepting the usual holidays, each week-day from October 1 to May 25.

Advantages

Washington offers exceptional opportunities to the students of law. The fact that Congress assembles here; that here the Supreme Court of the United States and the Court of Claims,
THE SCHOOL OF LAW

with its special jurisdiction, sit; that the various Executive Departments of the General Government are located here, should present to the thoughtful, ambitious law student cogent reasons for spending his school life in Washington.

Besides these special advantages, found nowhere else, the Supreme Court of the District of Columbia is trying causes, civil and criminal, in accordance with the principles of common law practice and procedure, most of the year, and the Equity Court holds a term every month except August. To all these courts students have free access.

There is a superior working law library connected with the school, containing the principal text-books and the most important of the reports. The library is open to students during the school year, at suitable hours during the day and evening.

The Congressional Law Library of upward of 50,000 volumes is open to the public twelve hours each day, thus furnishing gratuitously to the student facilities for investigation and research unsurpassed.

Admission

All applicants for admission as students in the School of Law, except such as are graduates of some recognized college or university, must pass a preliminary examination in the common English branches. Professor Richards will conduct such examination, and for that purpose will meet applicants on Mondays and Wednesdays during September.

The acquisition of a liberal general education is desirable, from a professional point of view, while without an ordinary English education and some mental training it is useless to enter upon the study of law.

The department is open to all, without distinction of sex, race, or creed, who are over eighteen years of age and possess the proper qualifications.

Those desiring to become members of the school should enter their names upon the register of students in the hands of the Secretary, at or before the opening of the academic year, from which registry the roll of students will be made up.

Respecting preliminary reading, some familiarity with Blackstone's Commentaries and the Federal Constitution will be of great service. A good law dictionary is almost indispensable. Bouvier or Anderson is recommended.
Course of Study and Degrees

The regular course for the degree of Bachelor of Laws covers a period of three years, and is divided into Junior, Middle, and Senior.

The text-books to be used, subject to change, of which due notice will be given, are as follows:

**FIRST YEAR.**—Blackstone's Commentaries; Tiedeman on Real Property, as far as the chapter on Trusts; Darlington's Personal Property; Bishop on Contracts, enlarged edition; Daniel and Douglass' Elements of the Law of Negotiable Instruments; American Cases on Contracts by Huffcutt and Woodruff; and Schouler on Domestic Relations; Hale on Torts; Clark on Criminal Law.

**MIDDLE YEAR.**—Andrew Stephen's Pleading; Adams on Equity; Shepard's Selected Cases in Equity; Clark's Criminal Procedure; Greenleaf's Evidence, Vol. I; Tiedeman on Real Property, commencing with the chapter on Trusts; Wambaugh's Study of Cases.

**SENIOR YEAR.**—Cooley's Principles of Constitutional Law; Boyd's Constitutional Law Cases; Bateman's Mercantile Law; Clark on Corporations; Burdick on Partnership; Burdick on Sales; Elliott on Insurance; and Greenleaf on Evidence, Vols. II and III; Schouler's Executors and Administrators; Wolsey on International Law.

Special lectures are given on special subjects by eminent members of the legal profession from time to time, as the funds of the department warrant.

It is absolutely necessary for the proper mastery of the course of study prescribed that each student should own a complete set of the text-books named above; failure to do so will hinder proper advancement and the mastery of the subjects discussed, and has, in the past, frequently prevented students from obtaining degrees, either absolutely or within the time laid down in the curriculum.

Courts and Clubs

A Moot Court, under the supervision of Prof. Mason N. Richardson, sits weekly, and is made to resemble, as far as possible, an ordinary court of common law and equity jurisdiction. Cases are assigned to students on prepared statements
of facts, pleadings are drawn and argument had upon the legal propositions involved, the same as in actual cases. Students thus obtain a better practical knowledge of pleading and practice than can be acquired in any way aside from the trial of actual causes.

A Blackstone Club has been organized, and meets weekly for the discussion of legal questions drawn from leading cases. The questions to be discussed are prepared by Dean Leighton.

This organization was formed mainly for the benefit of the juniors, but members of the other classes generally participate in the discussions. Thus the student has from his entrance upon his studies until he gets his degree a constant drill in the discussion of legal questions and practice in forensic debate.

There will be several written examinations during the year, in addition to which there will be a daily oral examination of students on topics previously assigned or discussed.

The general deportment of students, their attention to study, the accuracy and fullness of their answers to the daily examinations, will be taken into account, in connection with the written examinations, in determining the worthiness of applicants for degrees.

Tuition $25, payable semi-annually in advance. A matriculation fee of $5 is charged by the University, payable by those who have never enrolled in any department. Fee for diploma at graduation, $5.

The School has no funds with which to aid indigent students. However, it is frequently the case that energetic, industrious students succeed in securing employment in the various boarding houses and hotels throughout the city, by which they succeed in working out their board and often net a little money besides. The cost of books for the first year is about $30; for the second year, $20.

School year, October 1 to May 25.

For further information apply to

JAMES F. BUNDY, SECRETARY,
Office in Law School Building,
420 Fifth Street, N. W., Washington, D. C.

B. F. LEIGHTON, DEAN,
416 Fifth Street, N. W., Washington, D. C.
THE COMMERCIAL COLLEGE

FACULTY

WILBUR P. THIRKIELD, LL.D., PRESIDENT

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

MARY ANNETTE ANDERSON, B.S.
Instructor in English and Rhetoric

CORAY E. DORSEY
Instructor in Shorthand and Typewriting

WALTER S. DYSON, A.B.
Instructor in Civics

PHEBE A. I. HOWELL, A.B.
Instructor in Bookkeeping and Commercial Geography

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

CHARLES S. SYPHAX, A.B., LL.B.
Assistant Professor and Instructor in Mathematics

ETHEL ROBINSON, PH.B.
Instructor in Literature

AIMS

In almost every section of the United States interest in commercial and business opportunities is constantly growing. To meet this situation the Commercial College has been established and is now presented upon an advanced basis. The curriculum, which covers four years and leads to a diploma, affords careful preparation for a business career and so trains young men and women that they may readily adapt themselves to whatever business occupation opens to them.

It is expected of our graduates that they will not only prove capable of serving individual enterprises, but that they will become significant factors in arousing entire communities to their obligations and privileges in the world of business.
The course is thoroughly practical and gives that attention
to detail which fits one for the management of property, or
for expert accountancy. It is recommended for those who
desire to enter Civil Service examinations. Graduates have
had very gratifying success in this respect.
Reference to the curriculum will show that an excellent
course in English is a part of the Commercial Course and will
be of great advantage to any who desire a liberal education.
Attention is called to the opportunities afforded to students
of other Departments to elect studies in the Commercial Course.

ADVANTAGES

Howard University is well situated with respect to the General Government for advantages of study in commercial lines. Through courtesies of government officials access may be had to original information in the following bureaus and departments of the United States Government:


Public documents and libraries in special lines of work may be consulted without cost to the student.

ADMISSION

All students desiring to enter the Commercial College must have completed the work of the Junior and Sub-Middle Classes of the Academy, or the equivalent.

Shorthand and Typewriting, or Bookkeeping, may be substituted for Latin or German in the Sub-Middle Class of the Academy.

Applicants being found qualified may enter the higher classes.
COMMERCIAL COLLEGE COURSE

FIRST YEAR.

- **English**, 4
- **Mathematics**, 5
- **Stenography and Typewriting**, 4
- **Bookkeeping and Commercial Arithmetic**, 6
- **Bible**, 1

SECOND YEAR.

- **English**, 4
- **Physics**, 5
- **Com. History**, one-half yr., 4
- **Political Economy**, one-half yr., 3
- **Stenography and Typewriting**, 6

JUNIOR YEAR.

- **English**, 4
- **U. S. History and Civics**, 4
- **Com. Law**, one-half yr., 4
- **Psychology**, one-half yr., 4
- **Com. Forms**, one-half yr., 4
- **Statistics**, one-half yr., 2
- **Commercial Geography**, 4

SENIOR YEAR.

- **English**, 4
- **Sociology**, 3
- **International Law**, half yr., 4
- **Economics**, one-half yr., 4
- **Com. Reviews**, one-half yr., 3
- **History of Finance**, one-half yr., 3
- **Accountancy**, 3

DESCRIPTION OF COURSES

COMMERCIAL LAW.

It is not the intention to give a complete training in this branch. That can be done only through a more extended and exhaustive study than that which is contemplated in this course. It is designed to supply a pressing need of those entering into life's activities, and will be treated in such a way as to give a student the practical knowledge of the requisites in business affairs to fit him for that position which will enable him legally both to protect his own property rights and to respect those of others.

The work will be pursued in an elementary manner under the following heads: General Principles of Law, Contracts, Negotiable Paper, Agency, Partnership, Corporations, Bailments, Sales, Copyright, Insurance, Real Estate Transfers.

INTERNATIONAL LAW.

The object of International Law in this course is to acquaint the students, to a reasonable extent, with the phraseology and general principles recognized in the intercourse of nations, that they may to a degree appreciate the acknowledged rules and ethical basis of the relations between sovereign states.
Civil Government.—A more advanced study of the American Government, National, State, and Municipal, will be pursued for one Semester of the Junior Year. Declaration of Independence. Articles of Confederation. Constitution of the United States. Historic Introduction: (a) Prior to the Declaration of Independence; (b) from 1776 to 1787; (c) the text of the Constitution; (d) the rights intended to be secured.

American History

will be presented in the form of Epochs, namely: Discoveries and Explorations, Period of Colonization, Period of Colonial Life, Revolutionary Period, Period of the Republic, care being taken to group the minor events about those prominent ones which form historic centers.

The student will be required to study the relation of the history of the United States to that of other nations, to trace the growth of American institutions, and to seek the causes and effects of those great events which form the nuclei of our history.

History of Commerce

The aim of the History of Commerce is to trace with the student the great movements from the earliest historic times to the present day and to pass in review the principal commercial nations of the world, their rise and decay, their products and exchanges and especially their contributions to civilization.

Special attention is given to the United States and modern nations and to the international rivalries for the markets of the world.

Bookkeeping

In this course an effort is made to give the pupil a working knowledge of the elements of business accounting, the intention being to make the work as practical and helpful as possible, keeping alive to the needs of the pupil and abreast of the times in methods of instruction.

Instruction is given in both Double and Single Entry, predominance being given to the former. The use of the customary books is taught—the day-book, sales and purchase-books, cash-book, journal, ledger and auxiliary books, with various sets illustrating opening and closing statements, the admission of partners, making of balance sheets, rendering of bills, handling of discounts, use of checks, drafts and other commercial papers, and the use of the special and column journals.

During the Second Semester a course in Commission, Corporations, or other more advanced lines will be taken up if the advancement of the pupils warrants it.

A continual effort is made in this year’s work to train the pupil to habits of neatness, order, and systematic arrangement and to develop habits of independent thinking and correct reasoning in regard to business affairs.
Commercial Geography

The following subjects are among those studied: The bases of commerce and its expansion, the development of industries, natural conditions affecting commerce, human control and manipulation of these conditions, the distribution of leading products, transportation, the uses of machinery and other improvements in methods of production, conditions leading to the development of new sections of country, and various allied topics.

A modern text-book is used, with collateral readings and observation of current reports, at least one essay based upon the pupil's independent reading being required.

Unusual opportunities are at command in the city of Washington for the enlargement of knowledge of this kind, by trips to the various bureaus, where many industries are shown in experiment, and also by attendance upon the various lectures of the National Geographical and other societies. Thus this course is made not only most profitable but exceedingly interesting.

Psychology

Elementary Psychology extends through one semester in the Junior year. The course is designed and arranged to present an outline of the subject of mental science in a treatment of the three phases of mental activity—the intellect, sensibilities and will.

The Elements of Political Economy

Wealth defined; its production, distribution and consumption fully discussed.

The aim of the course is to acquaint the pupil with the great economic world, and at the same time prepare him for higher courses in applied economics. Frequent visits will be made to large industrial plants of the city that the use of the steam engine, and therefore of iron and coal, may be impressed indelibly.

Economics

The aim of this course is to apply economic theory to modern industrial organization. Transportation, monopoly, tariff, money, municipal ownership and wages, will be treated with especial reference to the industrial evolution of the United States. Frequent visits to industrial plants will be made, and one essay required.

Sociology

Introduction.—Statistical work, general principles and practical field work.

Stenography

Stenography will be studied during the first and second year, and by election during the Sub-Middle Year of the Academy Course.
THE COMMERCIAL COLLEGE

The system taught is the "Ben Pitman system," endorsed by the Commissioners of Education as the "American System," on account of its popularity in America over all other systems.

Typewriting

The object of this work is to give the pupils information about the mechanical points of the machine, a correct idea of the best systems used by operators, and to give briefly all instruction necessary to enable them to acquire a speed double that of a penman.

Both the "piano" and "touch methods" are taught.

MATHEMATICS

The following courses in Mathematics are offered: Commercial Arithmetic.—Including United States money, Denominate Numbers, Percentage, Profit and Loss, Storage, Trade Discount, Custom-House Business, Commission, Insurance, Taxes, Interest, Stocks and Bonds, Partial Payments, Bank Discount, Equation of Accounts, Ratio, Proportion, Partnership.

Commercial Arithmetic will be taken in connection with Bookkeeping; the time divided as conditions warrant. A thorough review will be given of Commercial Arithmetic during the Senior year.

Geometry.—Solid Geometry is offered for one semester of the first year.

ENGLISH

The English course of the Commercial College is based upon the requirements of the Academy through the Sub-Middle year. The First and Second year Commercial students will pursue the same course in English that is arranged for the Middle and Senior Classes of the Academy.

The Junior and Senior Classes will pursue the same course in English that is arranged for the two year teachers' course in the College of Liberal Arts.

FIRST YEAR

The class will read and study such books as:

Julius Caesar; Merchant of Venice; Flight of Tartar Tribe; Tennyson's Gareth and Lynette; Launcelot and Elaine, and The Passing of Arthur, with careful comments and criticism.

Practice in Essay writing.

SECOND YEAR

Theme work and the study of Milton's Minor Poems; Macauley's Milton; Addison, Johnson, Burke's Speech on Conciliation, and Macbeth.

Reviews of English Classics read.

JUNIOR

History of English literature and a critical study of the principal nineteenth century writers. The culmination of the Romantic movement in Wordsworth, Coleridge, Byron, Scott, Keats, and Shelley. Their themes and artistic methods. Tennyson, Browning and Matthew Arnold are also studied.
HOWARD UNIVERSITY

The aesthetic appreciation of literature in distinction from cold analysis is kept in view.

SENIOR

The sentence, paragraph, and the whole composition studied for unity, coherence and emphasis.

Daily short themes, and fortnightly long ones, required.

Especial attention is given to the facts of English Grammar. In connection with this, weekly classes in English conversation are held, so that the student may acquire facility in the use of chaste English in conversation.

The whole course aims to make the student, not only an intelligent writer and thinker, but also to enable him to fully appreciate the sweetness and dignity of our mother tongue.

Commercial students take, in addition to this course, special training in business correspondence.

Special Lectures

Special Lectures on Production, Transportation, Banks and Banking, Insurance, Tax Gathering, Manufacturing, Mining, Real Estate, Railroads, Canals, Stock Exchange, etc.

Upon application to the Faculty, students may obtain permission to vary the Commercial Course to a limited extent, by electives of equivalent grade.

Students must take at least fifteen hours per week. Two hours of laboratory work counts as one hour of recitation. Typewriting is ranked as laboratory work.
THE ACADEMY

FACULTY

WILBUR P. THIRKIELD, LL.D., PRESIDENT

GEORGE J. CUMMINGS, A.M.
Dean and Professor of Latin and Greek

CHARLES S. SYPHAX, A.B., LL.M.
Assistant Professor and Instructor in Mathematics

ANNIE R. BARKER, A.M., Pb.B.
Instructor in English, Rhetoric and History

ANNA W. FAIRFIELD, A.B.
Instructor in Latin and Greek

WILLIAM P. HAY, M.S.
Professor of Biology

WILLIAM V. TUNNELL, S.T.B.
Professor of History

GEORGE M. LIGHTFOOT
Professor of Latin

J. G. LOGAN, Ph.B.
Instructor in Physics and Chemistry

Instructor in Modern Languages

Instructor in English Reviews and Methods

GENERAL INFORMATION

Special attention is called to a change in the name of the Preparatory Department, which is hereafter to be known as The Academy.

Requirements for Admission

All who propose to enter the Junior Class of the Academy must pass a satisfactory examination in Reading and Spelling, Arithmetic, English Grammar, U. S. History, and Modern Geography. Candidates for other classes must be prepared for examinations in studies already taken by the classes they propose to enter. All examinations will be held on the first days of the Fall term.
HOWARD UNIVERSITY

Certificates as to character and ability are required. Those coming from other schools must bring certificates of standing and honorable dismissal. Letters of inquiry will receive prompt attention from the Dean.

Literary Society

The Eureka is the Academic Literary Society, with weekly meetings, open to all male members of The Academy and of the First and Second Years of the Commercial College. It offers excellent facilities for exercise in writing and speaking. All young men are urged to avail themselves of its advantages.

COURSES OF STUDY IN THE ACADEMY

JUNIOR YEAR.

<table>
<thead>
<tr>
<th>English 4</th>
<th>Mathematics 5</th>
<th>History 2</th>
<th>Bible 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin or German 4</td>
<td>Physiology and Hygiene 2</td>
<td>M. T. 4</td>
<td></td>
</tr>
</tbody>
</table>

SUB-MIDDLE YEAR.

<table>
<thead>
<tr>
<th>English 4</th>
<th>Mathematics 4</th>
<th>Latin or German 4</th>
<th>Physical Geography 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 2</td>
<td>(Bible) 1</td>
<td>M. T. 4</td>
<td></td>
</tr>
</tbody>
</table>

MIDDLE YEAR.

CLASSICAL

<table>
<thead>
<tr>
<th>English 4</th>
<th>Latin 4</th>
<th>Physics 5</th>
<th>Greek 5 or German 4</th>
<th>Bible 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 3</td>
<td>Physics 5</td>
<td>Latin or French or German 4</td>
<td>Bible 1</td>
<td></td>
</tr>
<tr>
<td>M. T. 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCIENTIFIC

<table>
<thead>
<tr>
<th>English 4</th>
<th>Mathematics 3</th>
<th>Greek or Chemistry 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 3</td>
<td>Biology 5</td>
<td>Latin, French or German 4</td>
</tr>
<tr>
<td>Biology 5</td>
<td>English Reviews 3</td>
<td></td>
</tr>
</tbody>
</table>

NORMAL-PREPARATORY

<table>
<thead>
<tr>
<th>English 5</th>
<th>Mathematics 3 or Economics &amp; Civics 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin 4</td>
<td>Mathematics 3 or Biology 5</td>
</tr>
<tr>
<td>Latin, French or German 4</td>
<td>Physiography 3</td>
</tr>
<tr>
<td>Bible 1</td>
<td>English Reviews 3</td>
</tr>
<tr>
<td>M. T. 2</td>
<td>Methods 3</td>
</tr>
</tbody>
</table>

SENIOR YEAR.

<table>
<thead>
<tr>
<th>English 5</th>
<th>Mathematics 3</th>
<th>Economics &amp; Civics 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin 4</td>
<td>Mathematics 3</td>
<td>Methods 3</td>
</tr>
<tr>
<td>Greek or Chemistry 5</td>
<td>Biology 5</td>
<td>English Reviews 3</td>
</tr>
<tr>
<td>German 4 or Chemistry 5</td>
<td>Latin, French or German 4</td>
<td></td>
</tr>
<tr>
<td>Mathematics 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students announcing a desire to prepare for technical schools may substitute mechanical drawing for Latin or German and Wood-work or Metal-work for Biology. Persons desiring to take an English course may substitute in the fourth year Language or Science for Methods and English Reviews.
THE ACADEMY

The curriculum has been revised and enlarged, and three full courses of four years each are offered; the Junior and Sub-Middle, which must be taken by all students who enter from the Grammar Grade.

At the beginning of the Middle Year, each student can elect one of the three courses, and having made his choice, he will not be expected to change.

If Greek is elected in the Classical, it must be taken through the Middle and Senior Years, and either German or Chemistry must be taken in the Senior Year in addition. If Greek is not chosen, then both German and Chemistry must be taken in Senior Year.

Students desiring to prepare for a technical school may substitute Mechanical Drawing for Latin or German, and Woodwork or Metal-work for Biology in the Senior Year of the Scientific Course.

The Normal Preparatory Course is offered for those who wish to fit themselves for teaching and who cannot avail themselves of the advantages of a higher course in the Teachers' College.

Such pupils as intend to enter the Commercial College can substitute Shorthand and Typewriting or Bookkeeping for Latin or German in the Sub-Middle Year.

The Mathematics of the Senior Year of the Scientific Course will be taken with the students in the School of Liberal Arts. Only those who complete one of these courses are eligible for the Graduate Certificate of The Academy.

DESCRIPTION OF COURSES

Latin

JUNIOR YEAR

Devoted to mastery of forms, acquiring a vocabulary, a study of principles of syntax, careful drill in inflection, reading simple exercises, and translations from sight and hearing.

Second Semester completes Latin lessons and takes up study of easy Latin fables and stories from Roman History.


SUB-MIDDLE YEAR

continues drill in forms and enlargement of vocabulary, syntax and uses of Subjunctive, Gerund and Infinitive, and careful attention to idioms.

**MIDDLE YEAR**

takes up the four orations of Cicero against Catiline, Manilian Law and Archias and selected passages from Sallust's Catiline (20 pages). The class is referred to Forsyth's Cicero and to Trollope's Cicero. Prose Composition is based upon these orations. In the *Second Semester* Ovid's Metamorphoses is taken up and Virgil's Aeneid is begun, Book I. Latin Prosody is studied and applied in the metrical reading of Ovid and Virgil.


**SENIOR YEAR**

reviews Virgil already read and takes at least six books. Daily practice is given to applying the principles of prosody and gaining facility in scanning. An effort is made to awaken an enthusiasm in the study of this great epic, not only as a literary work but also to study Virgil's Mythology, Fatalism, Platonism, Roman Customs, His Debt to Homer, Figures, Noted Passages, Descriptions, Metaphysical Passages, Character of Aeneas, and numerous other topics suggested in the progress of the Poem. Greenough and Kittredge's Virgil required.

**Greek**

**MIDDLE YEAR**


**SENIOR YEAR**

completes the four books, usually read, with Greek composition (Collar and Daniell) and covers the first three books of Seymour's Iliad. Much attention is given to Prosody and Scanning. Grammar reviewed.

**History**

All Juniors are required to take "A Short History of Ancient Times" by Myers in the *Second Semester*, four hours a week. The Sub-Middlers will take English History the *First Semester* four hours a week. Text-Book is Montgomery's "Leading Facts of History Series."

**Algebra**

is taken five hours a week through the Junior Year, enabling the class to master Elementary Algebra through Quadratics. Numerous simple exercises are given; neatness, accuracy and dis-
THE ACADEMY

patch are required in all work. Algebra is again taken up in Last Semester of Senior Year; see below.

Wentworth's New School Algebra is the text-book.

Geometry

This course embraces all of Wentworth's Plane Geometry, and is pursued four hours a week in the Sub-Middle Year. Solid Geometry comes three hours a week in the First Semester of the Senior Year of the Classical and Normal courses and in the Middle Year of the Scientific. In the Second Semester there will be a review of Algebra and a study of Logarithms. The Mathematics of the Senior Scientific will be taken with the Freshmen of The School of Liberal Arts. The course is rigorous, calling for clear reasoning and exact demonstration, with numerous graded exercises and much original independent work.

THE COURSE IN ENGLISH is designed to teach the pupil accuracy in the use of words and phrases; facility, clearness, and force in expression; knowledge of paragraph structure and entire composition. In the First Semester there will be a review of English syntax and punctuation.

The class will read and study such as the following: Ancient Mariner, Lady of the Lake, Vision of Sir Launfal, Ivanhoe, Tale of Two Cities, and Courtship of Miles Standish.

Reading aloud, interpretation, and spelling are constantly practiced.

Lockwood and Emerson's Composition and Rhetoric is the text-book for both Junior and Sub-Middle Years.

SUB-MIDDLE YEAR

Practice in different kinds of composition to develop thought and style. Readings from such as the following: House of Seven Gables, Silas Marner, Irving's Sketch Book, Deserted Village, Henry Esmond, and Sir Roger DeCoverly Papers. Discussions of characters presented and characteristics of the different writers; Memorizing passages; Etymology of words are required.

MIDDLE YEAR

The class will read and study other college requirements as, Shakespeare's Julius Cæsar, and Merchant of Venice, Flight of Tartar Tribe; Tennyson's Gareth and Lynette, Launcelot and Elaine, and The Passing of Arthur, with careful comments and criticism. Practice in Essay writing.

SENIOR YEAR

Theme work and studying such as Milton's Minor Poems, Macaulay's Milton, Addison, Johnson, Burke's Speech on Conciliation, and Macbeth. Reviews of English Classics read.

German and French Courses

The First Year will be a drill upon pronunciation and an effort to gain a colloquial use of either language, by frequent repetition of many easy sentences—a study of the rudiments of Grammar, as the
inflections of nouns, adjectives, pronouns, and weak and strong verbs in German; and the inflection of the regular and the more common irregular verbs, and the plural of nouns, the inflection of adjectives, participles, and pronouns in French as well as the use of pronouns, adverbs, prepositions, and conjunctions, and elementary rules in Syntax. Study of Idioms.

Reading of from 175 to 200 pages in either French or German in graduated texts.

Joynes-Meissner's German Grammar and Joynes' German Reader.
Edgren's French Grammar.
Van Daell's Introduction to French Authors; About's Stories; Super's Readings from French History.

THE SECOND YEAR'S

study will be a continuation of practice in speaking and writing in either language and use of the idioms. Reading will be progressive, with drill in Grammar, and will cover 200 or more pages in Stories and Plays.

Other years will continue the same general plan with the object to acquire the ability to think and speak in each language.

Manual Arts

All students in Junior and Sub-Middle Years of the Academy are required by the Trustees to give four hours each week to Manual Arts, not, however, for purpose of learning a trade but for a general education.

The day for Sub-Middle class is Thursday from 10 to 12 A. M. and 1 to 3 P. M.

The Juniors have same hours on Friday.

For the male students there is freehand drawing, bench work, turning, and printing. For the young ladies there is plain sewing, dressmaking, millinery, cooking course, and the like.
THE SCHOOL OF MANUAL ARTS AND APPLIED SCIENCES

FACULTY

WILBUR P. THIRKIELD, LL.D.
President

WALTER S. GRAFFAM, B.S.
Director

WILLIAM J. DECATOR, A. B.
Acting Director and Instructor in Woodworking

FLORENCE A. HILL
Instructor in Domestic Art

MARY ISABELLA McNEAR
Instructor in Domestic Sciences

RALPH NORRIS
Instructor in Printing

JOHN F. AKERS
Instructor in Woodworking

HARRY B. BRADFORD
Instructor in Drawing

HENRY V. BOWERS
Assistant in Practical Engineering

GENERAL STATEMENT

The School of Manual Arts furnishes thorough courses and training to those who wish to prepare themselves for practical efficiency in the arts and trades, such as Wood-working, Metal-working, Domestic Art, Domestic Science, Drawing and Design. Its courses are correlated with courses in other departments of the University and are especially adapted to those preparing to become teachers in elementary and secondary schools.

Equipment

This Department has for its use a well-lighted and attractive three-story building. A gas engine furnishes power for machinery. The woodworking room has been equipped with new single manual training benches, with rapid-acting vises. Turning lathes are to be installed for next year's use. Individual and general tools are supplied. The two rooms used by the Domestic Art Classes are equipped with sewing machines and other suitable appliances for good work. The large Do-

*Note—The courses in the Applied Sciences are projected and will be, in part, available during 1907-08.
HOWARD UNIVERSITY

The Science room has recently been fitted up with a complete modern equipment for this work, including individual tables, lockers, gas-stoves, range, etc. Drawing classes are furnished proper equipment.

General Information

A small laboratory fee to cover cost of materials used is charged in most of the courses. This is payable at time of paying tuition.

Candidates for a Certificate must have been graduated from the Academy of the University, or have done equivalent work.

A Certificate will be given on completion of the two years' course.

COURSES OF STUDY

A two-years' Professional course means the completion of thirty points of work, fifteen each year. A point of work means one hour of lecture or recitation work or two hours of laboratory or shop work each week during the year. Eighteen will be a maximum number of points permitted to be taken any one year. The courses provide for thorough technical training, lectures, readings, recitations and investigations in each subject studied.

FIRST YEAR

Study of materials, tools, methods .................. 1 (2) hours
Elementary woodwork ................................. 2 (4) "
Weaving basketry ..................................... 1 (2) "
Paper and cardboard work ............................ 2 (4) "
Clay modelling and pottery .......................... 2 (4) "
Primary woodwork .................................... 1 (2) "
Forging and iron work ................................. 1 (2) "
Mechanical drawing ................................... 2 (4) "
Simple needlework ...................................... 2 (4) "
Dressmaking ........................................... 2 (4) "
Millinery ................................................ 2 (4) "
Foods and cookery .................................... 3 (6) "
Theory and practice of manual arts ................ 2 (4) "
Electives:
Psychology ............................................. 3 "
English .................................................. 3 "
Nature study .......................................... 3 "

http://dh.howard.edu/hurecord/vol1/iss2/1
# THE SCHOOL OF MANUAL ARTS

## SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced woodwork</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Wood carving</td>
<td>1 (2)</td>
<td></td>
</tr>
<tr>
<td>Mechanical drawing</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Freehand drawing</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Advanced needlework</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Drafting, cutting, and fitting.</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Household art and design</td>
<td>1 (2)</td>
<td></td>
</tr>
<tr>
<td>Millinery</td>
<td>2 (4)</td>
<td></td>
</tr>
<tr>
<td>Foods and Cookery</td>
<td>3 (6)</td>
<td></td>
</tr>
<tr>
<td>Advanced study of foods</td>
<td>1 (2)</td>
<td></td>
</tr>
<tr>
<td>Food production and manufacture</td>
<td>1 (2)</td>
<td></td>
</tr>
<tr>
<td>Household chemistry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Theory and practice of manual arts</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Electives:**

- Psychology                              | 3       |
- English                                  | 3       |
- Nature study                             | 3       |

## DESCRIPTION OF COURSES

**Manual Training**

**Weaving, Basketry, etc.** Fee, $1. Handwork connected with the home and adapted to lower grades of schools and general industrial education. Coarse needlework, raffia and cordwork, weaving, woven and sewed basketry and chair-caning. Designs worked out and natural materials used.

(a) **Paper and Cardboard work**; (b) **Clay Modeling and Pottery**. Fee, $1.—(a) Designing and making of articles to correlate with regular work of the elementary school. Natural uses of materials emphasized. (b) Forms modelled and simple pottery made. Study of form, clays and glazes.

**Primary Woodwork**.—Fee, $1. Work adapted to first five grades of schools. Tools adapted to strength of children. Work related to home, school and play of children.

**Elementary Woodwork**.—Fee $1. Technical processes. Useful articles made and finished. A variety of woods and finishing materials used. A model of some simple machine made by each student.

**Study of Materials, Tools and Methods**.—Fee, 50 cents. Lectures, readings and experiments. Properties of wood, sources of timber supply and principles of wood construction examined; analysis of action of cutting tools made; finishing materials classified and proper use investigated.

**Advanced Woodwork**.—Fee, $1.50. Prepares for teaching woodwork.
HOWARD UNIVERSITY

in secondary schools. Problems first studied from standpoint of constructive design and then carried out in wood. Much attention paid to finishing and decorating.

**Turning and Pattern Making.**—Fee, $1.50. Methods of turning in soft and hard woods. Work in pattern making deals with technical methods and constructions and relates to courses in moulding.

**Forging.**—Fee, $1.50. The field of hand forging as related to high school possibilities covered.

**Wood Carving.**—Fee, $1. Design and practice. The carving is considered as a decorative element in construction and the exercises are largely related to the projects executed in Manual Training.

**Costs and Plans of Equipment.**—Lectures and required readings. Related to high school equipment. Drawings of rooms and pieces of equipment.

**Domestic Science**

**Foods and Cookery.**—Fee, $1.50. A systematic study of principles and methods involved in the preparation of food, including table-setting and serving.

**Food Production and Manufacture.**—Complementary to Domestic Science I. The composition, production, manufacture and physiological value of the foodstuffs of the world are considered; also their preservation and adulteration.

(a) **Home Nursing;** (b) **Laundering.**—Fee, 50 cents for (b). (a) Instruction in care of sick in the home and "first aid" given by the Superintendent of Nurses at the Freedmen's Hospital. (b) Theory and practice of laundering all kinds of household linen.

**Therapeutic Cooking.**—Fee, $1.50. Practical course in cooking for the sick, especially adapted to professional nurses.

**Advanced Course in Foods.**—Fee, $2.50. Following topics covered: Advanced cookery, preservation of foods, cookery for the sick, marketing and dietaries.

**Household Chemistry.**—Fee, $1. A laboratory course in chemistry of foods and cleansing processes. The five food principles, adulterants and preservatives, baking powders, soaps and detergents are studied.

(a) **Bacteriology;** (b) **Sanitation.**—Fee, 50 cents. (a) Elementary study of micro-organisms, with special attention to yeasts and the bacteria of water and milk. (b) Lectures and required readings on principles of sanitary science.

**Domestic Art**

**Simple Needlework and Upholstery.**—Fee, $1. Work adapted to elementary grades of schools. A model-book of stitches, beadwork and upholstery included.

**Study of Textiles, etc.**—A study of fabrics, their beginnings in the arts and industries of primitive life, the development of spinning and weaving, modern processes of manufacture, the effect on social and economic conditions and laboratory work in dyeing.

**Drafting and Simple Garment Making.**—Fee, $1. Taking measurements, drafting, the choice and economical cutting of material and making of garments.
(a) Household Art Design; (b) Art Needlework.—Fee, $1. (a) Designing and drawing for decoration of household articles, hats and gowns; (b) the stitches used in decorative art and their application in completed articles.

Dressmaking.—Fee, $1. Drafting and making of simple gowns and designing and making of elaborate waists and costumes.

Millinery.—Fee, $1. Making of wire and buckram frames, sewing straw, draping and trimming hats.

**Drawing**

*Freehand Drawing.*—Fee, 50 cents. Blocking in, pencil measurements, dawing by judgment and feeling, work with groups of still-life and geometric solids, and elementary color.

*Elementary Mechanical Drawing.*—Fee, $1. Principles and practice of the working drawing.

*Advanced Mechanical Drawing.*—Fee, $1. Analytical drawing and practical drafting considered with reference to the needs of high school work.

The above courses in Manual Training are provided for students in the Academy of the University and are offered to students of other departments who desire to give time to preparation in the arts and trades.

**COLLEGE OF ARTS AND SCIENCES**

**Seniors**

Dade, Henry W.
Davis, Edward P.
Jones, Myrtle Mae
McMurray, John A.
McNeill, Luther E.
Morrison, Moses A.
Smith, Llewellyn
Tate, W. Alexander D.

*Culpeper, Va.*
*Charleston, S. C.*
*St. Louis, Mo.*
*St. Louis, Mo.*
*Wilmington, N. C.*
*Phipsburg, Pa.*
*Washington, D. C.*
*Jackson, Miss.*

**Juniors**

Bowles, Daniel W.
Brooks, Julia E.
Burke, Beulah E.
Burke, Lillie E.
Bush, Maurice W.
Flagg, Margaret A.
Hippard, Arthur J.
Morton, Aubrey W.
Powell, Annie Marie
Smith, Charles E.
Wright, William A.

*Sedalia, Mo.*
*Washington, D. C.*
*Hertford, N. C.*
*Hertford, N. C.*
*Baltimore, Md.*
*Greensboro, N. C.*
*Atlanta, Ga.*
*Washington, D. C.*
*Towanda, Pa.*
*North Keys, Ind.*
*Jamaica, B. W. I.*
Cotton, John N.
Fleming, Artee H.
Frisby, Herbert M.
Grissom, Thomas W.
Hedgeman, Ethel O.
Hunt, Florence M.
Leyle, George
Norman, Lavinia
Sanford, Chancellor C.
Scott, Herbert I.
Shorter, John A.
Slowe, Lucy D.
Wormley, Geraldon Smith

Alexander. J. Rapier
*Bell, Sidnor W.
Berry, Johanna M.
Boyd, Norma E.
Butts, Jonathan S.
Chase, James R.
Chase, William C., Jr.
Cooper, James B.
Cowan, Cornelius S.
Dagler, James F.
Davage, Elizabeth M. C.
Devore, Ephraim T. M.
Francis, David R.
Hayson, Maxwell N.
Hill, Marjorie A.
Irby, Richard D.
Jones, David D.
Jones, Ethel G.
Jones, Junius W.
Junior, Benjamin H.
Logan, Harry R.
Lynch, Reginald L.
McKinney, Frederic
Madison, Arthur A.
Marchant, Bert L.
Meriwether, Sarah M.
Mitchell, Isaiah
Moore, Roscoe L.
Oldham, G. W. Fred.
Pollard, Ernest M.
Ridout, John C.
Snowden, Carrie E.
Terry, Harriet J.
Willis, Linford R.
Wilson, Welford R.
Woolfolk, Marie A.

Baltimore, Md.
St. Louis, Mo.
Baltimore, Md.
Shelbyville, Ind.
St. Louis, Mo.
Takoma Park, D. C.
St. Louis, Mo.
Washington, D. C.
Hamilton, Va.
Baltimore, Md.
Washington, D. C.
Baltimore, Md.
Washington, D. C.

Montgomery, Ala.
Louisville, Ky.
Washington, D. C.
Washington, D. C.
Petersburg, Va.
Fort Worth, Tex.
Washington, D. C.
Kansas City, Kan.
Wilmington, N. C.

Ladonia, Tex.
Baltimore, Md.
Cathay, Indian Territory.
St. Louis, Mo.
Kenilworth, D. C.
Washington, D. C.
Columbus, Miss.

Dallas, Tex.
Baltimore, Md.
Victoria, Tex.
Western, S. C.
Xenia, Ohio.
Washington, D. C.
St. Louis, Mo.

Montgomery, Ala.
Washington C. H., Ohio
Washington, D. C.
Denver, Colo.
Camden, N. J.

Austin, Tex.
Littleton, N. C.
Baltimore, Md.
Washington, D. C.
Cornwall-on-Hudson, N. Y.
Buxton, Iowa
Fredericksburg, Va.
Atlanta, Ga.

*Deceased.
STUDENTS—TEACHERS COLLEGE

Special Students

Green, John T.                                      Baltimore, Md.
Harris, Charles O., Jr.                             Montgomery, Ala.
Holly, Joshua S.                                    Baltimore, Md.
King, Mary E.                                       Stratford, Ont.
*Oates, General W.                                 Little Rock, Ark.
Sprague, Charles F.                                 Washington, D. C.
Whitney, Ferdinand D.                               Goliad, Tex.

Summary

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>Seniors</td>
<td>8</td>
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<td>Juniors</td>
<td>11</td>
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<tr>
<td>Sophomores</td>
<td>13</td>
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<tr>
<td>Freshmen</td>
<td>36</td>
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<td>Special Students</td>
<td>7</td>
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<td>Total</td>
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THE TEACHERS COLLEGE

Seniors

Belcher, Ethel K. ......................................... Kin Augusta, Ga.
Bibb, Eloise Ped ........................................... New Orleans, La.
Brown, Anna E. Ped ......................................... Washington, D. C.
Crutcher, Eva G. Ped ....................................... Washington, D. C.
Fry, Estella Kin ........................................... West Chester, Pa.
Kinnerly, Blanche D. A. ................................... Washington, D. C.
Hutchins, Ione Kin ......................................... N. Y. City, N. Y.
Smith, Wendell P. Ped ...................................... N. Y. City, N. Y.
Stewart, Gertrude M. D. Phil ............................ Charlottesville, Va.
Thomas, Blanche E. Kin ................................... Pensacola, Fla.
Thomas, Howard M. (A.B., Howard) Phil Sparrows Point, Md.
Woodson, M. Juanita Kin ................................... Memphis, Tenn.

Juniors

Bender, Alberta D. A. ....................................... Washington, D. C.
Brockenburgh, Lottie T. Kin ................................ Washington, D. C.
Brooks, Fannie Ped ......................................... Greensboro, N. C.
Dodson, B. C. M. T. ........................................ Washington, D. C.
Ellegood, Leah Ped .......................................... Bridgeville, Del.
Graves, Maggie T. Ped ...................................... Washington, D. C.
Hawkins, Nan Kin ........................................... Mt. Holly, N. J.
Keys, S. A. M. T. ........................................... Washington, D. C.
Koontz, Georgia Frances Kin ................................ Denver, Colo.
Madden, S. A. M. T. ......................................... Washington, D. C.
McCree, Samuel D. Phil ..................................... Greenwood, Miss.
McNeil, Beulah Gertrude Kin .............................. Wilmington, N. C.
McDonald, O. M. M. T. ..................................... Washington, D. C.

*Deceased.
### Sophomores

- Hanson, Bertha
- McNeil, Bertha
- Overton, George B.
- Perry, Phoebe E.
- Walton, Morris S.

### Freshmen

- Carter, Theodore
- Cornish, Algernon
- Cooper, C. L.
- Crawford, Jessie C.
- Hawkins, Rufus J.
- Hayes, James Erksine
- Hines, George W.
- Jenkins, Charles P.
- Norton, Frederick Arthur
- Summers, Howard H.
- Williams, Claudius A.

### Special Students

- Davenport, Mary W.
- Hitchens, Ida B.
- Landers, Luberta
- Redden, Sarah

### Students of Music

- Chase, Mayme
- Lampton, Pearl G.
- Walker, Cora
- Berry, Martha
- Titus, Myrtle

### Teachers’ Class

- Ambler, McCook Kathleen
- Arnold, Laura G.
- Bruce, Fannie S.
- Clarke, Emma Rebecca
- Cortin, Martha Fannie

**HOWARD UNIVERSITY**

- McKinney, Bessie
- Milberry, Nellie
- Mondy, Bertha
- Morrison, Oliver J.
- Murray, Alice P.
- Scott, Alma J.
- Thomas, Laura J.
- Williams, Ada E.
- Williams, Nettie
- Williams, Virginia L.

**Sophomores**

- Hanson, Bertha
- McNeil, Bertha
- Overton, George B.
- Perry, Phoebe E.
- Walton, Morris S.

**Freshmen**

- Carter, Theodore
- Cornish, Algernon
- Cooper, C. L.
- Crawford, Jessie C.
- Hawkins, Rufus J.
- Hayes, James Erksine
- Hines, George W.
- Jenkins, Charles P.
- Norton, Frederick Arthur
- Summers, Howard H.
- Williams, Claudius A.

**Special Students**

- Davenport, Mary W.
- Hitchens, Ida B.
- Landers, Luberta
- Redden, Sarah

**Students of Music**

- Chase, Mayme
- Lampton, Pearl G.
- Walker, Cora
- Berry, Martha
- Titus, Myrtle

**Teachers’ Class**

- Ambler, McCook Kathleen
- Arnold, Laura G.
- Bruce, Fannie S.
- Clarke, Emma Rebecca
- Cortin, Martha Fannie
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costin, Anna L.</td>
<td>Washington, D. C.</td>
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<tr>
<td>Dodson, C. B.</td>
<td>Washington, D. C.</td>
</tr>
<tr>
<td>Hite, Emma Mary</td>
<td>Washington, D. C.</td>
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<tr>
<td>Jackson, Sarah Eloise</td>
<td>Washington, D. C.</td>
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<td>Jones, Virginia</td>
<td>Washington, D. C.</td>
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<td>Jordon, Louise Maria</td>
<td>Washington, D. C.</td>
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<td>Liggons, Martha</td>
<td>Washington, D. C.</td>
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<td>Lucas, Augusta Minnie</td>
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<td>Martin, Katherine Rebecca</td>
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<td>Martin, Corinne Estelle</td>
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<td>Matthews, Eliza</td>
<td>Washington, D. C.</td>
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<td>Milton, Samuel D.</td>
<td>Washington, D. C.</td>
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<tr>
<td>Parker, John F.</td>
<td>Alexandria, Va.</td>
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<tr>
<td>Payne, Anna S.</td>
<td>Washington, D. C.</td>
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<td>Payne, F. E.</td>
<td>Washington, D. C.</td>
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<td>Pinn, Mabel M.</td>
<td>Washington, D. C.</td>
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<tr>
<td>Richards, Mary R.</td>
<td>Good Hope, D. C.</td>
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<tr>
<td>Ross, Hattie Frances</td>
<td>Washington, D. C.</td>
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<td>Smith, Louise A.</td>
<td>Washington, D. C.</td>
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<td>Shorter, Harry Elphonzo</td>
<td>Washington, D. C.</td>
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<td>Tancil, Mary L.</td>
<td>Washington, D. C.</td>
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<tr>
<td>Tayleur, Katherine Eugenie</td>
<td>Washington, D. C.</td>
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<td>Truman, Ellen</td>
<td>Washington, D. C.</td>
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<td>Williams, Alice V.</td>
<td>Washington, D. C.</td>
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<td>Wilson, Eva Floraceta</td>
<td>Washington, D. C.</td>
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<tr>
<td>Wilson, Herbert Eugene</td>
<td>Washington, D. C.</td>
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<tr>
<td>Wilson, Mary E.</td>
<td>Washington, D. C.</td>
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TEACHERS' COLLEGE, ELEMENTARY TRAINING

“A” Class

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Banister, William B.</td>
<td>Baltimore, Md.</td>
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<tr>
<td>Brown, Julia</td>
<td>Alexandria, Va.</td>
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<tr>
<td>Brown, Osmond Henry</td>
<td>Jamaica.</td>
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<td>Brown, Thomas C.</td>
<td>Baltimore, Md.</td>
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<td>Bright, Susie E.</td>
<td>Washington, D. C.</td>
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<td>Burns, Anna</td>
<td>St. Augustine, Fla.</td>
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<td>Carr, Elizabeth</td>
<td>Annapolis, Md.</td>
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<tr>
<td>Chandler, William A.</td>
<td>N. Y. City, N. Y.</td>
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<td>Carey, Lawrence B.</td>
<td>Loudoun Co., Va.</td>
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<td>Evans, Martha L.</td>
<td>Hampton, Va.</td>
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<td>Gates, John R.</td>
<td>Burlington, N. J.</td>
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<td>Harris, Vivian L.</td>
<td>Washington, D. C.</td>
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<tr>
<td>Hayes, Lucy L.</td>
<td>Danville, Ky.</td>
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<tr>
<td>Ivey, Hattie P.</td>
<td>Drewryville, Md.</td>
</tr>
<tr>
<td>Jackson, Walter J.</td>
<td>Rockville, Md.</td>
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<tr>
<td>Jackson, James</td>
<td>Rockville, Md.</td>
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<tr>
<td>Jones, William J.</td>
<td>N. Y. City, N. Y.</td>
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<tr>
<td>Lovett, Katherine</td>
<td>Norfolk, Va.</td>
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<tr>
<td>Madden, Willis M.</td>
<td>Alexandria, Va.</td>
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<tr>
<td>McNair, Elizabeth</td>
<td>Augusta, Ga.</td>
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</table>
Moore, Charles H.  
Naylor, Benjamin L.  
Pollard, William  
Prather, Beatrice V.  
Prather, Ruth L.  
Ruddock, L. Y.  
Shreeves, Annie  
Sparks, Edward  
Thornton, Wesley M.  
Titus, Benjamin  
Turner, George W.  
Turner, Joshua A.  
Washington, Sarah L. B.  
White, Page W.  
Williams, J. Cephas  
Woodford, Charles M.  

Beckett, Ursuline  
Butler, Marguate  
Carter, Irving C.  
Cogy, Mary  
Cunningham, Annie  
Davis, Joseph  
Doughlass, Minnie  
Drewry, Harry  
Harrod, Ruth  
Golden, Mamie  
George, Clayborne  
Gibson, George  
Kendrick, Matt  
Marshall, Frank S.  
Mitchel, E. F.  
Morgan, India  
Moss, John  
Nichols, Samuel  
Peyton, Catheline Esther  
Peyton, Frank Elliot  
Sheafe, Clara  
Thomas, Clarence  
Washington, Linden McCauley

Bladensburg.  
British Guiana, S. A.  
Montgomery Co., Md.  
Montgomery Co., Md.  
Jamaica.  
Westover, Md.  
Chester, Pa.  
Chancellorsville, Va.  
Berea, Ky.  
Boston, Mass.  
Washington, D. C.  
Easton, Pa.  
Charleston, W. Va.  
Spottsylvana, Va.  
Berwyn, Md.  

Washington, D. C.  
Atlantic City, N. J.  
Alexandria, Va.  
Washington, D. C.  
Turbeville, Va.  
N. Y. City, N. Y.  
Abberville, S. C.  
Baltimore, Md.  
Washington, D. C.  
Fredericksburg, Va.  
Surry Co., Va.  
Bealton, Va.  
Buxton, Iowa  
Govanstown, Md.  
Washington, D. C.  
Washington, D. C.  
Prescott, Ark.  
Charleston, S. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Purcellville, Va.  

Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
N. Y. City, N. Y.  
Raleigh, N. C.  
Bridgetown, Barbadoes  
Chapel Hill, N. C.  

“B” Class  
”C” Class
## STUDENTS—THE TEACHERS COLLEGE

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Hawkins, William</td>
<td>Manassas, Va.</td>
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<tr>
<td>Jackson, Irene</td>
<td>Washington, D. C.</td>
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<tr>
<td>Johnson, Bertha</td>
<td>Alexandria, Va.</td>
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<tr>
<td>Johnson, Richard</td>
<td>Washington, D. C.</td>
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<tr>
<td>Keene, Martin</td>
<td>Birdsville, Va.</td>
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<td>Lucas, Marguerite</td>
<td>Washington, D. C.</td>
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<td>Luke, William</td>
<td>Montreal, Canada</td>
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<tr>
<td>Miller, Thurman</td>
<td>Washington, D. C.</td>
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<td>Moore, Mary</td>
<td>Washington, D. C.</td>
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<td>Morgan, Meta</td>
<td>Washington, D. C.</td>
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<td>Nesbit, Marion</td>
<td>Washington, D. C.</td>
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<td>Parker, Hattie</td>
<td>Washington, D. C.</td>
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<td>Prather, Eugene</td>
<td>Etchison, Md.</td>
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<td>Ricks, Austin</td>
<td>Washington, D. C.</td>
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<td>Ricks, Percy</td>
<td>Washington, D. C.</td>
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<td>Sondezi, Albert</td>
<td>Basutoland, S. Africa</td>
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<tr>
<td>Taylor, Parthenia</td>
<td>Surrey Court House, Va.</td>
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<tr>
<td>Thomas, Augustus</td>
<td>Washington, D. C.</td>
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<tr>
<td>Tucker, Thomas</td>
<td>Pickneyngress, Liberia</td>
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<tr>
<td>Tynes, Alin</td>
<td>Smithfield, Va.</td>
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<tr>
<td>Williams, George</td>
<td>Portsmouth, Ohio</td>
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<tr>
<td>Wilson, Joseph</td>
<td>Washington, D. C.</td>
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<tr>
<td>Wood, James A.</td>
<td>Port au Prince, Haiti</td>
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<tr>
<td>Williams, Jessie</td>
<td>Baltimore, Md.</td>
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### “D” Class

<table>
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<tbody>
<tr>
<td>Acosta, Santos</td>
<td>Washington, D. C.</td>
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<tr>
<td>Kilby, Shelton</td>
<td>Washington, D. C.</td>
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<td>Kilby, William</td>
<td>Washington, D. C.</td>
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<tr>
<td>Lucas, Ella</td>
<td>Washington, D. C.</td>
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<tr>
<td>Medley, Carrie</td>
<td>Washington, D. C.</td>
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<tr>
<td>Miller, Lonnie</td>
<td>Roundloch, Miss.</td>
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<tr>
<td>Washington, Bessie</td>
<td>Washington, D. C.</td>
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## Summary

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<th>Category</th>
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<td>Seniors</td>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>Freshmen</td>
<td>11</td>
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<td>Elementary Training School</td>
<td>97</td>
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<tr>
<td>Specials</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>

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### THE SCHOOL OF THEOLOGY

#### Seniors
- Baker, Henry C. P.
- Ellis, James S.
- Gill, Clement C.
- Newman, Eugene T.
- Van Loo, James C.
- Wallace, Arthur F.
- Walters, Josiah L.
- Wright, William A. S.

- St. Kitts, B. W. I.
- Jamaica, B. W. I.
- Barbados, B. W. I.
- Baltimore, Md.
- Barbados, B. W. I.
- St. Kitts, B. W. I.
- Tobago, B. W. I.
- Jamaica, B. W. I.

#### Middlers
- Deanes, Anthony
- Fitzwald, Edward
- Fry, James A.
- George, Albert S.
- Harper, Charles S.
- Jordan, Charles W.
- King, Fairfax
- Mitchell, Joseph H.
- Mitchell, William V.
- Nyaugi, Joel D.
- Saunders, John H.
- Smallwood, Charles E.
- Tyler, Edward E.
- DeYoung, George

- Winton, N. C.
- Chester, Pa.
- Steelton, Pa.
- Surrey Co., Va.
- Hall's Hill, Va.
- Washington, D. C.
- Plainfield, N. J.
- Granada, B. W. I.
- Exuwan, So. Africa
- Washington, D. C.
- Baltimore, Md.
- Centreville, Md.

#### Juniors
- Austin, Thomas N.
- Thomas, Josiah J.

- Lynchburg, Va.
- Jamaica, B. W. I.

#### Unclassified
- Barton, Albert
- Coleman, Charles G.
- Durham, William
- Edwards, Ulysses S.
- Gates, Thomas
- Gray, Archie
- Jackson, Richard
- Logan, Marcellus F.
- Newman, L. C.
- Washington, Daniel

- Washington, D. C.
- Beacon Falls, Conn.
- Washington, D. C.
- Water Valley, Miss.
- Caroline Co., Va.
- Culetts, Va.
- Stebbins, Va.
- Washington, D. C.
- Washington, D. C.

#### Summary

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STUDENTS—THE SCHOOL OF THEOLOGY

EVENING SCHOOL

Fourth Year

Barrett, William J.  
Brent, George W.  
Brooks, James F.  
Carroll, William B.  
Harris, Enoch S.  
Hogan, Andrew  
May, Julius N.  
Oscar, Frederick  
Sydnor, Booker  
Washington, Frank  
Walker, Thomas F.  

Round Hill, Va.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Griffin, Ga.  
Nattalburg, W. Va.  
Washington, D. C.  
Washington, D. C.  
Richmond Co., Va. 

Third Year

Best, Luke P.  
Cobb, James W.  
Dorsey, William  
Fantroy, William  
Graham, Frank W.  
James, Henry  
Williams, William  
Wood, Oliver H.  

Washington, D. C.  
Washington, D. C.  
Fairfax Co., Va.  
Washington, D. C.  
Washington, D. C.  
Alexandria, Va.  
Washington, D. C.  
Washington, D. C.  

Second Year

Alexander, Cæsar  
Brocksborough, Charles H.  
Dixon, Frank H.  
Edwards, Dennis J.  
Fields, Jerry  
Freeman, Hersey K.  
Glenn, Robert L.  
Hill, William L.  
Johnson, James R.  
Lomax, Thornton  
Robinson, Archibald  
Thomas, Zachariah  
Turner, John H.  

Washington, D. C.  
Washington, D. C.  
Hillsboro, N. C.  
Washington, D. C.  
Orange Co., Va.  
Marion, Ala.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Memphis, Tenn.  
Washington, D. C.  

First Year

Adams, General  
Berkley, William  
Brooks, Isaiah P.  
Burrell, Emmett  
Cooper, Ephraim  
Davis, William  
Havens, Ruth  
Hill, Peyton  

Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.  
Washington, D. C.
HOWARD UNIVERSITY

Holmes, Claborn
Hungerford, Charles
Manzo, Annie
Perkins, Lloyd A.
Reed, Daniel L.
Triplett, William H.
Waugh, John K.
Walker, Sylvester P.
White, Miles W.

Washington, D. C.
Atlanta, Ga.
Louisa Co., Va.
Washington, D. C.
Washington, D. C.
True Blue, Orange Co., Va.
Washington, D. C.
Washington, D. C.

Summary

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THE SCHOOL OF MEDICINE

Seniors

Baker, Maud C.
Battis, Forrest H.
Benson, John M., B.S.
Brown, Gideon W.
Cardoza, Frank N., A.B., Lincoln
Clarkson, Fillmore, A.B., Lincoln
Cunningham, Claude, P.H.
Davis, George W.
Davis, Peter S.
Garcia, Ambrose
Giles, Charles E.
Houser, M. Estella
Hunt, Raimon M.
Husbands, Samuel C.
Hunter, Thomas G.
Irish, James T.
Johnson, Scipio S., A.B., Lincoln
Jones, Eva A.
Jones, Lawrence E.
Julian, Charles P.
Kane, Cyril A. M.
Kennedy, Ethelbert S.
Lawson, James F.
Lloyd, Ruppert A.

Baltimore, Md.
Harrisburg, Pa.
Richmond, Va.
Kansas City, Mo.
Orangeburg, S. C.
Cooksville, Pa.
Jamaica, B. W. I.
Washington, D. C.
Sturgis, Miss.
Trinidad, B. W. I.
Quincy, Ill.
Takoma Park, D. C.
Memphis, Tenn.
Barbados, B. W. I.
Cairo, Ill.
Montserrat, B. W. I.
Augusta, Ga.
Newport, R. I.
New Castle, Pa.
Antigua, B. W. I.
Barbados, B. W. I.
Muncy, Pa.
Washington, D. C.
Hampton, Va.
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<tr>
<td>Lyon, Martha M. B., M.S., Columbian</td>
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<td>Matthews, Alexander F.</td>
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<td>Shadd, Furmann J.</td>
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<td>Simmons, Henry A.</td>
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<td>Thompson, Henry E.</td>
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<td>Spartanburg, S. C.</td>
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<td>Van Buren, Harvey, A.B., Biddle</td>
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<td>Welch, John T.</td>
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**Special Students**

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<tr>
<td>Jones, Grandison A., A.B., M.D., Shaw</td>
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**Juniors**

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<tr>
<td>Carroll, Joseph F., A.B., Howard</td>
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<td>Annapolis, Md.</td>
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<td>Cashin, Newlyn E.</td>
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<td>Coleman, William C.</td>
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<td>Davis, Calvin P.</td>
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<td>Marshall, Texas</td>
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<td>Gill, Lee A.</td>
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<td>Haig, William H.</td>
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<td>Charleston, S. C.</td>
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<td>Little, William B.</td>
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<td>New Orleans, La.</td>
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<td>Logan, Robert A.</td>
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<td>Jamaica, B. W. I.</td>
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<tr>
<td>McConney, Edward St. C.</td>
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<td>McGuire, Charles A.</td>
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<td>Antigua, B. W. I.</td>
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<tr>
<td>Martin, Ulysses</td>
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<td>Washington, D. C.</td>
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<td>Mellon, Charles L.</td>
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<td>Gibsland, La.</td>
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<td>Penn, Laura A.</td>
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<td>Porter, James A.</td>
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<td>Proctor, Jesse E.</td>
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<td>Seabrook, Jesse M., Ph.D., Howard</td>
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<td>Smith, John J.</td>
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<td>Sohon, Elizabeth</td>
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<td>Starks, Bennette M.</td>
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<td>Stewart, John C.</td>
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Howard University

Sophomores

Bailey, William E.
Black, Clive M.
Bovell, Alfred E.
Brown, William A.
Brown, William H.
Carter, John S., A.B., Howard
Coleman, Alexander B., Ph.D., Howard
Cook, Alphonzo P.
Daley, James N.
Dodd, John H., A.B., Howard
Douglass, Haley G., A.B., Howard
Gaskin, Dudbrook K.
Harris, Alfred W., Jr.
Harris, Harrison L., Jr.
Henry, William W. M.
Holt, Charles W.
Jackson, Phillip C.
Megahy, Kenneth C.
Morton, Edward T.
Nash, Ira E.
Norwood, Harold M.
Pettis, Kyle M.
Price, George O.
Quander, John T.
Quick, Frederick D.
Smith, Edward J.
Smith, Silas L.
Smith, Thomas C.
Taylor, James E. H., A.B., V.N.C.I., Howard
Thomas, Arthur G.
Thompson, Edward B., Jr.
Watson, Ernest A. D.
White, Vernon E.
Young, Ripley M.

Freshmen

Allen, Charles A.
Ayers, John H.
Bagley, Joliet C., A.B., Howard

Antigua, B. W. I.

Charleston, W. Va.

Gloucester Point, Va.

Harrisburg, Pa.

Darby, Pa.

Jamaica, B. W. I.

Accomac Co., Va.

Jamaica, B. W. I.

Barbados, B. W. I.

Augusta, Ga.

Myersdale, Pa.

Wilmington, N. C.

Washington, D. C.

Washington, D. C.

Washington, D. C.

Richmond, Va.

Greensboro, Md.

Richmond, Va.

Richmond, Va.

Washington, D. C.

Washington, D. C.

Washington, D. C.

Sanford, N. C.

Savannah, Ga.

New Orleans, La.

New Orleans, La.

Rapp'k Academy, Va.

Bellefonte, Pa.

Columbia, S. C.

Jamaica, B. W. I.

Mt. Hope, W. Va.

Olmstead, Ill.
STUDENTS—THE SCHOOL OF MEDICINE

Battis, Frisby C., Jr.  
Bembry, Henry C., A.B., Livingstone  
Best, Edward E.  
Blaney, Lilton D.  
Brathwaite, Harold M.  
Brent, Clarence E.  
Briggs, Harry L.  
Brooks, Charles S., A.B., Howard  
Brooks, Walter A.  
Bruce, Whittington H.  
Carr, Arthur D.  
Chambers, Offuth D.  
Coleman, William A.  
Couch, James R.  
Cuff, Harlan A.  
Cumberbatch, Graham I.  
Ellis, John C.  
Green, Thomas J.  
Griggs, Allen R., Jr.  
Harvey, William J., A.B., Atlanta  
Haskins, George H., A.B., Fisk  
Hawkins, Mingo H.  
Hilton, Louis A.  
Holmes, William F., BLL., Claflin  
Horton, Leonard L.  
Jernigon, Spurgeon  
Jones, Jacob  
Jones, Robert L.  
Joseph, William  
Kinckle, William A.  
Lee, Mattie V.  
Levy, Ernest A. A.  
Levy, Walter  
Lewis, Samuel C.  
Lowrie, Thomas L.  
McDaniel, Robert A.  
McMchen, Harry B.  
Mason, Edward S.  
Muckleroy, Henry L.  
Pierce, John W., A.B., Va. Union  
Prust, Clairborne G.  
Reid, Thomas H.  
Richardson, Reginald G.  
Roane, James E.  
Roberts, James H., A.B., Howard  
Robertson, Silas E.  
Roulhac, Christopher M.  

Harrisburg, Pa.  
Plymouth, N. C.  
Alfred, N. Y.  
Baltimore, Md.  
Bridgetown, B. W. I.  
Washington, D. C.  
Withfield, Va.  
Falls Church, Va.  
Culpeper, Va.  
Washington, D. C.  
Athens, O.  
Asheville, N. C.  
New York, N. Y.  
Oxford, N. C.  
Wilmington, Del.  
Barbados, B. W. I.  
St. Ann's Bay, B. W. I.  
Washington, D. C.  
Washington, D. C.  
Dallas, Tex.  
Memphis, Tenn.  
Memphis, Tenn.  
Chicago, Ill.  
Cambridge, Mass.  
Newark, N. J.  
Florence, S. C.  
Antigua, B. W. I.  
Winston, N. C.  
Georgetown, B. W. I.  
Springfield, Mass.  
Lynchburg, Mass.  
Bladensburg, Md.  
Spanish Town, Jamaica.  
Petersburg, Va.  
Republic of Panama.  
Dunnellon, Fla.  
Kearneysville, W. Va.  
Wheeling, W. Va.  
Barbados, B. W. I.  
Texarkana, Tex.  
Hampton, Va.  
Washington, D. C.  
Augusta, Ga.  
St. Martin, B. W. I.  
Newport News, Va.  
Culpeper, Va.  
Vienna, Ill.  
Atlanta, Ga.
Sarjeant, George E. British Guiana.
Scott, Walter L. Florence, Fla.
Shockley, Andrew C. Wilmington, Del.
Snowden, Albert B. Lexington, Ky.
Stella, Raphael Patillas, P. R.
Tankins, William M. Washington, D. C.
Tudor, Murray D. Barbados, B. W. I.
Vaughn, Roscoe M. Springfield, O.
Velasco, Edward E. New York, N. Y.
Washington, Louis C. Meridian, Miss.
Whitfield, Commodore Chicago, Ill.
Wilson, Moses D. Georgetown, B. G.
Wright, Arnett B. Valdosta, Ga.

Special Students

Anatomy
Davis, Julia E. Washington, D. C.
Henderson, Edwin B. Washington, D. C.

Anatomy and Chemistry
Hall, Clifford A. Jessup, Ga.

Anatomy, Chemistry, Histology and Physiological Laboratory
Cleveland, Cynthia E. Pierre, S. D.
Lane, Grace A. Binghamton, N. Y.

Anatomy, Chemistry, Materia Medica Physiological Laboratory
and Physiology
Moore, Julius A. Littleton, N. C.
Rivers, David F., A.B., Roger Williams Washington, D. C.

Chemistry
Nelson, James H. Galesburg, Ill.

Gynecology and Surgery
Scott, Stuart L., M.D., Meharry Staunton, Va.
Jones, Grandison A., A.B., M.D., Shaw Washington, D. C.

Dental College

Seniors

Armstead, Lucius A. Mobile, Ala.
Cassiss, Oliver C. Jamaica, B. W. I.
Clark, William F. Selma, Ala.
Darrell, Amy L. Bermuda, B. W. I.
Diggs, Marion Boonville, Mo.
Edwards, Thomas W. Washington, D. C.
Ford, William J. Williamsport, Pa.
Hargrave, Charles R. Cadiz, O.
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<td>Bailey, Charles A.</td>
<td>Birmingham, Ala.</td>
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<td>Biggs, Walter S.</td>
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**Middlers**

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<td>Anderson, Benjamin J.</td>
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<td>Wint, Amos O.</td>
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**Juniors**

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<td>Hairston, Charles</td>
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<tr>
<td>Hearne, John W.</td>
<td></td>
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<tr>
<td>Johnson, Oscar R.</td>
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<td>Jones, William</td>
<td></td>
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<tr>
<td>Lewis, Stephen J.</td>
<td></td>
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<tr>
<td>Littlejohn, George B.</td>
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<tr>
<td>Marshall, Oscar W.</td>
<td></td>
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<tr>
<td>Miller, Francis E.</td>
<td></td>
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<tr>
<td>Reed, Alfred S., A.M., Roger Williams and Virginia University</td>
<td></td>
</tr>
<tr>
<td>Rivera, Alexander</td>
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<tr>
<td>Smith, Elliott M.</td>
<td></td>
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<tr>
<td>Sykes, George J.</td>
<td></td>
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<tr>
<td>Thompson, Samuel B.</td>
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<tr>
<td>Thurman, Frank S.</td>
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<tr>
<td>Walton, Benjamin A.</td>
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<td>Watkins, Thomas</td>
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<tr>
<td>Williams, Robert L.</td>
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</tbody>
</table>

**Special Students**

**ANATOMY, CHEMISTRY, PHYSIOLOGICAL LABORATORY AND HISTOLOGY**

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
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<tbody>
<tr>
<td>Hickman, F. E.</td>
<td>Xenia, O.</td>
</tr>
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<td></td>
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**PORCELAIN AND PROSTHETIC**

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Davis, Lional O.</td>
<td>New Amsterdam, B. W. I.</td>
</tr>
</tbody>
</table>

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HOWARD UNIVERSITY

PHARMACEUTIC COLLEGE

Seniors

Albert, Ada C.          Washington, D. C.
Batey, Olivia           Augusta, Ga.
Brownley, Benjamin P.   Princeton, N. J.
Cox, Le Roy             Camden, Ark.
Dickson, Michael M., M.D., Howard
gates, George H.         San Antonio, Texas
Gray, William B.         Cumberland, Md.
Milliard, Peter          Johnstown, Pa.
Moore, Alexander T.      British Guiana.
Taylor, John F.          Manchester, Va.

Middlers

Arnett, D. A. Payne     Wilberforce, O.
Bailey, Paul N.          Fayetteville, N. C.
Baskerville, William H.  Boydton, Va.
Boston, Joseph D.        Baltimore, Md.
Butcher, George H.       Carlisle, Pa.
Ford, William H.         Corpus Christi, Tex.
Forsythe, William A.     Augusta, Ga.
Harris, Alphonzo J. H. T. Washington, D. C.
Houston, Evelyn G.       Atlanta, Ga.
McNeill, Luther E.       Wilmingto, N. C.
Matthews, Richard W.     Petersburg, Va.

Juniors

Bacchus, Frank V.        Richmond, Va.
Brown, Fairfax, A.B., Cornell
Brown, Lewis J.          Washington, D. C.
Butler, Robert W.        Brooklyn, N. Y.
Crews, Minnie A.         Jacksonville, Fla.
Fitzgerald, John L.      Washington, D. C.
Green, William F.        Baltimore, Md.
Hailstorks, Charles W.   Baltimore, Md.
Howley, Eugene E.        Washington, D. C.
Johnson, James B.        New York, N. Y.
Moore, Charles W.        Ft. Smith, Ark.
Rice, Charles F. W.     New Orleans, La.
Richardson, John D., A.B., Livingstone
Scot, Edward F.          Gastonia, N. C.
Shaw, Clarence E.        Maryville, Tenn.
Simmons, Walter C.       Louisville, Ky.
Stephens, Frank S., B.S., Walden University
Terrell, Alexander       Hunterville, N. C.
Thomas, Archibald S.     Washington, D. C.

Little Rock, Ark.

Harrisonburg, Va.

Baltimore, Md.
### STUDENTS—THE COMMERCIAL COLLEGE

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Thomas, Joseph H.</td>
<td>Sparrows Point, Va.</td>
</tr>
<tr>
<td>Thompson, Hetta H. H.</td>
<td>Mobile, Ala.</td>
</tr>
<tr>
<td>Weaver, Frank H.</td>
<td>Baltimore, Md.</td>
</tr>
<tr>
<td>Williams, Leroy T.</td>
<td>Charleston, S. C.</td>
</tr>
<tr>
<td>Wormley, Leon S.</td>
<td>Washington, D. C.</td>
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#### Summary

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Seniors</td>
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<td>Juniors</td>
<td>32</td>
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<td>Sophomores</td>
<td>34</td>
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<td>Freshmen</td>
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<td>Dental Seniors</td>
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<td>Dental Middlers</td>
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<td>Dental Juniors</td>
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<td>Pharmaceutic Seniors</td>
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<td>Pharmaceutic Middlers</td>
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<td>Pharmaceutic Juniors</td>
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<td>Special Students</td>
<td>12</td>
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<td><strong>Total</strong></td>
<td><strong>284</strong></td>
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#### THE COMMERCIAL COLLEGE

### First Year

- Barnhill, Leonard
- Berry, Ida R.
- Brooks, Philip F.
- Carter, Theodore C.
- Cook, Luther E.
- Cunningham, Hilda
- Donnelly, Arthur R.
- Gordon, James R.
- Hardon, Marie E.
- Holmes, Oscar
- Jones, Franklin
- Kase, Isabella
- Milburn, William A.
- Jones, Charlie C.
- Norwood, Lincoln H.
- Parks, Wilbert
- Robinson, Hyland C.
- Tibbs, Walter E.
- Trapp, Rebecca
- Turner, Edward
- Turner, George
- Watson, Blanche R.
- Zeigler, Edith M.

- Princeton, N. J.
- Manassas, Va.
- Plains, Va.
- Elkrun, Va.
- Danville, Va.
- Jamaica, B. W. I.
- Marion, S. C.
- Princeton, N. J.
- Quincy, Fla.
- Washington, D. C.
- Edgefield, S. C.
- Keokuk, Iowa.
- Wilmington, Del.
- Memphis, Tenn.
- Washington, D. C.
- Jersey City, N. J.
- St. Augustine, Fla.
- Charleston, W. Va.
- Washington, D. C.
- Richmond, Va.
- Quincy, Fla.
Alexander, Cora
Dickerson, Willis C.
Donohoo, Jacob
Greene, Mabel L.
Kilbreth, Helen E.
Naurice, Louise
Sewell, Annie R.
Stovall, Gossie
Thomas, Maggie E.
White, Carrie
White, Mamie L. A.

Philipsburg, Pa.
Helena, Ark.
Washington, D. C.
Staunton, Va.
Washington, D. C.
Washington, D. C.
Washington, D. C.
Geneva, N. Y.
Lynchburg, Va.

Brown, Scott B.
Curley, Clarence B.
Richie, Emory W.
Tipton, Andy R.

Montgomery, Ala.
Memphis, Tenn.
Abbeville, S. C.
Washington, D. C.

Giles, William D.
Hanson, McCoy
Harvey, Robert L.
Morris, Adella
Parker, John R.

Quincy, Ill.
Washington, D. C.
Washington, D. C.
Washington, D. C.
Washington, D. C.

Boone, William H.
Butler, Chas. M.
Evans, Flora
Francis, David R.
Jackson, Cornelia F.
Jones, J. W.
Kane, Luther
Lucky, Clara
Miller, Francis de Sales
Simmons, Augusta
Thirkield, Wilbur G.
Watson, Harry
Willis, L. R.

Ellicott City, Md.
Washington, D. C.
Augusta, Ga.
St. Louis, Mo.
Washington, D. C.
Victoria, Texas.
Orange, Texas
St. Louis, Mo.
Washington, D. C.
Louisville, Ky.
Washington, D. C.
Asbury Park, N. J.
Buxton, Iowa.

Fourth Year
Third Year
Second Year
First Year
Special Students

Summary

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<th>Level</th>
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<td>Fourth Year</td>
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<td>Second Year</td>
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<td>First Year</td>
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<tr>
<td>Special</td>
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<tr>
<td>Students</td>
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<td>Total</td>
<td>56</td>
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STUDENTS—THE SCHOOL OF LAW

THE SCHOOL OF LAW

Seniors

Adams, Spencer, B. S.
Browne, Howard, R. M.
Bentley, William H.
Cox, M. B. Lecompton
Cohran, William W.
Chambliss, Luther L.
Carter, Charles C.
Duke, Richard M.
Edwards, Horace R.
Gamble, Robert S.
Griggs, William H.
Henry, Peter J.
Lightfoot, James A.
Lee, Jabez
Lathers, Christopher C., A. B.
Meriwether, Robert H.
Manns, Charles A. A. B.
McIntosh, Fred D.
Randolph, Oliver M., A. B.
Smith, Rutherford B. H.
Spears, James A.
Taylor, John L.
Walker, William R.
Wilson, John H.
Wilson, William T.
Young, James M. H.

Rockdale, Tex.
Kansas City, Kan.
Memphis, Tenn.
Barbados, B. W. I.
Oxford, Miss.
Dadeville, Ala.
Hearne, Tex.
Charleston, Miss.
Okolona, Miss.
Coldwater, Miss.
Dallas, Tex.
Berlin, Md.
Richmond, Va.
Washington, D. C.
Dyersburg, Tenn.
Washington, D. C.
Lincoln, Ill.
Wharton, Tex.
Okolona, Miss.
Pass Christian, Miss.
Westchester, Pa.
Hannibal, Mo.
Tuskegee, Ala.
Charlottesville, Va.
Washington, D. C.
Louisville, Ky.
Batesville, Miss.

Middlers

Altiery, Genaro
Bailey, William A.
Barnett, Charles W.
Bennett, Joshua R.
Corbett, Chesley E.
Coleman, William A.
Cuney, Charles S.
Douglass, Frederick J.
Fonville, Cornelius H.
Floyd, James E.
Green, Matthew T.
*Green, Waverly D.
Green, William C.
Harrison, James M.
Jones, Richard P.
Kane, Luther D.

Porto Rico
Washington, D. C.
Brandon, Miss.
Giddings, Tex.
Yanceyville, N. C.
Washington, D. C.
Galveston, Tex.
Institute, W. Va.
Wilmington, N. C.
Meridian, Miss.
Paris, Ky.
Washington, D. C.
Galveston, Tex.
Norfolk, Va.
Atlanta, Ga.
Orange, Tex.

*Deceased.
Longwood, Bee
Lovett, Miss Selina B.
Milton, Richmond
Manning, Samuel T.
Miller, Thomas B.
Neal, Joseph P.
Paige, R. G. Leslie
Randall, Philip J. C.
Smith, Henry M.
Spears, Isaiah
Stith, Robert C.
Scott, Edward L.
Sykes, William H.
Taylor, Ocea
Tignor, Clarence W.
Umstead, Lewis J.
Wells, Frank
White, John W.

St. Augustine, Fla.
Norfolk, Va.
Marianna, Fla.
Jacksonville, Fla.
Washington, D. C.
Winston-Salem, N. C.
Berkeley, Va.
Macon, Ga.
Washington, D. C.
Pensacola, Fla.
Norfolk, Va.
Brenham, Tex.
Savannah, Ga.
Tuscaloosa, Ala.
Washington, D. C.
Washington, D. C.
Manassas, Va.

Anthony, M. Freeman
Byron, Frank A.
Botts, Fontaine S.
Brokenburr, Robert L.
Browder, John
Brown, Robert A.
Campbell, Arthur
Cardwell, Jr., Hunter H.
Crampton, Benjamin P.
Dudley, Samuel M.
Drake, John D.
Derricks, Jacob J.
Daniel, Allen M.
Eberhardt, Julian H.
Fulford, William H.
Hubert, Elwood G.
Hendrickson, Gus J.
Jordan, David E. V.
Johnson, Robert L.
Lewis, Jr., W. Benjamin
Lilly, William E.
Martin, Chester R.
Morton, Solomon S.
McLaurin, Sylvester L.
Newsome, Harvey M.
Parker, William A.
Scott, James H.
Shields, Henri W.
Shellman, Wilfred F.
Smith, Oscar H.
Scott, Nathan A.

Scottland Neck, N. C.
Chicago, III.
Clifton Station, Va.
Phoebus, Va.
Petersburg, Va.
Washington, D. C.
Baltimore, Md.
Charlotte, N. C.
Mobile, Ala.
Buxton, Iowa
New York City, N. Y.
Harpers Ferry, W. Va.
Chattanooga, Tenn.
Newbern, N. C.
Wilmington, Del.
Asbury Park, N. J.
Memphis, Tenn.
Memphis, Tenn.
Birmingham, Ala.
Chattanooga, Tenn.
Washington, D. C.
Abbeville, S. C.
Raleigh, Miss.
Covington, Va.
Newport News, Va.
Washington, D. C.
Brooklyn, N. Y.
Savannah, Ga.
Bowling Green, Ky.
Laneville, Ala.
STUDENTS—THE ACADEMY

Tavernier, Clifford H.
Thomas, Andrew M.
Thompson, Harry H.
Tignor, Harry L.
Vergara, Felipe G.
Wilkinson, Garnet C., A. B.
Williams, James E.

Barbados, B. W. I.
San Antonio, Tex.
Mars Hill, Ark.
Washington, D. C.
San Juan, Porto Rico
Oberlin, Ohio
Galveston, Tex.

Special Students

Meadows, William Joseph G.
Taylor, Richard

Raleigh, N. C.
Yorktown, Va.

Summary

Seniors 27
Middlers 34
Juniors 38
Special Students 2
Total 101

THE ACADEMY

Seniors

Boltz, Georgia C.
Gilbert, Ruth M.
Giles, Robert E.
Griffith, Major R.
Gowens, Willard Q.
Herriott, Charles E.
Hunt, John R.
McNeill Armineta
Moore, Joseph N.
Nelson, Thomas W.
Nesby, Laura Anna
Scott, Harry L.
Stovall, Mamie J.
Warricks, John T.
Williams, Nimdro L.
Wright, James A.
Young, Carl A.

Mobile, Ala.
New York, N. Y.
Quincy, Ill.
Washington, D. C.
Washington, D. C.
Washington, D. C.
Annapolis, Md.
Batesville, Miss.
Sedalia, Mo.
Manchester, Va.
Washington, D. C.
Reistertown, Md.
Benning, D. C.
Hancock, Md.
Baltimore, Md.
Cincinnati, Ohio

Middlers

Brooks, Howard A.
Brown, Robert L.
Brown, James B.
Brown, John H., Jr.
Brown, Mabel S.
Cook, Christopher C.
Cooper, Irene H.

Calvert Co., Md.
Camden, S. C.
Charleston, W. Va.
Wilmington, N. C.
West Orange, N. J.
Richmond, Va.
Roanoke, Va.
Howard University

Davis, David A.
Doggett, Robert G.
Gilbert, William H. C.
Hayson, Merriam C.
Hilyer, Gale P.
Hypsher, John R.
Jewett, Percey E.
Jones, John B. Jr.
Kyle, George A.
Locke, Benjamin H.
Mitchell, Harry G.
Neely, Thomas B.
Payne, Florence I.
Porter, Edward J.
Sedgwick, Charles S.
Titus, James L.
Vassar, Rosa A.
Vickers, Thomas R.
Washington, Charles B.
West, Alice G.
Williamson, Walter W.

Galveston, Texas
Calvert, Texas
New York
Kenilworth, D. C.
Washington, D. C.
Morristown, Pa.
Hopewell, Md.
Memphis, Tenn.
Indianapolis, Ind.
Baltimore, Md.
Asbury Park, N. J.
Newberry, S. C.
New York
Nashville, Tenn.
Upper Marlboro, Md.
Berea, Ky.
Lynchburg, Va.
New York
Lovejoy, Ill.
Charlottesville, Va.
Washington, D. C.

Sub-Middlers

Baltimore, Leon C.
Beamon, Reginald
Bean, George W.
Berry, Isaac R.
Blake, Florence L.
Brooke, Clarence T.
Brown, Edna M.
Brown, Thomas I.
Bugg, Jimmie B.
Butler, Felix E.
Carr, Ethel A.
Cherry, Joseph B.
Chinn, Calpurnia M.
Clark, Mattie L.
Cook, Nelton E.
Desmukes, Albert D.
Durrah, Fred F.
Foster, Leon L.
Fowles, George V.
Goggins, James B.
Hays, William S.
Johnson, J. R.
Jones, James E.
Jones, Lillian E.
Kelley, Bernard H.
Lewis, Thomas F.
Luck, Jeremiah, Jr.
Makanya, Arthur E.

Alexandria, Va.
Newport News, Va.
Paguete West, Bermuda
Rodice, Texas
Homestead, Pa.
Fredericksburg, Va.
Washington, D. C.
Jamaica, B. W. I.
Lynchburg, Va.
Miami, Florida
Parkersburg, W. Va.
Columbia, S. C.
Denver, Col.
Keysville, Va.
Washington, D. C.
Gonzales, Texas
Spartanburg, S. C.
Syracuse, N. Y.
Key West, Fla.
Abbeville, S. C.
Lynchburg, Va.
Owensburg, Ky.
Spartanburg, S. C.
Greenville, Miss.
Washington, D. C.
Washington, D. C.
Danville, Va.
St. Louis, Mo.
STUDENTS—THE ACADEMY

McGuire, Robert G.
McFarland, Boone C.
Milton, Isaac J.
Peebles, Frank R.
Roberts, William H.
Smith, Ardell M.
Taggart, Thomas
Taylor, Anna E.
Thompson, Maud G.
Totten, Grasty
Williams, John C.
Williams, Robert L.
Wilson, Boyd B.
York, William H.

Adams, Agnes A.
Adams, Charles S.
Allen, Samuel A.
Alleyne, Albert
Ball, Otos T.

Baltimore, C. F.
Bell, Perry M.
Berless, Sadie E.
Blaney, Lilton D.
Blount, Joseph T.
Boyd, Blanchard E.
Boyd, Mattie L.
Bristol, Archibald H.
Brown, Charles I.
Buckner, Roscoe
Burke, Stephen E.
Bush, Ada C.
Caldwell, Thornton
Carpenter, Fannie M.
Carter, Roscoe W.
Cary, Lawrence B.
Chance, W. C.
Chandler, Monroe G.
Chiles, Edward T.
Chiles, Howard
Claghorn, Walter T.
Clark, James B.
Colby, Albert E.
coles, Leonard
Connolly, W. S.

Cooper, Emma
Cooper, Eva J.
Cooper, Oscar J.

Monmouth Beach, N. J.
Washington, D. C.
Steelton, Pa.
Washington, D. C.
Lynchburg, Va.
Lynchburg, Va.
Abbeville, S. C.
Washington, D. C.
Mobile, Ala.
Danville, Va.
Memphis, Tenn.
Brooklyn, N. Y.
Washington, D. C.
Springfield, Ill.

Juniors

Washington, D. C.
Bookdale, Texas
Mt. Holly, N. J.
Port of Spain, Trinidad
Burgess Store, Northumberland Co.
Alexandria, Va.
Lexington, Ky.
Washington, D. C.
Baltimore, Md.
Hillsdale, D. C.
Mobile, Ala.
Prescott, Ark.
Newark, N. J.
Washington, D. C.
Charlottesville, Va.
Orange, N. J.
Covington, Ky.
Garfield, D. C.
Denver, Colo.
Washington, D. C.
Macon, Va.
Parmalee, N. C.
New York
Abbeville, S. C.
Due west, S. C.
St. Kitts, B. W. I.
Amherst Co., Va.
Nassau, Bahama
Charlottesville, Va.
East End, Grand Cayman, B. W. I.
Washington, D. C.
Denver, Colo.
Washington, D. C.
Copeney, Alonzo
Cruikshank, Archibald
Dade, Lemuel C.
Davis, Charles A.
Davis, T. R.
DePeza, James H.
Derricks, Archibald
DeVere, Leopold
Drewry, Harry B.
Eberhardt, Julian
Edwards, Carlotta
Ennis, Mary M.
Evans, Albert
Falu, Narciso
Fitzpatrick, Frank N.
Fletcher, George L.
Gains, Eyarts
Gaines, Joseph H.
Garrett, Ora K.
Hargraves, Nellie C.
Harris, Charles Y.
Herring, Vernon L.
Hogland, Royal
Holliday, William N.
Holmes, Oscar B.
Holmes, Philip A.
Houston, Lucie O.
Howard, Ethel
Howard, Louis C.
Howell, Hugh G.
Hunter, Alonzo
Itil, James
Isaac, Athill
Jackson, Laura L.
Johnson, Fred N.
Johnson, Lawrence
Johnson, Robert L. Jr.
Johnson, W. Burnett
Jones, Leo S.
Kendrick, Matt
Lee, Lena A.
Lee, James E.
Lewis, Isabel V.
Lewis, Bessie B.
Lewis, John H.
Logan, William E.
McKinney, Arthur B.
Manuel, Harry B.
Mason, Charles H.
Modest, Clara J.
Mullen, Hattie

Swanannaa, N. C.
British Guiana
Purcellville, Va.
Elizabeth, N. J.
Fort Smith, Ark.
New York
Santo Domingo
St. Christopher, B. W. I.
Baltimore, Md.
Chattanooga, Tenn.
Charlestown, S. C.
Baltimore, Md.
Sparta, Tenn.
Pan Juan, P. R.
Barbadoes, B. W. I.
Atlanta, Ga.
Washington, D. C.
Snow Hill, Ala.
St. Louis, Mo.
Danville, Va.
Washington, D. C.
Greensboro, N. C.
New Brunswick, N. J.
Plainfield, N. J.
Washington, D. C.
Washington, D. C.
Staunton, Va.
Washington, D. C.
Washington, D. C.
St. Louis, Mo.
New York
Barbadoes, B. W. I.
St. John's, Antigua
Richmond, Va.
Washington, D. C.
Portsmouth, Ohio
Brookwood, Va.
Washington, D. C.
Montgomery, Ala.
Buxton, Iowa
Atlanta, Ga.
Palls Church, Va.
Washington, D. C.
Uniontown, Pa.
British Guiana
New York
Washington, D. C.
St. Louis, Mo.
Portsmouth, Ohio
Washington, D. C.
Washington, D. C.
<table>
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<td>Newman, Ruby A</td>
<td>Washington, D. C</td>
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<td>Nichols, Benjamin E</td>
<td>New York</td>
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<td>Parker, Alice</td>
<td>Clifton, Va.</td>
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<td>Paylor, Rachel A</td>
<td>Mebane, N. C.</td>
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<td>Peters, John H</td>
<td>Brownsburg, Va.</td>
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<tr>
<td>Peyton, Mary L</td>
<td>Washington, D. C.</td>
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<tr>
<td>Phillips, Charles H</td>
<td>Cairo, Ill.</td>
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<tr>
<td>Posey, Clarence E</td>
<td>Findlay, Ohio</td>
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<td>Prather, Darius</td>
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## REPRESENTATION BY STATES AND FOREIGN COUNTRIES

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### STUDENTS—GENERAL SUMMARY

**GENERAL SUMMARY**

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Names duplicated because of students taking special studies in different departments: 6

Correct Total: 1011
ANNOUNCEMENTS

FORTIETH ANNIVERSARY OF HOWARD UNIVERSITY
AND INAUGURATION OF THE PRESIDENT

November 14, 15, 1907

These days have been set apart by the Board of Trustees for the Inauguration of President Thirkield, and for the formal observance of the Fortieth Anniversary of the founding of the University. While the program is not yet definitely fixed, yet it is expected that on Thursday, the 14th, there will be a reunion of the alumni of all the departments of Howard University, with appropriate addresses and a musical program.

On the 15th the formal Inauguration of President Thirkield will take place. Representatives of some of the leading universities are expected to be present, and distinguished representatives of the universities and of the Nation will make addresses.

On the evening of the 15th, the exercises in connection with the observance of the Fortieth Anniversary will take place in the First Congregational Church, Tenth and G Streets, N. W. The historical address will be given by the Rev. Cornelius H. Patton, D.D., Secretary of the American Board, son of the reverend Dr. W. W. Patton, for many years President of Howard University. The full program will be announced later.

TO THE ALUMNI

It is very desirable that a complete list of the alumni of the university should be on file in the office of the President. After diligent effort during the year there are on our list hundreds of names without addresses. Will every alumnus, who has not responded to a previous request, promptly send his address, together with addresses of all alumni known to him?
The aim of Howard University is to lift the Negro to the level of modern civilization. The graduates of Howard and other institutions of like aim are forming centers of civilized influence in all parts of the land, and we confidently believe that these grains of leaven will ultimately leaven the whole lump. Howard is primarily an institution of liberal culture. It has Preparatory, Normal, Collegiate, Theological, Law, and Medical Departments, the variety and extent of whose curricula are quite abreast with the approved standards in similar institutions for the white race.

Students who come to Howard are for the most part very poor, and are dependent upon their own efforts for support. One of the most distinguished graduates the university has ever turned out walked all the way from Alabama to Washington in order to enter school. The late Henry George might have found among these pupils numerous striking illustrations of 'Progress and Poverty.'

One of the strongest claims for the higher education of the Negro is that it will stimulate dormant industrial capacities of the race.* The surest way to incite a people to meet the material demands of life is to teach them that life is more than meat.

It is often charged that the higher education lifts the Negro above the needs of his race. Howard University is a standing refutation of this charge; it has touched the life of, perhaps, a majority of the most eminent colored men in America. She reckons among her alumni many of the leading Afro-Americans in all lines of endeavor.

Prof. Hugh M. Brown is principal of the Institute for Colored Youth, in Philadelphia, whose leading purpose is to prepare teachers industrially for work in the South. Mr. Brown taught for a number of years at Hampton Institute, and his advocacy of manual training as a means of race development is scarcely less emphatic than that of Booker T. Washington himself. Prof. William H. H. Hart, who walked from Alabama to Washington, is founder and principal of the Hart Farm School, which takes neglected waifs from the slums and alleys of the city and transforms them into useful and enthusiastic agricultural workers. Hon. John H. Smythe, ex-minister to Liberia, is founder and manager of the Juvenile Reformatory of Virginia. The institution has two thousand acres of land, where juvenile offenders are sent by the State of Virginia, so as to separate them from the hardened

criminal adults in the State prison, and also to reform their evil tendencies and develop in them intelligent industrial habits. Mr. Smythe has about one hundred wards, and his success has received the highest commendation of the State authorities.

"Mr. William E. Benson is the promoter of an industrial settlement at Kowaliga, Alabama. He has secured seven thousand acres of land and is developing a thriving Negro community on the basis of industrial thrift and co-operation. Ex-Congressman Geo. H. White has secured two thousand acres of land near Cape May, N. J., and has established a town which bears his own name, as a sort of refuge for thrifty Negroes who are dissatisfied with conditions in the South. Prof. James M. Gregory is principal of the State Industrial School of New Jersey for the education of colored youth. These are but a sample of the alumni of Howard who are devoting their energies to the social and industrial betterment of the masses.

"Colored youths in increasing numbers are entering Northern Universities, and are gaining distinction, both in the intellectual and the athletic arena. Some go so far as to deprecate the existence of distinct higher institutions for the Negro, claiming that the few capable colored men can find accommodation in the larger white schools. It is by no means certain just how many Negroes would be received by a Northern College before the strenuous protest would arise that the black element is becoming 'too numerous.' The Northern College is not apt to inspire the Negro with enthusiasm and zeal for the work which Providence has assigned him. Neither is the Negro student likely to develop initiative and self-reliance. The social separation of the races in America renders it imperative that the professional classes among the Negroes should be recruited from their own ranks.

"The Medical Department of the University has had the largest and most conspicuous success. Perhaps one-third of all the colored doctors in the country are graduates of this institution. The Negro physician is really a missionary of good health. Howard University has furnished the colored race with about half of its lawyers. Careful investigation shows that they are generally successful and useful men in their several communities.

"The Theological Department of Howard University is unique among theological seminaries. It is of an undenominational character; faculty and students represent the various modes of belief and forms of worship that prevail in the Protestant Church. The Theological graduates are among the most influential members of the different denominations represented by Negro churches, and some of them are engaged in missionary work both at home and in the foreign fields.

"Howard University, located at the National Capital, with facilities equal to the best educational demands, affording opportunity for close observation of the machinery of the government, and with a student body in natural sympathy with the 'lesser breeds,' seems destined to become, in a broader and wider sense, the national university of the colored race.

"From this unique center of advantage and opportunity, her lines go out to the remotest ramifications of our national domain. From this wide area she draws in the picked youth of an awakening race and
HOWARD UNIVERSITY.

sends them forth equipped with requisite knowledge and imbued with a sense of service. She holds a peculiarly important place in the educational scheme of the Negro race and in its general social development. Her widespread influence goes out and reaches down and lifts up. A university, adequately equipped, capably administered, whose courses and methods are in harmony with the best approved standards, and whose traditions and ideals evoke the highest enthusiasm and aspiration of its constituents, typifies and expresses the chief hope in the progress of any people. This is the aim of Howard University; and to this end she appeals for sympathy, encouragement and support to all who believe that in the scheme of human development the mind must quicken and stimulate the masses.”

By Prof. Kelly Miller.
VIEWS OF HOWARD UNIVERSITY

MAIN HALL
WITH HOWARD AVENUE, LEADING FROM SEVENTH STREET (BRIGHTWOOD AVENUE)

AVENUE ALONG SOUTH SIDE OF CAMPUS
LEADING TO PRESIDENT'S HOUSE
VIEWS OF HOWA

PANORAMA
WITH LAKE AND SOLDIERS

CLASS IN BIOLOGY

Published by Digital Howard @ Howard University,

WOOD-WOF

INDUSTR
129
OF CAMPUS
Home Park on the Right

KING SHOP
AL HALL

http://dh.howard.edu/hurecord/vol1/iss2/1

AMPHITHEATRE
MEDICAL BUILDING
VIEWS OF HOWARD UNIVERSITY

VIEW OF CAMPUS FROM FREEDMEN'S HOSPITAL

MEMORIAL CHAPEL
WHERE DAILY CHAPEL EXERCISES, SUNDAY VESPERS AND LECTURES ARE HELD

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