EDITORIALS

THE INAUGURATION OF PRESIDENT J. STANLEY DURKEE

IMPRESSIONS OF MY EUROPEAN TRIP
Mary Church Terrell

ARCHITECTURE—A CULTURE STUDY
William A. Hazel

HOWARD ALUMNI YOU OUGHT TO KNOW

ALUMNI NOTES

UNIVERSITY NOTES

UNDERGRADUATE LIFE

COUNTERWEIGHTS

PUBLISHED BY HOWARD UNIVERSITY in January, February, March, April, May, June, November, and December. Entered as second-class mail matter at the Washington City Post Office.

PRICE PER COPY, TEN CENTS. SUBSCRIPTION PRICE, SEVENTY-FIVE CENTS
Kuppenheimer Clothes are Worth Waiting for

We simply can't get enough Kuppenheimer suits and overcoats to supply the tremendous demand this season. When we do get them, they go out before we can build up the variety that we should like to maintain.

We may have just the right Kuppenheimer suit or overcoat for you now. If so, you'd better come after it. If we haven't, you'll surely agree that they're worth waiting for a little while.

Price $35 to $65

Grosner's
1013 Penn. Ave. N.W.

The Store where Quality Counts
A Gateway—Electrical

ONLY a forty-foot gateway bounded by two brick pilasters and ornamental lamps, but unlike any other gateway in the entire world.

For back of it is the General Electric Company's main office building, accommodating 2300 employees. And just next door is its laboratory with the best equipment for testing, standardizing and research at the command of capable engineers. Then down the street—a mile long—are other buildings where everything electrical, from the smallest lamp socket to the huge turbines for electrically propelled battleships, is made by the 20,000 electrical workers who daily stream through.

What a story this gate would tell, if it could, of the leaders of the electrical industry and business, of ambassadors from other institutions and from foreign lands.

The story would be the history of electric lighting, electric transportation, electric industrials and electricity in the home.

This gateway, as well as the research, engineering, manufacturing and commercial resources back of it, is open to all who are working for the betterment of the electrical industry.

Illustrated bulletin, Y-863, describing the company's several plants, will be mailed upon request. Address General Electric Company, Desk 43, Schenectady, New York.

General Electric Company

Published by Digital Howard @ Howard University,
THE HOWARD UNIVERSITY RECORD

BOARD OF EDITORS

FACULTY
G. M. Lightfoot, A. B.
Editor-in-Chief
T. W. Turner, A. M.
E. A. Cook, Ph. D.
E. C. Terry, M. D.
D. O. W. Holmes, A. M.
L. D. Turner, A. M.
W. Bauduit, S. M.

STUDENTS
N. L. McGhee, '20
G. H. Parrish, '20
W. A. Thomas, '20
W. S. Nelson, '20
Inabel Burns, '20
Dorothy M. Davis, '21

President J. Stanley Durkee, A. M., Ph. D., Consulting Editor

MANAGERS
R. E. Carey, A. B., Business
S. M. Douglass, '20, Asst. Business
H. A. Carter '21, Circulating

HUMORISTS
George Green, '21
W. J. Carter, Jr., '20

Price per Copy, Ten Cents
Subscription Price, Seventy-Five Cents

CONTENTS

Editorials
The Inauguration of President J. Stanley Durkee
Impressions of My European Trip
Mary Church Terrell
Architecture—A Culture Study
William A. Hazel
Howard Alumni You Ought to Know
Alumni Notes
University Notes
Undergraduate Life
Counterweights

Published by Digital Howard @ Howard University,
HOWARD UNIVERSITY
BOARD OF TRUSTEES

Ex-Chief Justice STANTON J. PEELLE, LL. D., President of Board of Trustees
J. STANLEY DURKEE, A. M., Ph. D., President of the University
EMMETT J. SCOTT, A. M., LL. D. Secretary—Treasurer

Term expires 1920

Mr. JOHN T. EMLEN, Philadelphia, Pa.
THOMAS JESSE JONES, Ph. D., Washington, D.C.
Rev. JENSEN E. MOORLAND, D. D., Washington, D.C.
Hon. JAMES C. NAPIER, LL. D., Nashville, Tenn.
CHARLES B. PURVIS, M. D., Boston, Mass.
Justice WENDELL PHILLIPS STAFFORD, Washington, D.C.
JAMES H. N. WARING, M. D., Kings Park, L. I.
MARCUS P. WHEATLAND, M. D., Newport, R. I.

Term expires 1921

ROLFE COBLEIGH, Boston, Mass.
Justice GEORGE W. ATKINSON, LL. D., Washington, D.C.
ANDREW F. HILVER, LL. D., Washington, D.C.
Ex-Chief Justice STANTON J. PEELLE, LL. D., Washington, D.C.
Rev. CHARLES H. RICHARDS, D. D., New York City.

Term expires 1922

Justice JOHN BARNARD, LL. D., Washington, D.C.
WILLIAM V. COX, A. M., Washington, D.C.
Rev. FRANCIS J. GRIMKE, D. D., Washington, D.C.
Bishop JOHN HURST, Baltimore, Md.
Hon. CONO H. RUDOLPH, Washington, D.C.

HONORARY MEMBERS

Mr. JOHN A. COLE, Chicago, Ill.
Bishop BENJAMIN F. LEE, D. D., Wilberforce, Ohio.
Mr. HENRY E. PELLEW, Washington, D.C.
Hon. JOSEPH D. SAYERS, Austin, Texas.
Hon. WILLIAM H. TAFT, LL. D., New Haven, Conn.
Bishop WILBUR P. THIRKIELD, LL. D., New Orleans, La.

PATRON EX-OFFICIO

Hon. FRANKLIN K. LANE, Secretary of the Interior
Professor George Morton Lightfoot, Head of the Department of Latin, has been appointed Editor-in-Chief of The Record, to succeed Professor G. David Houston.*

EDITORIAL REPORT OF THE INAUGURATION OF PRESIDENT DURKEE.

The Howard University Record, the mouthpiece of the undergraduates, graduates, faculties and friends of Howard University, desires to extend to Dr. J. Stanley Durkee heartiest congratulations and generous good wishes on the occasion of his formal induction into the presidency of the institution on Wednesday, November 12, 1919, and to wish for him a complete realization of his plans and policies for the enlargement of the facilities and usefulness of the University to the end of establishing the "Greater Howard."

So far as the limitations of space will permit, this issue of The Record will endeavor to exhibit to its readers some account of the scenes and utterances of that significant occasion, which the adherents of the University fondly hope will prove to be epoch-making.

From every section of the country came accredited delegates of noted colleges and universities of both races, and, in several instances foreign universities gave credentials to scholars to act as envoys from these famous institutions of learning.

The Mexican Ambassador, the Minister from Bolivia, the Liberian Consul-General, the Belgian Minister, and the United States Consul to Madagascar accepted invitations to be present and gave diplomatic recognition to the ceremonies.

Promptly at 10:30 a.m. on Wednesday, November 12, the inaugural procession, led by the Marshal-in-Chief, Professor William V. Tunnell, marched from the Carnegie Library between two lines of students, ex-

*Fortunate indeed are we to secure for this year the services of such a worker and lover of Howard. Professor Lightfoot places at our disposal his scholarly attainments, his great experience, and his hearty co-operation. We here extend to Professor Lightfoot the hearty support and good will of the students and faculty, as well as the alumni, of the University in his efforts to continue the excellent standards of the "monthly letter" from Alma Mater. J.S.D.
tending from the beginning to the end of the route, to the Andrew Rankin Memorial Chapel, where the exercises of induction were held. The members of the faculty and representatives of the colleges and universities were attired in academic cap and gown, with hoods, representing their various degrees and institutions, which lent color and dignity to the scene.

In the Chapel the President of the Board of Trustees, the President-elect, the Secretary-Treasurer of the University, the participants on the programme, the Deans and other administrative officers of the University occupied the platform. The delegates and guests were assigned places in front of the platform. Behind them came the Alumni and undergraduates and holders of tickets, while the faculty filled the side sections of the chapel.

In the absence of the President of the Board of Trustees, ex-Chief Justice Stanton J. Peele, Justice Wendell Phillips Stafford, presided.

Inspiring and impressive music was rendered by the University Orchestra and by the University Choir. The hymn, "God of Our Fathers," was sung by the congregation.

At a later stage of the program, the audience was charmed and thrilled by two solos, artistically and effectively rendered by the famous tenor, Mr. Roland Hayes, of Boston, Mass.

The invocation was offered by the Right Reverend J. W. Hamilton, Washington, D. C., Bishop of the Methodist Episcopal Church, and Chancellor of the American University.

The presentation of the Charter, Seal and Keys of the University was made by the presiding officer, Justice Stafford. The Charter was borne by Professor William H. Richards, Secretary of the School of Law. The Seal and Keys were borne by Dr. Emmett J. Scott, Secretary-Treasurer of the University. Justice Stafford's exquisitely proportioned speech of presentation, as well as the fitting words of acceptance by President Durkee, is published in another part of this issue. The broad-minded and forceful inaugural address of Dr. Durkee, delivered in sincere and impressive fashion, is published in the subsequent pages of this issue of The Record.

Following the reading of congratulatory messages and letters from all sections of the United States and from many parts of Europe, striking and appropriate addresses were made by men prominent in the educational and political life of the nation. It is the plan of The Record to publish at least one of these addresses in each of the succeeding numbers of the current Scholastic Year. The list of speakers follows:

The Honorable David I. Walsh, United States Senator from Massachusetts.

Professor Albert Bushnell Hart, of Harvard University.

President Wm. M. Collier, of George Washington University.

President John Hope, of Morehouse College.

Congressman Richard Olney, of Massachusetts.
PRESENTATION OF CHARTER, SEAL AND KEYS OF THE UNIVERSITY TO PRESIDENT DURKEE BY JUSTICE WENDELL PHILLIPS STAFFORD.

I call upon the Secretary of the School of Law for the Charter of Howard University.

I call upon the Secretary-Treasurer of Howard University for the Seal and Keys.

In the absence of the President of the Board of Trustees, ex-Chief Justice Stanton J. Peelle, whose public duty has called him in another direction, it is my privilege and duty to perform this ceremony.

SIR:

I am about to deliver into your hands the charter, seal, and keys of Howard University. Child of the Civil War and of those great amendments to the Constitution, which so far as words can go have made the Declaration of Independence and the Constitution one; child also of the highest idealism and of the purest and bravest missionary zeal;—if any institution of learning in this broad land deserves the favor and smile of God, we believe that it is this.

Sir, we realize that one who accepts the post to which you are called must turn his back upon many things that other men desire and do not willingly give up, but we also know that there is no higher work that man can do than to open the doors of opportunity to those whom a cruel world has shut out. That privilege will be yours, for these keys are not the symbol of authority alone; they mean that you will unlock and throw wide the doors of learning, and not that you will lock or close them against any. "To him that knocketh it shall be opened." And, really, that is all the black man asks. "Give me a chance in life," he says, "then if I fail the fault is my own. If I can be nothing but a hewer of wood and a drawer of water, I will be content with that. Most men of any race must live by the labor of their hands. There is nothing unworthy or undignified in that. But if I have a mission for larger things, if I feel a longing to teach, to preach, to heal the sick, to plead in the courts, give me a chance to try. I shall not need any law of yours to keep me down. There is a law that I must fight with—the hard struggle of competition. That should be enough. If I must fall, if I cannot hold my own, let me fall, but do not thrust me down."

A man of a former generation heard that cry, and this noble institution is the answer.

James Stanley Durkee, into your hands we deliver these symbols, the charter, the seal, and the keys of Howard University, with the well-founded and undoubted assurance that you will prove worthy of the trust.
SIR:

Recognizing the responsibility placed upon me by the acceptance of these symbols of office; recognizing the trust you impose in me by now placing them in my hands; recognizing the interests, the rights, and the appeals of a great race as it turns to its national University for guidance and for inspiration, I now accept these symbols of office, together with the responsibilities and honors they convey. To the best of my ability and to the limit of my powers, I promise to be faithful to this trust, so that when the time shall come to return it to you I may have your encomium, “Well done, thou good and faithful servant.”
THE foundation on which American democracy rests is Christian education. If the superstructure shall abide, the foundation therefore must abide. The strength of that foundation, and, hence, democracy itself, inheres in the Christian education of all the citizens of America. I am using the word “Christian” not in any narrowing or even in any special religious sense, but rather to connotate all that is best and noblest in all the outreachings of humanity.

Each uneducated citizen is a source of weakness. If America’s greatness depends upon utilizing all the resources of her children, then no hereditary consignment of any class can be made. Without respect of race, color, or creed, all children of all people must have equal opportunity for education. And if America is to give to the world a product which shall be the sum total of all the best of every people and race,—and this I affirm is her mission,—then must she cultivate every member of every race and people residing within her borders. America must insist that each individual have every opportunity and every help for self-discovery, and every aid in putting that discovery at the service of all the citizens of the state.

It has been said that nothing can be wrought out in the daily life of a republic that has not first been put into its schools. As a nation thinketh, so it acts. Education must mould the disposition, will, and conduct. Education must unshackle the individual, while at the same time it directs in binding the individual to the service of all, for the sake of the common weal.

Our inquiry today is for those best methods of education and those inherent rights of every race of people in America to come to their highest development, and, therefore, be enabled to give their best to America and to the world.

Education is the means by which its possessor may the more easily and speedily reach the goal of his ambition. It is, therefore, a means, not an end. No motto can read, “Education for education’s sake,” save in those extremely rare cases where personal wealth releases the student from all financial pressure, and, at the same time, stimulates him to mental acquirement just for the pure love of knowing. For humanity at large, education is the means by which an individual shall the more readily gain his living and gain a life. But in gaining his largest life, he finds himself in contact with other aspiring men who contend with him for the right of way forward. Then must he obey that law of self-denial for the sake of the general good. To teach him this law and the power to obey it is, certainly, in a republic like ours, one of the chief functions of education. To gain a living, to gain a life, and to live in harmony and aggressive co-operation with his fellow-
citizens—surely this is the teaching task for all our educational institutions. I quote a pregnant sentence from the *Eigen Haard*, a Belgian paper of recent date:

“I already observe in the future a Belgium where all pains will be bestowed upon the development of mind and body of the population, where the narrow-minded program which contented itself with producing ‘literary men’ will be discarded, and where it will be understood and admitted that education should not only produce dry knowledge but that the education of the heart should closely fit in with the development of the intellect, because man does not become greater for what he knows, but for what he is and intends to do.”

The acquisition of knowledge is, therefore, a secondary and subordinate end; the school’s essential task is to make citizens capable of self-support and capable of devotion to humanitarian causes. Character, moral courage, energy, and a sense of civic duty are qualities that are more vital than mere information.

“The state is an association of individuals organized to promote and protect the interests of all.” Where private control should end and public control begin, in the religious, social, and economic affairs of the state, I will not here venture an opinion; but, certainly, all will agree that the state must control the education of her citizens, that the state may live. Yet, it is not any particular state or form of government, as such, that needs to be preserved; rather that state or government ever evolving into the fittest form that most truly embodies the enlarging ideals of the citizens.

The state, too, must educate her citizens in great national ideals. The mistake of Germany lay not in educating her citizens in great national ideals, but rather that those ideals she inculcated were supremely selfish, egotistic ideals, so that Germany declaring war on all the world was a Germany believing that her national ideals, and hers only, were fit to rule the world. Woe to that state that does not teach her citizens national ideals and aspirations, but thrice cursed that state which makes those ideals selfish, brutal, and a despising of other peoples.

The question of the selection of national ideals is one fraught with much difficulty unless the real genius of a people and its mission to the brotherhood of nations is thoroughly understood.

Should our government appoint a commission to determine what should be our national development, what the goal towards which we travel, and, having determined that, decide upon an educational system that would train our citizens to that end? There are many arguments in favor of such a procedure. We do seem to be like a planet drifting aimlessly through space, not knowing or wishing to know our destiny. Could a commission composed of one hundred of the best brains in America determine what might be our national ideals for a century to come, and then present a national education program which would lead to the realization of those ideals? Of course no such program
could even approximate perfection, for one of the glories of America is her "glory of going on and still to be."

Germany had a national education program worked out for her by a few of her Junker statesmen. For forty years she was kept at her studies and the result was this awful world conflagration through which we have just come. Had that program been one of altruism, of righteousness, she would have conquered the world in peace and led all the nations as victor.

Such a national educational program as I have suggested would at least clarify our present confusion of thought and our present clashing of personal, state, and national issues.

Suppose America had such a clearly defined educational policy! How would it work? In the first place, we would be able to find that elusive something which we call Americanism and which differentiates us from all other nations. From many sources have I endeavored to gain a definition of Americanism. What is it that makes an American an American, as distinct from a Canadian, an Englishman, a Frenchman? I can submit only my own imperfect definition: It is that spiritual genius which would discover in every person the divine right to all the best things God can give; the fullest opportunity to grow into those best things and then most largely manifest them in religious, social, economic, and political life.

If this were our policy and program, how all diffuse elements would become merged into one great whole! The program in Massachusetts and the program in Michigan would be the same as the program in Mississippi and Maryland, in New Mexico and Maine, in Connecticut and California, and all would be growing citizens of similar national and international ideals. We should find no sectionalism then, no northern vote or southern, no eastern vote or western, but Americans all, voting for noblest American ideals.

Indulge me in this delightful excursion of fancy, for I see in such a plan how many of our ills, our sins, our national crimes would be blotted out, and how soon that day of brotherhood, towards which all earth's real prophets have eagerly looked, would be ushered in, at least for our own land. Such a Commission would be bigger than any local pride or selfishness or prejudice. It would see clearly the contribution which each class of people and each race really has to offer for the larger glory of our country, and would arrange an educational program such as to bring forth from the heart of each people its best. Here would we find the German solidity, the Anglo-Saxon energy, the Celtic imagination, the Latin delicacy, the colored man's music and laughter, and the yellow man's reverence for things that have been, all blending into one splendid being we call the real American.

If we take our psychological and anatomical microscopes, examining closely the process now going on, we shall find that such is our present
drift. I cannot refrain from quoting, to sustain my position, a few lines of Alfred Noyes' poem, "The Avenue of the Allies":

"Know you the meaning of all they are doing?
Know you the light that their soul is pursuing?
Know you the might of the world they are making?
What is this mingling of peoples and races?
Look at the wonder and joy in their faces!
Look how the folds of the union are spreading!
Look, for the nations are come to their wedding.
How shall the folk of our tongue be afraid of it?
England was born of it. England was made of it,
Made of this welding of tribes into one,
This marriage of pilgrims that followed the sun!
Briton and Roman and Saxon were drawn
By winds of this Pentecost, out of the dawn,
Westward, to make her one people of many;
But here is a union more mighty than any.
Know you the soul of this deep exultation?
Know you the word that goes forth to this nation?"

Could we make definite and real such a vision America would, indeed, be that long-waited pilot who is to guide humanity into the new harbor of universal brotherhood.

When we pause to carefully consider, we discover that, after all, a similar procedure has been ours in national affairs. In the Cabin of the Mayflower the ideals of the Colonists and the government to be were clearly enunciated and we have that immortal agreement. The voice of Captain John Hopkins, the young commander of the first armed brig of the navy of the new nation, echoed through Independence Square, in Philadelphia, as he read to that hushed assembly the Declaration of Independence. That voice still echoes.

Possibly these two documents enshrine the very ideals for which we seek, and, if so, surely it is practical wisdom for an American Commission to now sit and determine a national educational system that shall make these ideals regnant.

Let us examine those great documents, if perchance we can discover our national goals not only for one hundred years, but for many hundreds or even thousands of years to come.

The two documents state these propositions: "All men are created equal and endowed with certain unalienable rights, among which are life, liberty, and the pursuit of happiness." To secure these rights we organize ourselves into a government "for the better ordering and preservation and furtherance of the glory of God, the advancement of the Christian Faith and the honor of our country." Such a Government gains its power from the consent of the governed. Such Government shall "enact, constitute, and frame such just and equal laws, from time
to time, as shall be thought most meet and convenient for the general good. When this form of Government, so constituted, shall become destructive of the aims stated, then “it is the right of the people to alter or change it and to institute new Government,” as will most nearly embody the ideas of the people.

Here are the foundation stones of American and world democracy.

Has the time come for a Commission of American great-hearts to formulate a national education program based upon such foundation? I believe it has! May I presume to put into definite propositions the possible findings of such a Commission?

1. We propose a program of education which shall “bring effectively within the reach, not only of every boy and girl, but also of every adult citizen, all the training, physical, mental, and moral, literary, technical and scientific, of which he is capable.”

2. Every citizen in America shall be taught to read and write and think in the English language. Laws shall not be passed forbidding the use of other languages in America, whether spoken or written, but rather laws shall be passed demanding that other languages shall be used as helps to the acquiring of our language, and that all those between the ages of twenty and fifty years, having been five years in America and not yet able to read and write in our language be subject to punishment, even deportation, because they show that they do not desire to become genuine citizens of America.

3. Day schools and night schools shall be open at convenient places throughout America, that such peoples may acquire our language and be taught our ideals.

4. There shall be no discrimination in the teaching of the childhood of America, but all, irrespective of race, condition, or creed, shall have equal opportunity under equally trained teachers, to discover the best that is in them. There shall be no division of the public money so as to perpetuate differences of race, condition, or creed.

5. Acquisition of knowledge shall be secondary to the moral growth of the individual. All subjects taught shall have for their purpose the development of Christian character, moral courage, energy, individual initiative, a keen sense of civic duty and national responsibility.

6. During the years between the ages of five and fifteen shall be taught those subjects best fitted to produce such results as mentioned. The subjects will, of course, include language, literature, mathematics, science, and art. Teachers shall be required to report each year the seeming bent of each student’s mind as revealed by marked love and efficiency in certain studies. Massachusetts, and possibly other states, now requires this. At a time not later than fifteen or eighteen years of age, opportunity will be given for each student to follow his natural bent, so that each shall become the largest worth to himself and to society.
Surely the State, investing so much in a child, is highly concerned that the child shall find his natural field of endeavor. The misfits of the world are the tragedy of the world.

The proper question here to ask is,—How shall the schools find the natural aptitudes of our young people and lead them to select such trades or professions as apparently offer them greatest opportunity for advancement?

I have been watching with increasing eagerness the endeavors of business organizations to meet such a question. Listen to these words from one prophet in the business world. Speaking of the misfits and the struggle of his firm to properly locate men for life tasks, he says:

"We aim to make him decide what it is he wants to make of himself in the final analysis; we try to make him think of his future as a definite shaped thing; we aim to make him plan his life just as he might plan a house if he were thinking of building one.

"This sounds simple, but, as a matter of fact, it is rather a difficult job. Ask each man out of the average thousand just what he wants to be, and a very small percentage will give intelligent answers.

"This is the handicap confronting all intelligent, serious-minded employers today. It is a handicap confronting the employed."

The findings of the business world are startlingly true when we review the history of a large number of our college graduates. It is oftimes disheartening to educators to find so many college graduates lying around the world scarce able to earn a proper living. While 'tis true that college men rule the world, yet could all college men have found themselves in their tasks, certainly the world would be much better ruled—for the higher the type of citizenship, the higher the type of government.

Go into any large city and how many college derelicts may be found! Why? Many of them graduated with the sense that their college diploma demanded a certain immunity from the real toil of the world, and now the world owed them a living, instead of the fact that they owed the world a life. Could they have been fitted for their real places, could they have been directed to their real opportunity for success, what a vast economic gain and a vast accretion of power would have been added to the nation.

On April 2, 1917, the President of the United States penned to his fellow citizens these words:

"Right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments."

On April 6, a joint resolution passed by the United States Senate and House of Representatives reads thus:

"The state of war between the United States and the Imperial German
Government, which has thus been thrust upon the United States, is hereby formally declared."

Those words, in America, liberated and concentrated the mightiest human forces which have ever wrought en masse for human weal.

To the schools and colleges of the land, our leaders in government and war turned, for counsel, for assistance, and for that host of young leaders demanded to meet a national and world crisis. How wonderfully our educational institutions responded! In that mad, yet marshalled, rush, old theories, old standards, old landmarks were trampled down. What is the quickest method of selecting competent officers? The army psychological tests made answer! What is the shortest time in which men can be prepared for such responsible tasks? Personal supervision and daily tests made answer! What will arouse the spirit to excel? Patriotism, competition, reward by commission, and pride in doing one's best for national and world democracy! Never did an age behold such an outpouring of enthusiasm, of loyalty, and of genius! Where before there were dull or listless students, now there were alert, eager students. Where before many were aimless, now they saw their goal. Educators wakened to discover potential powers of which they scarcely dreamed. The colleges had been dealing with latent energy, capable of vastest expression, but somehow unliberated in former times. The new demand of educators is that they focus that energy upon the natural aptitudes of their students and then present opportunities in education for those aptitudes to be developed until the student is fitted to go to his life's task.

The history of education presents already a blazed path along which such a highway may be built. The Germans have been working out a system called the Einheitsschule. The principle underlying this system is that all children between certain ages shall have a common educational foundation and educational opportunities suited to their abilities.

One group of thinkers contend that all children between the ages of six and twelve shall have such a common educational foundation, and then such educational opportunities thereafter as shall be suited to their positions and abilities. This, of course, keeps in mind that class distinction which is the curse of many nations and the absence of which is the glory of America. Another group of thinkers, and the one we trust which will prevail, declares that this school shall be for all children between the ages of six and twenty-two or twenty-four with selections all the way along those years fitted to individual aptitudes.

This latter would destroy class privileges and permit every child to come at least to his rightful place in the world's work, if properly guided and advised.

The purpose underlying the new educational plan of our own Howard University is to meet this great need in education. The first two years of college study are listed as the Junior College. The last two years are
listed as Senior Schools. In the Junior College is taught those great common branches of study, lacking which no student can be considered educated. But, through those two years, run clearly defined courses, pursuance of which leads to a definite senior school where the student will specialize and immediately on graduation be qualified to enter his chosen work or profession. Our senior and graduate schools are, at present, offering sixteen fields of study in which to specialize. We shall offer other courses as soon as local conditions will permit. Our hope is that all our students may find their aptitudes met in one or more of these schools.

The practical working of the system will be as follows:

Suppose a student enters the Freshman Class, knowing exactly what he desires to do for his life's work. Suppose that work is a business career. Through the Junior College of two years, his studies will lead directly to the Senior School of Commerce and Finance. Here he will specialize for two years, graduating at the end of four years' work with the degree of "B. S. in Commerce and Finance," and then go directly to his work.

Suppose a student enters the Freshman Class, not knowing what he wants to do. Our system of careful selection will, we hope, enable him to discover himself before the first, and certainly before the second year is passed. Having made his decision, he may then go to the Senior School of his choice, specialize for two years, and, graduating with the degree of that School, go at once to his life's work.

If the student desires to take four years of general culture, ere going to any special or graduate school, the School of Liberal Arts offers him that opportunity with a B. A. or a B. S. as graduating degree.

This means that no student will be cast adrift without definite fitness for some particular line of work, but in college will be prepared directly for his after career.

We shall attempt to discover every student to himself by giving him a personal advisor and friend, by careful observation of class records, and even by faculty groups in consultation over individual students and with them. This will entail great care and labor, but surely the results will more than compensate.

At once we shall be faced with that problem which has been the wonder of thinkers. The doctor's son may not wish to be a doctor, but rather a farmer. The minister's son may not wish to be a minister, but an engineer. The musician's son may turn to the soldier's profession. This fact, sorrowful as it may be to individual fathers and mothers, is yet one of the glories of our modern American life. This interchange of blood in professions and from city to country, from country to city, is a source of one of the most wholesome and life-giving processes in American life. This process furnishes a natural cure for the evils of inbreed-
ing. The doctor's son may take the impulses of his father's profession to the farm and there develop better breeds of cattle and better seed corn or potatoes. The farmer's son may bring to the city pulpit such visions of God's great out-of-doors that narrow lives are broadened to infinite horizons and colloquial religion is infused with world needs.

This tends also to correct the misapprehensions which obtain regarding vocational and liberal education. What vain wars have been waged on these fields! What worthless battles are yet being fought! What hemorrhages of words are poured out! Industrial education must liberalize the mind; liberal eduction must impregnate industry. There is, there never was, nor can there ever be any ground for battle between these theories of education. If you train a boy to become a modern farmer, you must acquaint him with many life facts which lead far beyond the farm. If you train a boy to become a preacher of power, you must acquaint him with industrial problems and cause him to be at home with those who work with the hand. To me an utterly inexcusable contention, particularly in the colored race, has revealed itself just here. Great Hampton and Tuskegee have stood as world leaders in industrial education. The race may well be proud of such schools and such leaders. Fisk, Atlanta, Howard University and such like schools have stood as leaders in liberal education. I marvel at their accomplishments when I remember their shameful lack of equipment and the stern opposition they have encountered. Hampton and Tuskegee have marvelously succeeded because of great visioned leaders and a naive feeling on the part of white America that colored people should be trained only for better servants in industry. That fact is a decided step in advance when we remember the laws which forbade any education whatever to the Negro. The schools of liberal education for colored people have been handicapped and hindered in every possible way because of that desire on the part of white people to keep the Negro always a servant in industry. So unwise has been the resistance that now the startling fact is presented that we have not enough trained colored leaders even to guide the race in its industrial education. And when one thinks of the stigma that certain classes in America strive to attach to the work of assisting the Negro to self-realization in education, and the desperate fight to keep back proper funds, no wonder liberal education has had such a desperate struggle.

But, at last, for the colored race, has come the day of freedom. Thinking white people have wakened to see that no race can travel beyond its leaders and that leaders of a race must be members of that race. If the colored race of America and of the world is to contribute its part to the advancement of the world, trained leaders from the heart of the race must lead the race forward.

It is a long step from those laws forbidding any education whatever to colored people to that fine type of industrial education represented by Hampton and Tuskegee. It is a longer step to that liberal education as
represented by Howard University, where every opportunity must be offered to the brightest and best of the race to become leaders in every trade and profession.

For one I cannot cease to be grateful enough that the colored race is beginning to see the meaning of both types of education and of itself is breaking down all barriers so that a racial educational program is being completely unified.

But this clash of educational systems has not been of the colored race only. Indeed the clash here is but an echo of the white race battles. From Colonial days down to the close of the Nineteenth Century our American philosophy of education was that its real business demanded body building, brain building, soul building, that each may know how to use the experiences of all in finding and maintaining characters of the broadest and most cultural type. This culture would reveal itself in business ideals, in professional and vocational ideals. In fact, this philosophy declared that making a life was of vaster import than making a living.

This true philosophy is assailed by those increasing numbers of the materialistic type who would turn all education to material ends, teaching children how to make a living only and how to bend all thought processes to that end. It does not take a seer to behold the ultimate destruction of any nation adopting such a philosophy of education. Any intelligent reader of history has his answer close at hand. When about the year 1890 Germany succeeded in forcing her educational and religious systems to become servants of her military, and hence her autocratic and world-governing ideals, she began the writing of that document which with so much humiliation and shame she was forced to sign at Versailles, June 28, 1919.

The white race, as well as the colored race, must fight for a philosophy of education which will ever maintain the creator above the thing created, whether it be God or man.

But the colored race is still largely dependent upon the white race for ideals in education, for men and women to rightly interpret those ideals, and for money with which to build up educational centers of power and influence.

We stole the Indian's lands and have been so paying him in money that the Indians of America are the richest race in the world. We stole the Negro, not his lands, and have been paying him for his weakness by keeping him in ignorance, denying him all the good things of life we could, and oppressing him by every means at the disposal of a dominant race. The Negro has not grown bitter, rebellious, or disloyal under such treatment, but has struggled on, hoping for, and working for a better day when justice should be granted to him and every equality of opportunity. He has been weak and weakness is ever despised and exploited. He has
now arrived at a stage of development where to be weak is a racial and national sin. Race consciousness has arrived, and a sense of race solidarity is spreading through this one-third of the population of the world, more rapidly than through the white race itself. No longer can the white race meet the problem in prejudice or hatred or indifference.

The colored race asks of the white race money with which to make her educational centers powerful in righteousness. Howard University, founded by that Christian soldier and humanity lover, General O. O. Howard, who also founded sixty-nine other schools for the race—Howard University, the greatest school for colored people not only in America but in the world, asks humanity lovers, asks Christian philanthropists, asks men and women of great financial power and little financial power, for money with which to educate the leaders of this race of twelve millions of colored people.

Their program is announced.

They demand CHRISTIAN EDUCATION with no barriers to the highest reaches of culture and inspiration. A careful study of conditions in portions of our land reveal educational crimes unspeakable.

They demand the RIGHTS OF AMERICAN CITIZENSHIP. Make the standards as high as we should make them, then honor with the franchise, with jury right, with public office, with rights on public conveyances—in short, with full American citizenship, all those, whatever the race or color, who shall attain to the standard set.

They demand RESPECT FOR THEIR ACHIEVEMENTS, as we ask respect for our own. We must cease our sneering, our lying, our hypocrisy, and we must give to them the full rights of human achievement.

The race intuitively feels what it demands. It has not yet the full power of self-direction. It is still suspicious, clannish, and sometimes draws the color line as quickly as does the white race. But it has the misfortune of having its real ideals wrongly translated. It has somehow given the impression, or its enemies have foisted it upon them, that it wants social equality of white people in the things of white society life, when it really asks for the right to develop itself to its own highest social possibilities and then choose its society along its own ways and ideals. Cultured colored people are just as careful of their society as are white people. They want none in their homes who are not worthy, either colored or white. They wish to be in no homes where they are not wanted. Give them a fair field, an equal chance, impartial laws impartially enforced, the consideration granted to all by the world's Master, and all the rest may safely be left to that fine, full development which everywhere attracts to itself like souls of like culture and like destiny.

Now must the races of the world meet each other on a platform built by the noblest impulses and wisest souls of all races. That impulse coming from Japan, and calling for an International Scholastic League,
is one of supreme prophecy. If "God hath made of one blood all
nations of men for to dwell on all the face of the earth," then all nations
must come to know and appreciate all that is best in each. No longer
can ignorance, prejudice, or hate rule in national capitols. The scholar-
larly and Christian statesman must blaze the path.

Fellow citizens, I am here not merely as President of this University,
but as your servant to speak to our America of the rights, the hopes, the
needs, and the demands of this great race.

My appeal is to the sense of fair play which ever characterizes the
honest, straight-out American, no matter in which section of the country
found.

My appeal is to those educators and educated who everywhere face
ignorance with hostility and cry to those in bondage, "Because I live, ye
shall live also."

My appeal is to the sons of those brave men of America who fought
for liberty and union and left it as a heritage to worthy children.

My appeal is to those lovers of liberty and justice who themselves have
suffered in gaining their rights or have those rights as a heritage from
suffering parents.

My appeal is to those followers of the Christ of whatever name and
creed, who have sworn allegiance to Him and strive to make His
principles of life regnant in the lives of men.

My appeal is to the white men of my land, who are too great to be
mean and have paid too great a price for freedom to have its banner
now trampled under foot by ignorant and unprincipled men.

My appeal is to the colored race, and especially to the Alumni of How-
ard University, that with one united front, they demand of themselves
and of all others, the help with which to build this great Institution
into a position of new power and influence in the life of the race, and the
uplift of the world.
PRESENTATION OF MEMORIAL TABLET.

After the reading of greetings from other Universities, learned societies and invited guests at the Inaugural exercises, Professor Locke, as Chairman of the Negro Student Army Association, presented to the University on behalf of that association a bronze memorial tablet, commemorating the Student Army Training Camp and the service of Howard University in securing the advantages of the special educational War Training to the schools and colleges for Negro youth.

The tablet is a splendidly executed piece of ornamented statuary bronze (4 x 5), designed for wall or pedestal base, and appropriately inscribed. It was formally accepted by President Durkee with a felicitous expression of his own and the University's appreciation and thanks, and an expression of cordial greeting and esteem for the sister institutions represented in the association. The tablet has been placed temporarily in the college Chapel, awaiting final erection along with other projected memorials of the war work and service of Howard University.

Dr. Locke, in presenting the tablet, spoke as follows:
“Sir: The initiative and leadership of Howard University brought the benefits of the movement for educational war training to over seventy of our schools and colleges. The Negro Student Army Association, of which I have the honor to be chairman, has stood pledged for now a year to make some acknowledgment, in gratitude for this patriotic, educational service.

“In rising to fulfill that pledge, I confess I should feel somewhat embarrassed to present a memorial merely of the work of war preparation, were I not assured that today will see the culmination of an effort to commemorate in a companion memorial the active service of the sons of the University, and especially those who gave their lives in that service.

“The younger men here represented, for the most part, were in the providence of events, not called upon to that extent; but they have by their experience dedicated themselves to the further working out of Democracy. They have become, in Mr. Braithwaite’s fine phrase, part of ‘the reserves of Peace.’ They commemorate, therefore, not themselves, but the spirit which actuated them and the nation at that time.

“This spirit is still the hope of this nation; and no less, the hope of our race. All our institutions must conform themselves to it, but most especially our universities. For theirs must be the policies of the future, not the policies of the present; and their proper wisdom is not the expediencies of middle-age, but the hopeful ideals of youth and the vision of a new social order.

“Mr. President, in the confidence and trust that Howard University has today re-dedicated herself to the best interests and ideals of the younger generation and their safe nurture, I have the honor to present this memorial of them which Mr. Dyett, the Secretary-Treasurer of our association now uncovers, and to commit it to the safekeeping of this honorable University.”

SOCIAL FUNCTIONS OF THE DAY
At 2:00 p. m.—A Luncheon given by the Trustees of the University was served in Carnegie Library to out of town delegates, representatives of educational institutions, etc., immediately following the Inaugural Ceremonies. The afternoon was devoted to an inspection of the University Plant.

At 6:30-8:00 p. m.—A Reception was given by President and Mrs. Durkee in honor of the Delegates, Alumni, Members of the Faculties of the University Guests, etc., at the President’s residence.

At 8:00 p. m.—Alumni Night—Exercises held in Andrew Rankin Memorial Chapel. The public, delegates and friends attended in large numbers.

EXPRESSIONS OF FRATERNAL REGARD
That Howard University has won the good opinion of the ablest thinkers and of governmental and educational authorities of acknowledged influence and power is
well attested by the following testimonials of approval and expressions of fraternal regard, which were read by Dr. Scott, Secretary-Treasurer of the University, as a feature of the inaugural ceremonies. Among the many telegrams, letters, etc., came these highly encouraging sentiments:

Bishop Wilbur P. Thirkield, former President of Howard University:

It is to me a matter of exceeding regret that a long standing appointment in holding the Southern Conference in West Texas prevents me from being present on the auspicious occasion of the inauguration of Dr. J. Stanley Durkee as President of Howard University.

I beg to assure you of my abiding interest in an institution of unmeasured possibilities of service into which it was my privilege to build six years of my life. Personal observations and a rather full knowledge of the educational ideals and plans of President Durkee give me confident assurance that Howard University is now entering on a career of more far-reaching influence and broader service to the Nation than it has ever known. Accept my warm felicitations and on this great day may I utter the prayer that our government shall be more deeply impressed with the estimates of Presidents Roosevelt and Taft and place behind Howard the million dollars it needs that it may fulfill its possibilities of service to the Negro Race and to the Nation.

Dr. James E. Russell, Dean, Teachers College, Columbia University, New York City:

Teachers College extends to Howard University its hearty congratulations on the occasion of the inauguration of Dr. J. Stanley Durkee as President. The service of Howard University to the cause of education has been so conspicuous in the past, and the opportunity to it is so obvious that the new President may be personally congratulated on the chance he has to do effective work in the cause of higher Americanization. In this time of reconstruction Howard University is peculiarly charged with the responsibility of preparing leaders for an important group of American citizens. Its past records bespeaks a future full of promise. To the Trustees, Faculty and President of Howard University, Teachers College extends heartiest greetings and best wishes.

Dean L. B. R. Briggs, Radcliffe College, Cambridge, Massachusetts:

I wish to send hearty congratulations on the work that Howard University has done and wish for the University and for the new President a full measure of success.

Dr. George E. Vincent, President, The Rockefeller Foundation, New York City:

Congratulations and best wishes to Dr. Durkee and to the college on the occasion of this notable celebration.

Hon. F. H. Gillett, Speaker of the House of Representatives, Washington, D. C.:

I have great sympathy with your institution.

Dr. Arthur T. Hadley, President Yale University, New Haven, Conn.:

A word of congratulation to Howard University on what it has accomplished, and of my wish and expectation that this prosperity and service may be increased under its new President.

Dr. Harry B. Hutchins, President University of Michigan, Ann Arbor, Mich.:

I take this opportunity to extend to Doctor Durkee best wishes and congratulations.
Honorable Josephus Daniels, Secretary of the Navy, Washington, D. C.:
I have always been interested in Howard University and the great work it is
doing, and I have seen much of it through its graduates who have set an example
in patriotism and have established better relations between the races.

Provost Edgar F. Smith, University of Pennsylvania, Philadelphia, Pa.:
Greetings and felicitations of the University of Pennsylvania upon the inaugura-
tion of Dr. J. Stanley Durkee as President of the University.

J. W. Howard, Consulting Engineer (son of the founder), New York City:
I have noticed the ever increasing usefulness of Howard University, especially
to the colored race in our country.

Dr. Henry S. Pritchett, President Carnegie Foundation for the Advancement of
Teaching, New York City:
The Carnegie Foundation desires to express to the Trustees and Faculty of How-
ard University their hearty greetings and their good wishes for the administration
of President Durkee.

Chancellor Samuel Black McCormick, University of Pittsburgh, Pittsburgh:
Chancellor Samuel Black McCormick accepts with sincere pleasure the invitation
of the Trustees and Faculty of Howard University to be present at the inaugura-
tion of J. Stanley Durkee, A. M., Ph. D., as President of the University on Wednes-
day, November the twelfth, nineteen hundred and nineteen. The Chancellor takes
this opportunity to extend to President Durkee and to Howard University hearti-
est congratulations and best wishes. He trusts that the Exercises of Inaugura-
tion will be most successful and enjoyable.

Miss Helen Taft, Acting President Bryn Mawr College, Bryn Mawr, Pa.:
We desire all good fortune for Howard University and wish President Durkee
the greatest possible success in his administration.

His Lordship, President Georges Gauthier, University of Montreal, Canada:
The President therefore transfers to the Trustees, the Faculty and the new
President, his best wishes for the further success of their so well-known estab-
lishment.

Dr. Edwin A. Alderman, President University of Virginia, Charlottesville:
President Alderman wishes to convey to Howard University the greetings of the
University of Virginia on this auspicious occasion.

Dr. D. Kinley, Acting President, University of Illinois, Urbana, Ill.:
Permit me to extend the congratulations of the trustees and faculty of the Uni-
versity of Illinois to the trustees and faculty of Howard University and to Dr.
Durkee, and wish for him a long and successful administration.

Dr. Benjamin Ide Wheeler, President Emeritus, University of California, Berke-
ley, Cal.:
I desire to express through you to the University my felicitations on this event
of the inauguration of Dr. Durkee and to wish for President and University in
their new relation to each other abundant success and blessing.

Dr. Shailer Matthews, Dean, The Divinity School, University of Chicago:
In behalf of the Divinity School of the University of Chicago and personally I
wish to extend to the new President the heartiest good wishes for his success and appreciation of the importance of the task he is facing.

Dr. J. G. Schurman, President Cornell University, Ithaca, New York:
Permit me to take this opportunity of extending to you my best wishes for a long, successful, and happy administrative career.

Dr. Elmer E. Brown, Chancellor New York University, New York City:
I take this opportunity to express to Howard University on behalf of the New York University our cordial felicitations and best wishes for the prosperity and success of the administration of President Durkee.

Dr. John Grier Hibben, President Princeton University, Princeton, N. J.:
President Hibben wishes to express his felicitations to the incoming President and his best wishes for the continued prosperity of the University.

Dr. E. A. Birge, President University of Wisconsin, Madison, Wis:
Permit me to extend the congratulations and good wishes of the University of Wisconsin to President Durkee and to Howard University. We wish him a long and prosperous administration and we are confident that the University under his guidance will continue to render a distinguished service to education.

Dr. H. A. Perkins, Acting President Trinity College, Hartford, Conn.:
At the time of the inauguration of its new President, Doctor J. Stanley Durkee, Howard University deserves the congratulations and good wishes of her sister institutions throughout America. The Trustees and Faculty of Trinity College send through me a special message of good will to a University that is doing so much toward the upbuilding of the strength of the nation as well as toward helping to bring about a greater harmony among alien races and peoples; and wish for Howard a long-continued period of prosperity and effective work in its particular field of endeavor.

Dr. William Arnold Shanklin, President Wesleyan University, Middletown, Connecticut:
Best wishes for the success of the inaugural exercises and of the administration of President Durkee.

Dr. H. W. Wright, Acting President, Lake Forest College, Lake Forest, Ill.:
Let me take this opportunity of extending to you in the name of Lake Forest College our warmest felicitations upon this happy occasion.

Dr. John W. Hoffman, President Ohio Wesleyan University, Delaware Ohio:
Kindly convey my congratulations to President Durkee, extending to him my very best wishes for a most successful administration.

Dr. Kenneth C. Sills, President Bowdoin College, Brunswick, Maine:
President Sills extends cordial greetings and all good wishes.

Dr. Aven Nelson, President, University of Wyoming, Laramie, Wyoming:
The University of Wyoming sends heartiest greetings and good wishes to Howard University upon the inauguration of its new President. Also, it sends to the new President congratulations that he is entering upon his work just at this time. The Colleges and Universities of the country, we believe, have proved themselves
during the war. They are giving still more proof of their soundness and value in
the renewed activity and interest that has come with the ending of the war. One
who takes up the leadership now has a tremendous task, but a task which is rich
in opportunity and satisfaction. Our best wish for him is that his own hopes and
the hopes of the University may be amply fulfilled.

Dr. Benjamin T. Marshall, President Connecticut College, New London, Connect-
icut:
May I be permitted to extend the greetings of Connecticut College for Women
to the University and to Dr. Durkee on this occasion, and to express our sincere
hope that the splendid plans that the University has undertaken under his lead-
ership may meet with large success, and that the great service that he aims to
render to the race that has shown in fifty years a great response to efforts in its
behalf, may in practice more than satisfy him and earn the recognition the im-
portance this work deserves, affecting the welfare of the nation at large.

Dr. Frederick Lent, President Elmira College, Elmira, New York:—
These are surely critical times with their involved racial problems. Howard
University, under your leadership, will surely contribute something toward the
solution of these problems. Please accept my sincere good wishes for your suc-
cess and prosperity.

Washington University, St. Louis, Mo.:—
Washington University regrets that it is unable to accept the kind invitation of
Howard University to be represented at the inauguration of Dr. J. Stanley Durkee
as President, November 12, 1919; and desires to extend its heartiest good wishes
for the success of the occasion and for the continued prosperity of the University
under Dr. Durkee's administration.

Dr. William T. Holmes, President Tougaloo College, Tougaloo, Miss.:—
We join in heartiest good wishes for Howard University, and in the hope that
the administration of President Durkee may be in every respect prosperous and
happy.

Dr. I. Harvey Brumbaugh, President Juniata College, Huntingdon, Pa.:—
President I. Harvey Brumbaugh would extend his congratulations to Dr. Durkee
and the University with all good wishes for a successful and happy administra-
tion of the affairs of the University.

Dr. James A. Scherer, President Throop College of Technology, Pasadena,
California:—
President Scherer desires to take this opportunity of expressing his best wishes
for the continued success of the institution.

Dr. Harlan L. Freeman, President Adrian College, Adrian, Michigan:—
May I wish for you on that occasion and for your incoming President a most
favorable inauguration and real impetus to the work of Howard University.

Dr. Ray Lyman Wilbur, President Leland Stanford University, Stanford Uni-
versity, California:—
Will you kindly extend to President Durkee our congratulations and best wishes
for a successful administration.
Dr. H. M. Crooks, President Alma College, Alma, Michigan:–
I hope that Dr. Durkee's administration will be one of great prosperity and advancement for Howard University.

Dr. Winthrop E. Stone, President Purdue University, Lafayette, Ind.:–
On behalf of Purdue University, President Stone extends congratulations and good wishes to Howard University and its new President.

Dr. Stephen M. Newman, former President of Howard University:–
It will be impossible for me to be present and I write to send my best wishes for a fine occasion and for a great future for Howard University under the new administration.

Mr. John L. Thompson, Editor The Bystander, Des Moines, Iowa:–
I extend through you to Dr. Durkee, the Trustees and Faculty my congratulations and hearty support in the great and wonderful work being accomplished at Howard.

C. D. Jarvis, Specialist in Agricultural Education, U. S. Bureau of Education:–
An enviable opportunity lies before you—an opportunity to contribute vitally in the building of a race. The magnitude and character of the task that you have undertaken is such as to challenge the best and strongest men in the country. From our several conversations I have sensed that it was the largeness and intricacy of the problem that attracted you to the field, and from the results of your guidance thus far I am convinced that the cause for Negro education has taken a long stride forward.

Howard University has long been regarded as a potent factor in the program for Negro education. It occupies a strategic position and under your direction is bound to exert a strong influence in the intellectual development of a people comprising one-tenth of our population. I congratulate you as well as the University upon your accession of the presidency of Howard University.

Dr. Charles F. Thwing, President Western Reserve University, Cleveland, Ohio:–
May I send to you heartiest greetings upon your coming into the great office of the President of Howard University? With this office I have closer affiliations than would easily appear. For, as a boy and young man, I knew General Howard. His son, Guy, was a classmate of mine, greatly beloved. The General himself, in his character and in that empty sleeve, made a special appeal to everyone of us young fellows. I have a special right, therefore, to give you a welcome to the great office into which you are coming. May all strength of the past grow unto yet greater strength in the years of your administration.

Dr. J. M. Glenn, Russell Sage Foundation, New York:–
Will you kindly express to President Durkee my best wishes for a successful administration?

Alfred Williams Anthony, D. D. LL. D., Executive Secretary, Home Missions Council, New York:–
My very best wishes attend the University and Dr. Durkee in his responsibilities and his new opportunity for service.

President Samuel C. Mitchell, of the Delaware College, Newark, Delaware:–
My hearty congratulations both to Howard and to President Durkee of this
union of forces in a great task that embraces the well-being of the Negro and the Nation.

John R. Mott, General Secretary, The International Committee of Young Men's Christian Association, New York City:—

With deep appreciation of the important work accomplished by Howard University in the past and with sincere belief that even greater days await it in the future.

Dr. W. H. P. Faunce, President Brown University, Providence, Rhode Island:—

I assure you I am in deepest sympathy with your work and I rejoice that you have undertaken it. As I speak before Chambers of Commerce and religious and educational bodies I shall take constant occasion to inculcate the principles upon which I know your work is mased.

Dr. Rihcard Maclaurin, President Massachusetts Institute of Technology:—

I cannot neglect this opportunity of expressing on behalf of the Institute of Technology my very great appreciation of the great work that has been done by Howard University, and my best wishes for its continued prosperity under the direction of its new President.

Dr. T. J. Adami, Vice Chancellor, University of Liverpool, England:—

Accept an expression of our good wishes and our interest in Howard University and its advance.

Dr. Benjamin B. Warfield, Princeton University, Princeton, N. J.:—

Imperative engagement will prevent my fulfilling commission to represent the University of Utrecht, Switzerland, at Dr. Durkee's inauguration. I wish to convey to Howard University the sincerest congratulation of the University of Utrecht and to express the earnest hope of the University that the administration to begin on the 12th instant may prove a great one.

Dr. Wallace Buttrick, President, General Education Board, New York:—

I beg to extend my hearty congratulations to Dr. Durkee, to the Trustees and faculty of the University, and to the many good friends of Howard University. The institution has rendered large and valuable service to the cause of education, and we bespeak for it still larger prosperity under the new administration.

Mr. Joseph H. Lockerman, Principal Colored Training School, Baltimore, Maryland:—

I congratulate the University on the high standard that it has set for the education of our race. I believe that it is now upon a stage of much more extended usefulness for the coming generations.

RECONSTRUCTION AND READJUSTMENT CONGRESS

Thursday morning marked the opening of the "Reconstruction and Readjustment Congress." A discussion of problems vital to the republic, followed. The Congress seeks to provide a workable program for the amelioration of many of the ills suffered by the colored people of the land, and to formulate policies leading to a larger measure of usefulness on the part of the race in the rebuilding of the educational and economic structure of this war-troubled nation.

The morning session was presided over by Dr. J. Stanley Durkee, and an immense crowd turned out to hear the interesting discussions. Each speaker stands
in a conspicuous way for some significant form of leadership in the line of inquiry or activity under discussion.

Discussion of National Problems as follows:

(a) **Health**—Dr. A. B. Jackson, Late Lecturer, Surgeon General's Office, U. S. A., Philadelphia, Pa.; Dr. C. V. Roman, Late Lecturer, Surgeon General's Office, U. S. A., Nashville, Tennessee; Dr. W. F. Draper, United States Public Health Service, Richmond, Va.

(b) **Thrift**—Dr. B. R. Andrews, Vice-Director, Savings Division, War Loan Organization, U. S. Treasury Department, Washington, District of Columbia; Mr. E. C. Brown, Brown and Stephens, Bankers, Philadelphia, Pa.

(c) **Child Welfare**—Miss Julia Lathrop, Chief, Children's Bureau, Department of Labor, Washington, District of Columbia; Mrs. Alice Dunbar-Nelson, Wilmington, Delaware.

1. **The Negro and the Church.**


(b). **The Situation in America**—Dr. C. B. Wilmer, Rector St. Luke's Episcopal Church, Atlanta, Georgia; Dr. J. W. E. Bowen, Vice-President Gammon Theological Seminary, Atlanta, Ga.


(d). **Social Uplift in the Church**—Rev. J. E. Moorland, International Secretary, Young Men's Christian Association, New York City; Archdeacon J. S. Russell, Principal St. Paul's Normal and Industrial Institute, Lawrenceville, Virginia; Miss Eva D. Bowles, Executive for Colored Work, National Board, Young Women's Christian Association of America.

1. **The Negro in the Reconstruction**—was the topic for the evening session at 8 o'clock, with the following speakers:

(a). **Negro Labor**—Honorable L. F. Post, Assistant Secretary, Department of Labor, Washington, District of Columbia; Dr. Eugene Kinckle Jones, Executive Secretary, National Urban League, New York City, N. Y.

(b). **Negro Education**—Dr. Samuel C. Mitchell, President Delaware College, Newark, Delaware; Trustee, Hampton (Va.) Agricultural and Industrial Institute; Dr. J. E. Gregg, Principal, Hampton Agricultural and Industrial Institute, Hampton, Virginia; Dean William Pickens, Morgan College, Baltimore, Maryland.


The discussion of these vital questions by such an array of eminent authorities was decidedly helpful. Its influence will be felt in positive fashion in aid of the reconstruction policies of the nation.
THE FOLLOWING PERSONS AND INSTITUTIONS ACCEPTED INVITATIONS TO BE PRESENT AT PRESIDENT DURKEE'S INAUGURATION:

Former Chief Justice Stanton J. Peele, LL. D., President of Board of Trustees, Howard University.
William B. Cox, A. M., Trustee, Washington, D. C.
The Rev. Francis J. Grimke, D. D., Trustee, Washington, D. C.
The Hon. Cuno H. Rudolph, Trustee, Washington, D. C.
William A. Sinclair, M. D., Philadelphia, Penna.
Mr. John T. Emlen, Trustee, Philadelphia, Penna.
Thomas Jesse Jones, Ph. D., Trustee Phelps-Stokes Fund, Washington, D. C.
The Hon. James C. Napier, LL. D., Trustee, Nashville, Tenn.
Justice Wendell Phillips Stafford, Trustee, Washington, D. C.
Andrew F. Hilyer, LL. M., Trustee, Washington, D. C.

Officers of the University, Deans of the respective departments and their wives, the Professors and associate Professors, Instructors and their wives, two student representatives from each of the classes and a host of alumni from all sections of the country.

Senor Ing. Ygnacio Bonillas, Mexican Ambassador to the United States, Mexican Embassy, Washington, D. C.
Senor Don Ignacio Calderon, Bolivian Minister to the United States, Washington, D. C.
The Hon. Samuel P. Capen, Bureau of Education, Department of the Interior, Washington, D. C.
The Hon. Louis F. Post, Assistant Secretary, Department of Labor, Washington, D. C.
Miss Julia C. Lathrop, Chief of Children's Bureau, Department of Labor, Washington, D. C.
The Right Reverend John W. Hamilton, Bishop Methodist Episcopal Church, Washington, D. C.
The Honorable Ernest L. Thurston, Superintendent of Public Schools, District of Columbia, Washington, D. C.
Dr. J. Hayden Johnson, member Board of Education, District of Columbia, Washington, D. C.
Bishop C. H. Phillips, of the Colored Methodist Episcopal Church, Nashville, Tenn.
Rev. W. T. Way, Secretary, General Council of the Reformed Episcopal Church, Baltimore, Md.
Mr. James H. Anderson, Editor The Amsterdam News, New York, N. Y.
J. R. Clifford, Esq., Editor, Martinsburg, W. Va.
Reverend B. F. Watson, Secretary and Treasurer of the Board of Church Extension of the Church Extension Society of the African Methodist Episcopal Church.
George Washington University, Washington, D. C., Dr. William Miller Collier, President.
University of Pittsburgh, Pittsburgh, Penna., Dr. Samuel Black McCormick, Chancellor.
Morehouse College, Atlanta, Ga., Dr. John Hope, President.
Morgan College, Baltimore, Md., Dr. John O. Spencer, President; Dr. William Pickens, Dean.
Harvard University, Cambridge, Mass., Dr. Albert Bushnell Hart, Professor of Government, Harvard; Roscoe Conkling Bruce, Esq., Assistant Superintendent of Public Schools, in Charge of Colored Schools, District of Columbia.
Oberlin University, Oberlin, Ohio, Dr. Wayne B. Wheeler, of Washington, D. C.
Rutgers College, New Brunswick, N. J., Senator Joseph S. Frelinghuysen, United States Senate, Washington, D. C.
Wesleyan University, Middletown, Conn., Albert Mann, Esq., Carnegie Institution, Washington, D. C.
Yale University, New Haven, Conn., Dr. William Bacon Bailey, New Haven, Conn.
Columbia University, New York City, Hon. Frederick P. Keppell, Litt. D., American Red Cross, Washington, D. C.
University of Maine, Orono, Maine, Dr. George P. Merrill, Washington, D. C.
Fisk University, Nashville, Tenn., Dr. Thomas Jesse Jones, Washington, D. C.
University of Havana, Havana, Cuba, Dr. Jose Guillermo Diaz, New York, N. Y.
Trinity College, Hartford, Conn., Rev. George Williamson Smith, Washington, D. C.
Western Reserve University, Cleveland, Ohio, E. C. Williams, Esq., Librarian, Howard University, Washington, D. C.
Vassar College, Poughkeepsie, N. Y., Miss Jane E. Davis, Hampton Institute, Hampton, Va.
Catholic University of America, The Catholic Historical Review, Dr. Peter Guilday, Washington, D. C.
The School of Religion, Yale University, New Haven, Conn., Rev. Harold M. Kingsley, Talladega, Ala.
Carnegie Institute of Technology, Pittsburgh, Penna., Dr. A. A. Hamerschlag, President.
Benedict College, Columbia, S. C., Rev. B. W. Valentine, President.
Wilberforce University, Wilberforce, Ohio, Dr. W. S. Scarborough, President.
Pennsylvania College for Women, Pittsburgh, Penna., Dr. John Carey Acheson, President.
Queen's University of Belfast, Ireland, Dr. Foster Kennedy, of New York City.
Stevens Institute of Technology of Castle Point, Hoboken, N. J., Dr. Alex A. Humphreys, President.
Queen's University of Kinston, Ontario, Canada, Principal Bruce Taylor, University of Toronto, Toronto, Canada.
Talladega College, Talladega, Ala., Dr. Frederick A. Sumner, President St. John's College, Washington, D. C. (Brother Edward.)
Beloit College, Beloit, Wisconsin, Dr. Edward D. Eaton, President Emeritus, Washington, D. C.
Shaw University, Raleigh, N. C., Dr. Charles Francis Merzere; President McGill University, Montreal, Canada; Dr. Samuel Fortier, Department of Agriculture, Washington, D. C.
Swarthmore College, Swarthmore, Penn., Mrs. Janney Brown, member of Swarthmore Board of Trustees, Swarthmore College, Washington, D. C.
Brown University, Providence, R. I., Arthur D. Call, Esq., of the American Peace Society, Washington, D. C.
Knox College, Galesburg, Illinois, Dr. Frederic Bancroft, Washington, D. C.
Hillsdale College, Hillsdale, Michigan, Dr. Ulysses G. B. Pierce, Trustee of Howard University, Washington, D. C.

Goucher College, Baltimore, Md., Miss Edna L. Stone, Washington, D. C.

Edward Waters College, Jacksonville, Fla., Dr. John A. Gregg, President.

University of Wyoming, Laramie, Wyoming, Dr. John W. Scott, Professor of Zoology.

Colored Agricultural and Normal University, Langston, Okla., J. M. Marques, Esq., President.

 Miner Normal School, Washington, D. C., Miss Lucy E. Moten, Principal.

Storer College, Harpers Ferry, W. Va., Prof. William A. Saunders, of the College.


Tennessee Agricultural and Industrial State Normal School, Nashville, Tenn., William J. Hale, Esq., President.

State Agricultural and Mechanical College, Orangeburg, S. C., Dr. R. S. Wilkinson, President.

The Negro Agricultural and Technical College of North Carolina, Greensboro, N. C., Dr. James B. Dudley, President.

Florida Agricultural and Mechanical College, Tallahassee, Fla., Dr. N. B. Young, President.

American Bible Society, New York, N. Y.

Lincoln Institute of Kentucky, Lincoln Ridge, Ky., Dr. A. Eugene Thomson, Principal.


Virginia Normal and Industrial Institute, Petersburg, Va., John M. Gandy, Esq., President.

National Training School, Durham, N. C., Dr. James E. Shepard, President.

National Training School for Women and Girls, Inc., Lincoln Heights, Md., Miss Nannie E. Burroughs, President.

Maryland Normal and Industrial School, Bowie, Maryland, D. S. S. Goodloe, Esq., Principal.


Mr. W. Wallace McCary, Department of the Interior, Bureau of Pensions, Washington, D. C.

Dr. W. H. Ross, Bureau of Soils, Washington, D. C., representing the Dalhousie University, Halifax, N. S.


Virginia Theological Seminary and College, Lynchburg, Va., Dr. R. C. Woods, President.

The Catholic World, New York City, Mr. John J. Burke, Representative.

Honorable James G. Carter, United States Consul to Madagascar.

Dr. Ernest Lyon, Librarian Consul General, Baltimore, Md., and Mrs. Lyon.

The Hon. John C. Dancy, A. M. E. Zion Church Extension, Washington, D. C.

Rabbi Abram Simon, Ph. D., Washington, D. C.

James Weldon Johnson, Esq., Field Secretary, N. A. A. C. P., New York.

Dr. John R. Hawkins, Financial Secretary, A. M. E. Church, Washington, D. C.

University of Geneva, Geneva, Switzerland, Dr. A. Velleman, of Geneva, Switzerland, also attending the International Labor Conference being held in Washington, D. C.

Massachusetts Agricultural College, Amherst, Major Arthur C. Monohan.

Stevens Institute of Technology, Hoboken, N. J., Mr. Joseph F. McCoy.
Tuskegee Normal and Industrial Institute, Alabama, Mr. Charles Winter Wood.

Gammon Theological Seminary, Atlanta, Ga., Dr. J. W. E. Bowen, Vice President.

National University of La Plata of the Argentine Republic, Dr. L. S. Rowe, Assistant Secretary of the United States Treasury, Washington, D. C.

University of Edinburgh, Scotland, Professor Sutherland Simpson, of Cornell University, Ithaca, New York.

Royal Frederiks University of Christiana, Norway, Dr. Leonard Stejneger, Smithsonian Institution, United States National Museum, Washington, D. C.

Dr. Arthur A. Hamerschlag, President, Carnegie Institute of Technology, Pittsburgh, Penna.: Accept on behalf of the trustees and faculty of the Carnegie Institute of Technology our congratulations on your accession to the Presidency of Howard University.

Dr. S. E. Moses, President of the College of the City of New York: Most cordial greetings upon the inauguration of President J. Stanley Durkee and most cordial good wishes for the success of his administration in the guidance of Howard University.

Principal James W. Eichelberger, Jr., of Walters Institute, Warren, Ark.: The Faculty extends its congratulations to Dr. J. Stanley Durkee and to Howard University upon his inauguration as President and we hope his inauguration will mark a beginning of greater Howard of which his reorganization is prophetic.

University of Zurich, Switzerland: Best Wishes.

Rector, University of Lausanne, France: Hearty wishes for prosperity and efficiency to sister Howard.

University of Seville, Spain: I should like to express my sincerest thanks for your kind request that I should be present at the inauguration of Dr. J. Stanley Durkee.

W. E. Tibbs, Esq., of the Georgia State Industrial College for Colored Youths, Savannah, Ga.: I have only words of congratulation to offer my Alma Mater on the choice of such an excellent President as Dr. Durkee is proving to be; and wishes to him for the largest success in his office as President.

Rector, University of Dijon, France: Will you express to President J. Stanley Durkee my regrets (because I cannot be present) and assuring you of my deepest consideration.

Dr. L. H. Murlin, Boston University: Most hearty greetings and generous welcome to the Circle of College Presidents and best wishes for you and your university.

The Rector of the University of Bordeaux, France: Assuring you of our fellowship and of our best wishes, and hoping for the university of our great sister republic a distinguished career.

The Rector of the University of Brussels, Belgium: Best wishes to Howard University.

The Rector of the University of Geneva, Switzerland: Accept of our best wishes for the inauguration of your new President and for the prosperity of Howard University.

The Rector of the University of Leiden, Holland: Hearty Congratulations on this memorable occasion.

The Vice-President of the University of Lyon, France: Sincere felicitations and very best wishes for the prosperity of your fine and great University.

Dr. R. R. Moton, Principal, Tuskegee Institute, Alabama:
The Principal, faculty and students at Tuskegee Institute send cordial greetings to you today on the occasion of your inauguration as President of Howard University, and extend to the University and its President our sincerest wishes for a most successful and prosperous administration. The present period in our country's progress offers Howard University as well as other educational institutions a large opportunity for useful service and under your wise direction I am confident that the University will arise to greater educational influence and usefulness.

F. Q. Blanchard, Secretary of Executive Committee, The American Missionary Association:

Hearty Good Wishes to President Durkee upon the occasion of his inauguration at Howard and congratulations to the University as it enters upon what we hope will be the greatest era of its history.

George L. Cady, New York:

Congratulations to you and Howard.

Howard Alumni of Greensboro, N. C.:

Our sincerest and best wishes for his excellency, Dr. J. Stanley Durkee, trusting under your administration as President of our Alma Mater that the vital things in racial uplift for which Howard has stood in the past may progress being the watchword, pledging unstinted support and praying God's blessings upon you, we are your fellow students.

University of Basel, Switzerland:

Sincerest best wishes.

Chancellor, National University of Pekin, China:

Congratulations to Dr. J. Stanley Durkee and wish that your University grow further under his guidance.

The Rector of the Royal University of Naples, Italy:

With every expression of regard, and best wishes for the constant development of your University and the strengthening of the bonds which bind us to the glorious American People with whom the Italians have a community of noble ideals.

University of London, England, Dr. Arthur Percival Newton, New York City.

University of Bordeaux, France, Dr. Edward C. Armstrong, of Princeton University, New Jersey.

University of Lisbon, Portugal, Dr. Almo Vieira Rocha, Portuguese Legation, Washington, D. C.

University of Rochester, Rochester, New York, Dr. Merrill E. Gates, Washington, D. C.


American Bible Society, New York, Dr. Lewis B. Chamberlain.

St. Augustine College, Raleigh, N. C., Reginald Lynch, Esq.

Liberian Mission, Mr. H. A. Miller, Washington, D. C.

Jefferson Medical College, Philadelphia, Penna., Dr. A. B. Jackson.

Hampton Normal & Agricultural Institute, Hampton, Virginia, Dr. George P. Phenix.

Mr. William R. A. Palmer, Pocomoke, Maryland.

Mon. Robert Latio, Genthod, Geneva, Switzerland.

Mon. Michel Levie, Minister of State, Brussels, Belgium, also representing the University of Louvain.

Mon. John Van Dyk, Anvers, Belgium.

Mon. E. V. Guaguebeke, Brussels, Belgium.

Mon. Adolph Dumone, Antwerp, Belgium.

Board of Education, District of Columbia: Dr. H. Barrett Learned, Mrs. Coralie F. Cook, Dr. J. Hayden Johnson.
ATTENDING the International Congress of Women was as interesting, as illuminating and as gratifying an experience as it falls to the lot of the average woman to have. It was held in Zürich, Switzerland, from May 13th to the 17th, inclusive. Women from all parts of the world were present. On sober, second thought it is more truthful to say, that women from all over the white world were present, for there was not a single, solitary delegate from Japan or China or India or from any other country whose inhabitants are not white. Since I was the only woman present who had a single drop of African blood in her veins, it was my duty and my privilege to represent not only the colored women from the United States, but the whole continent of Africa as well. In fact, I was the only delegate who gave any color to the occasion at all.

In a short sketch it is impossible to mention in detail the subjects discussed, the measures proposed or the work actually done by the International Congress of Women. No group of human beings could have made more earnest and more conscientious efforts to help solve the problems of reconstruction and readjustment incident to the great World War than did the women who took part in that Congress. A striking and never-to-be-forgotten feature was the good feeling existing between the French and German women present. The letters exchanged between the women of those two hostile countries showed their breadth of view and their sincerity of purpose and their determination to heal the breach beyond question or doubt.

Inasmuch as so many things have happened since the armistice was signed to discourage and dishearten us, as a race, it has been suggested that two instances should be related in connection with my participation in the Congress which show the other side. In the first place, I was invited to be one of the thirty-five delegates to the International Congress of Women. But, the Government refused to give passports to more than twelve. Miss Jane Addams, president of the Congress, insisted that I should be one of the twelve and did everything in her power to have me go. It would have been very easy in reducing the number from thirty-five to twelve, to leave the colored delegate out.

The other incident occurred when Miss Addams came to me Wednesday morning, May 14th, and said that the first large public meeting would be held the next evening, Thursday, in the magnificent old cathedral, the largest auditorium in Zürich, and that the American delegation had decided unanimously to have me represent it. Since Zürich is in the German division of Switzerland and I knew my audience would understand German better than any other language, I decided to deliver my address in the tongue which the greatest number would understand,
so I spoke in German. Naturally, I discussed the race problem, telling
the progress we have made as a race along all lines of human endeavor
in spite of almost insurmountable obstacles and appealing for justice
and fair play to all the dark races of the earth. I also emphasized as
strong as I could that white people might *talk* about permanent peace
till doomsday, but they could never have it, till the dark races were
treated fair and square.

I can give no better proof of the breadth of view and the generosity
of heart manifested by the delegates than to state that the following
resolution which I presented was unanimously passed: We believe no
human being should be deprived of an education, prevented from earning
a living, debarred from any legitimate pursuit in which he wishes to
engage or be subjected to any humiliation on account of race or color.
We recommend that members of this Congress should do everything in
their power to abrogate laws and change customs which lead to dis-

drimination against human beings on account of race, color or creed.

Since President Durkee has asked me to give a brief account of my
trip abroad, I must leave the Congress and hasten on. In Paris, where
I remained about five weeks, I had a delightful visit with Monsieur Jean
Finot, whom I met for the first time fifteen years ago on returning from
the International Congress of Women, which was held in Berlin. Mr.
Finot, as is well known, is the editor of "La Revue Mondiale" and is
the author of the most remarkable book on the race question which has
appeared in many years. "Le Préjugé des Races," a thick volume in
French, was translated into English by the well-known W. T. Stead,
the editor of The Review of Reviews in England who greatly abbre-
viated it under the title of "The Death Agony of the Science of Race." Mr.
Finot presented me with both the shortened French and English edi-
tions, and has given me permission to have the English version reprinted
in the United States. It is impossible to find stronger and more scien-
tific arguments against the natural superiority or inferiority of certain
races than are given in Mr. Finot's book. Nothing is more exhilarating
and encouraging than a talk with this great French writer who, believes
heart and soul in the superior mental and spiritual endowments of his
dark brothers.

For many reasons the interview with Baron Makino at the Hotel
Maurice is indelibly stamped upon my mind. I felt that I had been in the
presence of a real diplomat for a whole hour and a half, when I bade
him "adieu."

With Captain Boutte, who was with the Visitor's Bureau in Paris, I
saw a large part of the devastated section of France. Even if there
were sufficient space, I have not the power to give the faintest idea of
the terrible destruction I saw and the pathetic efforts made by the
returning refugees to reëstablish their homes.
While I was in Paris, Mr. and Mrs. H. G. Wells extended me a cordial invitation to be their house guest, when I reached England. Many will recall, no doubt, the very stirring article which the great English novelist wrote on the "Tragedy of the Color Line," after he had visited the United States about fifteen years ago. Mr. Wells lives on one of the estates of the Countess of Warwick, about one hour and a half by rail from London. The grounds around this estate seem boundless. The house itself is large with everything bespeaking comfort and evincing the most exquisite taste.

Invited at the same time were Mr. St. John Ervine, a young author and playwright, whose play "John Ferguson" ran in a New York theater nearly the whole of last summer; Mrs. Ervine, Mr. Thomas Lamont of New York and Mrs. Lamont. Mr. Lamont, who bought the Evening Post from Mr. Villard not long ago, is one of J. Pierpont Morgan's European representatives and was a valued member of President Wilson's party in the Paris conferences on the League of Nations. I shall always be sorry that I knew nothing about stenography, since that memorable visit with all those interesting, well-informed and delightful people under one roof and at one table; then all gathered after dinner in a single circle. Mrs. Wells herself is a charming, vivacious woman who likes to entertain her friends. Mr. Wells is one of the most approachable, unaffected, entertaining and hospitable hosts imaginable. He must have found the fountain of youth, for he has the energy, activity and zest of a young man who has just reached his majority. I saw him play the game of ball described in "Mr. Britling Sees It Through" an entire morning, then, later on, he played tennis the whole afternoon.

While I was the house guest of Mr. and Mrs. Wells, the Countess of Warwick whom I met in London fifteen years ago invited me to tea. The baby who was just a few months old then had grown to be a beautiful young woman, and one of the pleasant experiences during that visit was a rather exciting game of ball with this little lady—Mercy Greville—in Mr. Wells' gymnasium.

At the Countess of Warwick's tea, I met a number of people distinguished in the literary, social and political life of England.

It was my privilege to meet personally and to hear on several occasions Sir Harry Johnston, the noted expert on Africa, once when he presided at a dinner given by the African Society and once when he addressed the National Liberal Club, the largest club in London. I also heard at this same dinner Sir Hugh Clifford, Governor of the Gold Coast, and met Lady Clifford also. It would be a great mistake not to say that at the dinner given by this so-called African Society, there were about five in all, out of a possible two hundred and fifty attending the dinner, who had any African blood in their veins at all. The others were interested in the dark contingent for one reason or another—and some of these were people of high degree.
It was a rare privilege and a genuine pleasure to spend the afternoon at Mrs. Coleridge-Taylor's home with her two interesting children and to attend a concert with her at which several songs written by the great composer were sung. Mrs. Coleridge-Taylor's loyalty to the memory of her husband is evident in everything that she says and does. Her daughter, Gwendolen, has undoubtedly inherited her father's talent. I asked her to play an instrumental solo and she granted my request by rendering a very brilliant and difficult selection. I told her mother that I could not recall having heard it before and asked the name of the composer. "It's Gwennie's composition," Mrs. Coleridge-Taylor replied, looking at this very promising child with affection and pride. Hiawatha has also inherited some of his father's talent. He is very musical and has already written several scenarios, which have been accepted.

Altogether the trip abroad last summer was profitable and pleasurable in every way. There were a few bits of information I gleaned firsthand which were not very reassuring, but that was to be expected under the circumstances, after the whole world had practically been turned upside down for four years.

ARCHITECTURE
A CULTURE SUBJECT FOR STUDY.

William A. Hazel, Instructor in Architecture at Howard University.

Of the four sister fine arts—Music, Architecture, Sculpture and Painting—Music and Architecture have been said to be twins, from the fact that unlike Sculpture and Painting, they do not obtain their origin from the imitation of natural objects.

An eminent French authority has placed them in this order of development because "men uttered sounds before they built houses; built houses before carving them; and carved before painting them." It is certain that one of the first concerns of primitive man was providing himself with some sort of shelter from the elements. When these man-made habitations began to take on system and order, and when beauty was superadded, architecture had its beginning.

The earliest cultural element in American life was that introduced by New England Puritanism: Biblical Literature and the belles lettres, both being the outgrowth of Harvard College, founded in 1636, "to preserve and perpetuate in their new home, the classical and theological learning acquired at the University of Cambridge by many of the early settlers of the Colony of Massachusetts Bay," and to provide an educated ministry to sustain the religious life of the community. Among a people of such austere habits and antecedents, Music—except of the kind pre-
scribed for religious worship, and Poetry of an almost equally restricted range—could hardly have found a congenial home. Architecture, because of the newness of the country, if from no other cause, received little consideration; its derivatives, Sculpture and Painting, having been the especial objects of the hostile fanaticism of contemporary co-religionists of the colonists, across the seas.

In every period of the world's history, wherever and whenever Architecture and its allied arts, Painting and Sculpture, have flourished, there existed a corresponding degree of culture in these matters among the people themselves. From which it may be deduced that Art is a determining, formative force in the national life; a vital and intimate element in everyday existence, which cannot be dispensed with in the education of the great masses of the people. A high degree of art cannot be attained by a people so long as the cultivation of the arts is confined solely to the professional artist. In whatever age art has left a brilliant record, there is evidence that the laity, the whole people were fastidious and critical in artistic concerns, and had become so by participation in them.

In the 12th and 15th centuries, the great periods of art craftsmanship, art was brought to the door of the very humblest, by reason of its contact with household products of industry; this was education of the most direct sort. It was only later, when art came to be divorced from craftsmanship, became more and more a thing of luxury, the exclusive possession of the wealthy, that the artist became subservient, and there was a decline in the public taste. Even then there still was left the traditions and remains of the past, to create an atmosphere from the beneficent effects of which none might wholly escape. For instance, witness mediaeval Italy: "No people," says Professor Charles Elliott Norton, "except the Athenians have ever been so sensitive as the Florentines to the delights of art."

Mr. Ruskin says: "It is an idea too frequently entertained, by persons not much interested in art, that there are no laws of right and wrong concerning it; and that the best art is that which pleases most widely." But he insists that there are laws of right and wrong; "Laws which are just as fixed as those of harmony in music, or of affinity in chemistry; these, and the truth respecting art are definitely ascertainable with time and labor, but by no other way." Only by study and observation can a cultivated taste in art be acquired; an appreciation of, and preference for, inherent propriety and fitness. So that one possessing a cultivated taste based upon knowledge can assert with as much positiveness concerning the laws of art as could Mr. Faraday concerning the affinity of iron for oxygen.

With the discovery of the New World in the 15th century, the great cathedral building activities of the Gothic period in France came to an end. The religious fervor fostered under Monastic institutions and,
intensified by the Crusades, had spent itself. The energies of the people which had found outlet and expression in things spiritual were diverted into new channels as the Nations emerged from the Feudal state. New World adventure and commercial enterprise gave rise to materialistic tendencies which have, in America, persisted until our own day—subordinated only in a degree to the ideals of religious and political liberty brought by the Exiles to these shores. As a consequence, national expansion and the development of our vast natural resources have been the chief concern of the American people, with the inevitable result that an indifference to art has become almost a national characteristic. Owing partly to the above causes, and also to our geographical isolation from the Art of the Old World, there has been until comparatively recent years little general education tending to contribute to the formation of public taste. Our now numerous and thriving schools of architecture have all been founded within the memory of persons now living and not yet considered aged. Nothing approaching a popular interest in art existed prior to the Centennial Exposition at Philadelphia in 1876; though there had been sporadic instances of exceptional architecture of an earlier date. But it was the great Fair, with its hitherto undreamed-of wealth of European art products, which awakened the interest of the nation in things artistic and gave an impetus, not always well directed, to hitherto neglected art culture.

That architecture should have received less attention from the laity than its sister arts is easily explained. Throughout the continent of Europe there are scattered the remains of monuments, edifices of whatever character important in the history of art, dating from Imperial Roman times, including all the architectural styles evolved since then. But America has no such inheritance, which accounts in a measure for our unfamiliarity with, and lack of popular interest in, this department of fine art.

Painting and Sculpture, being portable forms of art, have been more accessible; to this fact is due our greater familiarity, interest and knowledge; the facility and inexpensiveness with which graphic art can be reproduced, makes it especially available for the home. Whether we really love pictures or because fashion dictates their use as part of our home "furnishings," they adorn (?) our walls with more or less profusion, often with confusion. There is no one who wishes to be considered cultured who has not his madonnas, his Mona Lisa, Sir Galahad, Baby Stuart, Sir Joshua's Cherubs, and a Rembrandt or two, and does not know something about them. Plastic art is not so available for home decoration and our knowledge of it is limited, in most cases, to that obtained in museums and the study of public statues.

Now, while some knowledge of Music and of Poetry is felt necessary for culture, that is, sufficient acquaintance with the best, to induce a preference, a taste for it, the fact remains that persons who would feel
themselves deficient if they had no appreciation of the works of the great masters of musical composition or of the classics of ancient and modern literature, find their complacency in no wise disturbed because they cannot say positively whether the Parthenon is in Greece or Egypt; or which is Gothic, St. Peter's or Rheims. Their "faces are saved" because of the assurance that the great majority is with them. The study of architecture would lead to a more general appreciation of beauty. It would enlarge one's capacity for the enjoyment of life as does a knowledge of music and literature; and bring one into closer touch with the noble and inspiring facts of civilization and human achievement.

Architectural is the surest index of the civilization of an age, a race, or a people. It has recorded the migrations and conquests, the social and religious developments of other times; often antedating written history in many important respects and authenticating it where it would be often worthless without such verification. This is so because architecture has touched the life of man at every point most intimately, ministering to his every need. It has provided him with his home, his places of worship, amusement, business, and finally with the tomb in which he rests.

The cultural value of the study of this art can scarcely be overestimated, and it should be considered a civic duty for all the people to acquire some knowledge of its principles. Under our democratic form of government they can no more escape responsibility for our public architecture than for our laws. Excepting perhaps the monuments of Egypt—which were built under kingly or priestly despotisms—none of the great works of past times that have come down to us could have been achieved without the sympathetic comprehension of their art by the public.

Our is a hurrying, impatient age: and in haste and impatience we exceed all other nations. It is improbable that we shall ever command the leisure of the ancient Greeks for the cultivation of the arts; or come under such a dominating influence as were the Florentines of the 16th century, when "every new structure became a school of the eye and the taste." But it should be possible for our judgment to become so good through proper education that artists will not hesitate to appeal to it, and the assurance that merit can safely appeal to such a judgment will stimulate them to their best endeavors.

Thus the artist and the public will react upon each other; the artist, educating the public by constantly keeping before it the highest ideals of his inspiration, and he, kept to the true path by the exactions of an educated and fastidious public; quick to recognize the powers exerted in its behalf, and ready to commend and reward, if also to criticise; each capable of appealing or being appealed to; confident of mutual, intelligent, and sympathetic appreciation.
PROFESSOR HOUSTON RETIRES

Prof. G. David Houston has just retired from the Headship of the Department of English to assume administrative duties in the Public Schools of Washington, D. C. Prof. Houston brought to the Department of English high scholastic attainment and long teaching experience. He received both his Baccalaureate and Master's Degree at Harvard University, where he devoted himself to his chosen specialty. He had taught successfully at Tuskegee Institute, at the Baltimore High School, and at the Dunbar High School of Washington, D. C., before he was called to the Chair of English at Howard. Prof. Houston was markedly efficient in the Department of Rhetoric and Composition, where he has few superiors in the teaching profession. He also showed great efficiency in organization and management of the Department over which he presided for the last seven years. His intellectual and moral influence among students and teachers was wholesome and tonic. Prof. Houston was deeply devoted to the fundamental aims and ideals of Howard University, which he strove to uphold and extol. He took a becoming part in collateral activities, and was Chairman of the Committee on Dramatics and Debating, where his management showed his customary thoroughness, efficiency, and success.

During the administration of President Durkee, Prof. Houston has served as Managing Editor of The University Record and has made for this publication an enviable place in college journalism.

The University regrets the withdrawal of Prof. Houston from its teaching staff. He carries with him its best wishes in his new field of labor.
HOWARD ALUMNI YOU OUGHT TO KNOW

WILLIAM LAFAYETTE FITZGERALD, son of Joseph M. and Mary A. Fitzgerald, was born near Johnson Biddle University, where he received his higher education preliminary to entering upon his professional training. Having finished his work there he entered
the Law School of Howard University in 1895, and after a very creditable record in his work, graduated in 1898 with the degree of LL. B.

William L. Fitzgerald
In casting about for a suitable place in which to practice his profession, Mr. Fitzgerald decided to locate in Baltimore, and accordingly, settled there in 1899, thereby securing the enviable record of being the first colored man to take a written examination before the State Board of Law Examiners.

The record of Mr. Fitzgerald from that time on is an excellent illustration of what a young man of ambition, who has sufficient energy and foresight to prepare himself properly, and who is true to high moral and civic ideals, can achieve. Discovering that real estate offered an exceptionally promising field, he decided to devote himself to that branch of the law. In a few years by close attention to business, intelligent vision, and straightforward honesty he so won the confidence of the community that his success was assured. And now after a professional career of twenty years he holds the justly earned position of one of the foremost citizens of the community without regard to sex or race.

Mr. Fitzgerald's office is located in one of his own buildings, and is noted for the excellence of its equipment and the artistic manner in which it is finished. His home also in which he enjoys a most delightful companionship with his wife, Lucille Wilson Fitzgerald, and his daughter, Jessie Angeline, is handsomely appointed and gives convincing evidence of the success which he has met in his profession.

But Mr. Fitzgerald has by no means confined himself to the practice of his profession. From the very beginning he has devoted his ability and energy in a big way to the community interests. He is a member of Bethel Church, he is a Mason, a Pythian, an Odd Fellow, an Elk; he is a very active member of the Colored Men's Business Exchange, and indeed, has allied himself with every movement looking to race development and community uplift. In fact, he has made himself such a useful citizen that in the municipal primary election of last year he was nominated by an overwhelming majority of the voters of his ward for the position of City Councilman, and in the succeeding general election was swept into office by an unusually flattering vote. Mr. Fitzgerald rightly takes his place among the distinguished Alumni of Howard who have made practical application of the high ideals of successful and unselfish public service set before them by the University.

ALUMNI NOTES

Howard is well represented on the faculty of the Virginia Theological Seminary and College at Lynchburg, Va., an institution that is doing yeoman service in the Old Dominion. The Howard people who are helping in this great work and seasoning things up with the Howard "Pep" are: Lieut. John R. Hunt, '12, more popularly known as "Buck Hunt"; A. G. Lester, '15; J. A. Jorden, '15; Miss Pegram, '19, and Mrs. Bruce, Pd. B., Teachers' College.

Oscar Johnson, '16, is doing good work at Morehouse College, where he is building up the work in Biology. He was one of Dr. Just's good men and joys a most delightful companionship with his wife, Lucille Wilson Fitzgerald, and his daughter, Jessie Angeline, is handsomely appointed and gives convincing evidence of the success which he has met in his profession.

Howard is worthily represented at Talladega College by Rev. E. E. Scott, a graduate of our School of Religion. He is Chaplain of the College and therefore has abundant opportunity to impress the lives of the young people who come under his influence.

Rev. W. Q. Rogers, Pastor of St. Paul's Episcopal Church, of Atlanta, Ga., is a Howard man of long standing...
and a worthy son. Beside attending to the spiritual needs of his congregation he is a leader among that group of Atlanta's citizens who are working constructively to procure full justice for the citizenry of Atlanta and to promote the proper relations between the races.

Rev. P. E. Morris, Theology 1880, after a successful pastorate of many years in Lynchburg, Va., is now doing fine work as Superintendent of Missions of the Baptist Denomination for the State of Virginia.

J. M. Carter, '01, and for many years a teacher of Latin in Dunbar High School, Washington, D. C., probably holds the record as a loyal rooter for the foot-ball team, for, during his eight years as a student of the University, he witnessed every game played by the team, either as a participant or as a spectator. Since graduation in 1901 to the beginning of the season of 1919, he has missed only six games played by the team, both at home and abroad. We should be glad to hear of any record that can surpass this.

State Normal School of North Carolina

Doing Missionary Work for Howard

November 10, 1919.

Dear Prof. Lightfoot:

I wish to express my appreciation for your kindness toward me this summer. I was greatly helped by studying the books which you suggested. I find that my students take more interest in Latin than in previous years.

At the beginning of the next session I will send four students to dear old Howard. All these students are interested in Latin and will continue its study at Howard.

I sincerely hope that you will have a successful year. The schools in N. C. are crowded.

Will you kindly give my name and address to the secretary of the Alumni Association, and ask him to send me a statement of dues. I desire to get in close contact with the association and do all I can to help my school.

Best wishes.

Yours truly,

LILLIAN D. QUARLES,
Class of 1918.

UNIVERSITY NOTES

The Association of Colleges for Negro Youth Holds Annual Meeting at Talladega

The Association of Colleges for Negro Youth held its seventh annual meeting as the guests of Talladega College November 6th and 7th, 1919. The representation was as follows:

Atlanta University—Professor John P. Whittaker.

Benedict College—President B. W. Valentine.

Bishop College—President C. H. Maxon.

Fisk University—President Fayette McKenzie.

Howard University—Professor D. O. W. Holmes.

Knoxville College—Professor H. M. Tilford.

Morehouse College—Dean Benjamin J. Brawley.

Shaw University—Professor F. T. Rogers.

Talladega College—Dean J. T. Cater.

Virginia Union University—Professor J. B. Simpson.

Wilberforce University—Dean G. H. Jones.

The above named colleges compose the entire membership of the Association.

The following program, which had
previously been sent to the members, furnished the topics about which the main business of the conference centered:

1. Consideration of application for entrance to the Association from the State Schools at Tallahassee, Fla., and Normal, Ala., and Wiley University. (To this was added an application from Roger Williams.)

2. A review of the listing and grading of secondary schools and high schools, and in this connection a definite request from Hampton Institute to be given ranking on a par with standard high schools. The President of the Association, who has endeavored within the past six weeks to make a special study of the high schools in the South, will make a thirty-minute report on this topic.

3. Consideration of a special periodical as the distinct organ of the Association.

4. Some further consideration of the general comity of the institutions already in the Association, the condition of ad eundem standing, etc.

With reference to the first topic it is necessary to note only the fact that the cases were referred to the Executive Committee, it being considered wise to have a committee visit each school applying for membership in order that the organization, equipment, quality of instruction and standards of the institution might be determined by first-hand inspection.

The second topic brought forth a most illuminating study which has been carried on during the past year by the President of the Association, Dean Brawley, of Morehouse College. He is endeavoring to determine, through communications with the state and city superintendents of education throughout the South, to what extent provisions are being made or are in contemplation for high schools for colored people. A number of letters from such officials were read showing all possible phases of progress and opinion on this important matter. The general tenor of these letters was surprisingly favorable. Practically every school official seemed to hold the opinion that high school work of full standard grade should be maintained for the colored pupils as well as the whites and that adequate equipment and teaching corps should be provided as speedily as possible. This is one direction in which the Association by just such studies will be able to bring this vital matter to the attention of state and city officials and through them to influence public opinion in the direction of adequate secondary school facilities in the various parts of the South. The investigation will be continued by President Brawley and further report made at the next meeting. In this connection it should be noted that through the efforts of the President about $700 has been procured from various philanthropic agencies in order to carry on the work of the Association more effectively.

The question of a special periodical as a distinct organ of the Association was referred to a committee for consideration and report. The opinion, however, seemed favorable to the establishment of some publication which might serve as a clearing house for matters concerning the higher education of the Negro and as a medium for propaganda in this direction.

A topic which, of course, was of immediate interest and demanded undivided attention was the question of salaries of college teachers. It was brought out that it is no uncommon thing in some of our colleges to find, even at this day, teachers trying to live on six and seven hundred dollars a year. A committee was appointed to draft a statement setting forth these facts and presenting in concise form the present-day arguments for substantial increases in the salaries of teachers and to present this statement to the boards and other officials controlling finances of the institutions in question.

The final session of the conference, Friday evening, November 7th, was a public meeting held in the beautiful
chapel of Talladega College and attended by the student body and faculty of the college and interested persons from the town. On this occasion timely addresses on educational topics were delivered by Dean Jones, of Wilberforce, and President McKenzie, of Fisk. Several musical numbers were furnished by members of the University.

As a whole the conference indicated, unmistakably, the broad field of usefulness for such an organization as the Association of Colleges for Negro Youth. Through it ideas concerning our common problems and the methods of meeting them were frankly and freely exchanged. This, in itself, is of no small value in securing the understanding and co-operation so necessary for schools of this kind especially in these critical times. Such an organization, too, more effectively than any other agency, can bring about the standardization of the secondary schools which prepare pupils for college. So long as colleges accept poorly prepared pupils so long will pupils come poorly prepared and so long will secondary schools maintain low and unsatisfactory standards. The Association, by demanding standard college preparation from high school graduates and by refusing to admit to its membership other colleges that fail to maintain this standard, is moving in the right direction and performing a much needed educational service.

The officers of the Association, by unanimous vote, were elected to serve another year. They are as follows:

President, Benjamin Brawley, Dean of Morehouse College.
Vice-President, C. H. Maxon, President Bishop College.
Secretary-Treasurer, J. T. Cater, Dean Talladega College.

Executive Committee—The Officers and Professor John P. Whittaker, Atlanta University; Professor D. O. W. Holmes, Howard University.

The Eighth International Student Volunteer Convention will be held in Des Moines, Ia., Dec. 31 to Jan. 4, next. It will be the greatest convention of its kind and probably the most important religious gathering of this year. There will be in attendance about 7,000. Six thousand of these will be students selected from the colleges and universities of North America and the rest will be faculty members and outstanding Christian workers from all over the world. The student volunteers are those students who have announced that they have definitely volunteered to work in foreign missions or wherever God and the Church call them. Other students will be members of the convention and thus place themselves under the most powerful influences to hear God's call to them from the world's crying needs. "The addresses will vividly picture and forcefully emphasize the moral, social and religious needs of the world today, the principles underlying the foreign missionary enterprise and the lines of effective and speedy mastery of all phases of life in every nation by Jesus Christ." It will be the most important convention of its kind, not only because of having the largest attendance, but also because it will consider the new world in both the home and foreign lands which, as the result of the war, must be established more largely than ever before on the moral and social principles of Jesus.

There will be in attendance about 200 representatives from the schools for colored people. If the necessary funds can be raised Howard plans to send nine delegates. The broader and clearer world view and the great inspiration which the delegates will receive make it very important to the university, the colored people, the nation and the Christian world that Howard should send a full delegation. Several hundred dollars above present pledges are needed. This makes it necessary for us to give even to the point of sacrifice. We need the help also of the Alumni and other friends. Do not wait for personal solicitation. Send your pledge at once to the Dean of Men, Howard University. This is an opportunity to contribute to
the vital forces which make for the greatest Howard. It is not too much to hope that some of the delegates will be led to volunteer and that this will result in life service for humanity in the homeland or foreign fields. Howard will ultimately be measured, as all other institutions will, by the Christlike service of its sons and daughters for humanity.

Delegates of the Students’ Volunteer Convention

As a result of the election held on November 19, at which time delegates were to be chosen for the Student’s Volunteer Convention at Des Moines, Iowa, the following candidates were successful:

Miss Inabel F. Burns.
Miss Grace L. Randolph.
Mr. Mifflin T. Gibbs.
Mr. John Miles.
Alternates:
Miss Georgia Green.
Miss Evelyn Lightner.
Mr. William S. Nelson.
Mr. Roland T. Heacock.

This election speaks well for these young men and women who through their active work about the University have merited this honor by popular expression of the student body. It is certain that their attendance at this “World Congress” of students will be characterized by extraordinary success.

The Kappa Sigma Debating Society

The Kappa Sigma opened this year with the election of officers.
-President, S. M. Douglas.
-Vice-President, J. C. Canty.
-Secretary, Mifflin T. Gibbs.
-Treasurer, H. A. Carter.
-Correspondence Secretary, E. Gordon.

Under the direction of Mr. Douglas, the organization aims to elevate debating to the high standard that it merited in the past by making its function more extensive, and by raising the qualifications of its members. Preparations for the Freshman-Sophomore Debate are already well under way. Moreover, it is expected that in the near future a favorable reply will come in from both Atlanta and Fisk Universities, accepting Howard’s challenge to a renewal of the triangular league with those institutions. Never before was ‘Varsity material more plentiful. In Jackson, Nelson and Douglas, Howard boasts of three experienced fighters. There are also others who will in time develop.

Y. M. C. A. Notes

(Extract from letter to President Durkee from S. R. Morsell, Executive Secretary of the Y. M. C. A., of Pittsburgh, Centre Avenue Branch, 1847 Centre Ave., Pittsburgh, Pa.):

“While Howard is not my Alma Mater I am sympathetically an alumnus when it comes to facing an opportunity to cooperate even in a slight way with a University which is undertaking such a remarkable educational program for my people as Howard is launching.”

The University Y. M. C. A. has outlined an Executive Community Service Campaign. The program for the year includes work with boys, regular visits to the District jail and Freedmen’s Hospital, a thrift campaign in the alleys and out-of-the-way places of the city, service visits to families in connection with the Associated Charities of the District of Columbia.

S. A. Williams, a member of the senior class of the School of Religion is Chairman of the Committee in charge of all the work. The following men are chairmen of sub-committees: John M. Miles, sophomore, boys’ work; R. F. Heacock, sophomore, service at the District jail; William F. Nelson, sophomore, service at Freedmen’s Hospital; Lloyd Gibson, senior, School of Religion, is in charge of the thrift campaign.

A Bible Study Group has been organized on each floor of Clark Hall. The groups meet each Sunday morning at
9:00 o'clock. "Jesus in the Records" is the book which is being studied by all groups. The following officers have been elected: First Floor, Lloyd M. Gibson, Leader; S. H. Williams, President; R. M. Gilbert, Treasurer. Second Floor, William F. Nelson, Leader; E. W. Anderson, President. Third Floor, W. K. Bell, Leader; L. K. McMillan, President; Oswald Combs, Secretary; C. M. Stratton, Treasurer. Fourth Floor, Harold Bledsoe, Leader and President; D. W. Nichols, Secretary; Edwin Johnson, Treasurer.

These Officers meet each Thursday night at 8 o'clock in the office of the Y. M. C. A., Clark Hall, for special training and guidance. Dr. E. Albert Cook, of the School of Religion, is Leader of the Training Class.

Thomas H. Lloyd, of the sophomore class, has been elected delegate to the Fortieth International Convention of the Young Men's Christian Association of North America, which will be held at Detroit, Mich., November 19 to November 23, 1919. Mr. Lloyd is a returned Social Worker from Africa.

Julius Rosenwald, Chicago Philanthropist, Counsels Howard University Students

Howard University was honored Friday, November 21st, by a visit from Mr. Julius Rosenwald, the Chicago philanthropist, just designated by the President of the United States as a member of the Industrial Labor Conference. Mr. Rosenwald during the war served as a member of the Council of National Defense.

In presenting Mr. Rosenwald to the students of Howard University, President J. Stanley Durkee said: "We are honored this morning to have the rare opportunity of meeting a man who is so widely known and so deeply loved in this United States of America. I am sure if the student body had known the face of the man at whom they are now looking, they would have broken forth into loud cheers, the Howard Clap, the Howard Yell, and the Howard Song, long 'ere this. It is such a pleasure to have on this platform this morning the gentleman who is here and who has kindly consented to say just a word or two to us. Physically, I have never met him before until on this platform; mentally and spiritually, I have been with him for many years. It is such a pleasure to me, I know it will be such a joy to all of us to meet and greet this morning that great philanthropist, that great humanity lover—Mr. Julius Rosenwald."

Mr. Rosenwald in his reply said: "I am not prepared at all to speak to you in the way I would like and in the way I shall hope to some day, because I came here primarily just for a few moments this morning to visit and to pay my respects to my friend of many years, Mr. Emmett J. Scott. We have served together at Tuskegee; we have served together at Washington during the war, and I need not tell you—you know him probably as well or even better than I do—that the longer you know him, the greater is your respect for him. I was in Washington continuously for about a year and a half and I had often promised myself the privilege of looking into the faces of the students of Howard University, but as you will realize, those were busy times and it was rarely that we had an hour that we could say was free to do as we pleased."

Mr. Rosenwald counselled the students of Howard University to take to heart the lessons of thrift which are being urged all over the country at this time in the effort to reduce the high cost of living. He said thrift makes for future comfort, for high respect, and for a place among those peoples who guide and direct the destinies of the world. Mr. Rosenwald is a man who has practiced all he preaches and the students were thus enabled to look into the face and to listen to counsel from one who is interested in having...
the colored people come to a place of importance in the body politic. His very interesting talk was brought to a conclusion by the statement: "I am glad to be here this morning and even though it is my first visit to Howard University, I have already promised myself that it shall not be my last."

UNDERGRADUATE LIFE

Who's Who in Howard

Mr. Charles H. Parrish, Jr., has without question been visited with unusual honors and success. Aside from his prominence won on the basket-ball court and on the gridiron as a varsity man, he enjoys the distinction of being the President of the Senior Class, associate editor of both the Record and the Year Book, and instructor in Mathematics.

Mr. W. Justin Carter, Jr., has come to the fore as probably the most proficient artistic sign painter within the ranks of our student life, and is contributing Art Editor of the Record and the Year Book. He has also manifested great interest in the dramatic field, and as a reward he has merited his election to the Presidency of the Dramatic Club.

Mr. Lorenza Carter, '22, thru' his ability as a punter and drop-kicker on the foot-ball team, as well as his consistent gains, has won for himself an enviable reputation. His greater future success as a varsity man in both basket-ball and foot-ball is practically assured.

Capt. L. K. Downing, of the splendid Howard machine that has not yet lost a game, comes into prominence as never before. The excellent teamwork that is being displayed among our boys during these days is largely due to his wise leadership. Captain Downing has always impressed his fellows as being a gentleman of few words and plenty of action on the gridiron. For four years he worked his way upward gaining consistently until he gained the position of honor which he holds.

Miss Inabel F. Burns, on account of her scholarly attainments, executive ability, and striking personality, has always held the good favor of her class, her sorority, and the student body. She is found active and foremost in all university activities constructive and elevating in their nature.

Mr. Wm. S. Nelson, formerly of '18, but now of '20 (owing to a break in his scholastic program when he went to face the Hun) is rapidly regaining among the newer group of students that splendid reputation of the past as a fighter for those successes that count much in keeping high the intellectual standards in our college life. In 1917 he was a member of the debating team that triumphed over Atlanta, and later became Editor-in-Chief of the Howard Journal, the student publication of that day. Now he is Editor of the Year Book for 1920.

Murray Bros. Printing Co.

1731-1733 Seventh Street, Phone North 4419
Hampton's Defeat

Coach Robinson's perfect machine met Hampton in a collision Saturday, November 15, on Hampton's Athletic Field. Let it suffice to say that the Howard machine emerged unscathed, leaving its old rival low in the dust.

The day was an ideal one for the purpose, and Downing and his boys entered the field with the "snap" and "vim" that characterizes the Howard spirit of old. The signal practice was short but to the point and it impressed the home team that the game would be one hard fought. As our boys retired the "Bul" squad tottered on the field. Pandemonium broke loose in the ranks of Hampton rooters when they saw how much heavier their team was than ours. Little reckoned they that the best things come in small packages.

The teams lined up; the whistle blew; they were off. Hampton received the ball and after three successive attempts to gain a first down by line plunges, kicked into Howard's territory. Then commenced a series of line plunges and end runs, gaining first down after first, on the part of Howard. Finally, after three minutes of play, Brown took the ball around right end for a clean touchdown. Carter failed to kick the goal.

A second time the teams lined up, and Hampton received the kick. A moment later Campbell, Hampton's quarterback, kicked far into our territory. They then held our boys for four downs and the ball passed over. Hampton went over for a touchdown a few minutes later by a series of hardsmashes through our line. Campbell kicked the goal. Williams made a quick, short pass to Con- tie who fell across the line for the winning touchdown with scarcely 6 inches to spare. Williams failed to kick the goal. So the game ended.

The whole team deserves credit for exceptional playing and unexcelled teamwork. We are not far wrong when we say that Howard's team is 100 per cent efficient. Except for minor injuries to Brown, Carter, and Morris the team emerged unhurt. Many said that it was the cleanest, and most sportsmanlike game that they had ever witnessed.

The original line-up was as follows:

**HOWARD**

Howell L. E. Long
Jackson L. T. Paxton
Camper L. G. Coleman
Lawrence C. Gayle
Smith R. G. L. Green
Nurse R. T. Bradley
Hurt R. E. Saunders
Brown L. H. Hatchett
Payne F. B. Smuthers
Carter R. H. Wood
Keene Q. B. Campbell

The following men were substituted by Howard: Fuller, Downing, Williams, Parrish, Con- tie, Morris, Jeffer- son, and Holton.
There is now but one game between Howard and the Championship of the season. Howard must win. In the parlance of Captain Downing: "If we don't bring the bacon home on Thanksgiving Day, then you will know that there was no bacon served."

W. Wethers, '21.

The Freshman-Sophomore Debate Soon to be Held

The annual Freshman-Sophomore Debate will take place in the Rankin Memorial Chapel December 5, at 8 p.m. The subject which will be discussed on this eventful evening is, "Resolved, That the United States should assume a protectorate over Mexico for a period of twenty years." The Freshmen will defend the affirmative and the Sophomores the negative. The debaters are Messrs. Gibbs, Jordan, and Nelson on the negative; Messrs. Looby, Simmons, and Alexander on the affirmative.

President Douglas, of the Kappa Sigma Debating Club, will be master of ceremonies, and Professors Pollard, Lochard and Turner will act as judges. Two decisions will be rendered; one as to the best debater of the evening; another as to the winners of the debate.

On Thursday, October 22, the Omega Psi Phi Fraternity initiated into its ranks a group of college men of the most splendid type. Among these were Messrs. J. E. Eubanks, William Keane, Aaron Payne, James C. Canty, R. T. Geacock, James Long, King S. Jones, George D. Williams, M. E. Dubissett, Augustus Watson, William Greene, Pezavia Hardwick, and Elbert Campbell.

Campus Notes

THE Girls' Glee Club met on Nov. 6th and elected officers for the ensuing year. Those elected were:

Miss Zenobia Gilpin, President.
Miss Myra Smith, Vice-President.

Miss Viola Taylor, Secretary.
Miss Helen Lawrence, Treasurer.
Miss Evelyn Lightner, Business Manager.
Miss Helen Davis, Librarian.

The Glee Club numbers twenty-five excellent voices, and promises some rare musical treats during the year.

THE Stylus, recognizing the part that Negro literature will play in the period of Reconstruction, is making an intensive study of the drama this year. We hope to see, some time during the year, the production of a race drama written by one of the talented members of this organization.

THE "Victories" of the Howard-Union teams were celebrated by a charming little social in Spaulding Hall, on the evening after the eventful game. Altho' the hall was a trifle crowded, an enjoyable time is reported by everyone.

ON Halloween, farmers' sons danced gaily with the queens of hearts, and Dutch Maids "tripped the light fantastic toe" with officers of the U. S. army, in old Spaulding Hall, when the young ladies of Miner Hall entertained their friends at their annual Halloween party. Not the least attractive feature of the evening was the consumption of apples and sticks of candy.

THE Social Service Committee of the Y. W. C. A. had charge of the meeting on Sunday evening, November 23. Offerings already contributed for the Thanksgiving baskets formed a part of the unique decorations used.

IT was said by an observer that Miner Hall was really clean (for once) during the two days of the President's Inauguration and the Reconstruction Congress, when the building was thrown open to visitors. Of course, no one even thought of venturing into Clark Hall on such an occasion.
Irate old gentleman (to snoring inebriate)—“Don’t you know if you keep your mouth shut you would make less noise?”

Snoring inebriate (drowsily)—“So would you.”

A large gray touring car rounded the corner and came to a man who was sitting on the grass looking up at his Ford, which was in a tree.

“Looks as if you’d had an accident,” said the chauffeur. “Yes, she slipped out of my hand when I was crankin’ her.”

Shakespeare wrote—“Thrice armed is he that hath his quarrel just.”

But Josh added—“But four times he that gets his blow in first.”

From a daily paper—“He leaves nine children, eight of whom are honored and respected citizens of this city, and the other lives in Missouri.”

Elsie—“Mamma, I don’t feel well.”

Mother—“Where do you feel the worst, dear?”

Elsie—“In school.”

“I have a few more points to touch upon,” said the after-dinner tramp as he scaled the barbed wire fence.

A STUDY IN HOMONYMS.
Act I. Maid one.
Act II. Maid won.
Act III. Made one.

GET BUSY, STUDIOUS ONES.
Problem—Find the cyclometer of a subscribed isosceles circle inscribed around a hexagonal rhomboid cut likewise at an angle of 22 degrees Fahrenheit.

It is much easier to miss a train than to train a miss.

Little Edgar, five years old, saw a large picture of George Washington, and asked his mother who he was.


“Who’s he, mamma?”

“He was a man who always told the truth, Edgar; never in his whole life did he tell a lie.”

“What was the matter with him, mamma. Couldn’t he talk?”

If Noah’s flood should come again, To this book would I fly;
If all the world be wrapt in flood, This book would still be dry, dry, dry.

(This was found inscribed in the front of a geometry book.)

They had never met be-4,
But what had she 2 care?
She loved him very 10-derly,
For he was a 1,000,000-aire.

Teacher—“Why do you always get Burns and Browning confused?”

Pupil—“If—well, if anything Burns, it’s Browning, isn’t it?”
Tommy came out of a room where his father was tacking down a carpet. "P-papa hit his finger with a hammer," stammered Tommy, crying lustily.

"Well, you mustn't cry about that," comforted his mother. "Why didn't you laugh?"

"I did," sobbed Tommy.

It was a dark night. A man riding a bicycle had no lamp. He came to a crossroads and did not know which way to turn. He felt in his pockets and found but one match. Climbing to the top of the pole, he lit the match and read in the ensuing glimmer, "Wet Paint."

Half a shirt, half a shirt, half a shirt homeward
came from the wash; there were six to be laundered.
Holes in the right of them, only ribbons left of them, pins stuck all over them, five or six hundred.
Mine not to make reply, mine but to go and buy,
get in a new supply, each time they're laundered.

Me—"I read that they don't hang men with wooden legs in Ireland?"
Him—"What do they do?"
Me—"Use ropes."

Two chorus ladies were at one of Victor Herbert's concerts on complimentary tickets. "My," exclaimed one of them with a glance at her program, "Hasn't Mr. Herbert a tremendous repertory?"

"Well, I wouldn't say exactly," replied her friend, "but he is getting pretty fat."

Sign in a New Jersey town: "Don't kill your wife. Let the Banner Laundry do the work."

When You Think of—

**Fine Engraving**

Think of—

**ANDREWS**

Y EARS of experience and excellent facilities assure Engraving of uncommon skill and artistry. Special attention given to Engraving suitable for school functions.

R. P. Andrews Paper Co.

727-731 13th Street     Washington, D. C.
Mary had a little lamp,  
A jealous lamp, no doubt,  
For every time the bean came in  
The little lamp went out.

An aged German and his wife were much given to quarreling. One day, after a particularly unpleasant scene, the old woman remarked:
"Vell, I wish I vas in Heaven."
"I wish I vas in a beer garden," shouted her husband.
"Ach, ja," cried the old wife, "Always you try to pick out de best for yourself."

Love and porous plaster, son,  
Are very much alike.  
It's simply getting into one,  
But getting out—good night.

"Can I git off today, boss?"  
"What for?"  
"A weddin',"  
"Do you have to go?"  
"I'd like to, sir. I'm the bridegroom."

FOUR AGES OF HAIR.
Bald.  
Fuzzy.  
Is.  
Was.

This is not poetry.  
It is only  
Written here  
To fool you.

The lad went to college,  
And now dad cried, "Alack;"  
He spent a thousand dollars  
And got a quarterback.

"Well, my boy, do you want to buy some candy?" asked the grocer.  
"Sure I do, but I gotta buy soup," replied the boy.

"Now, Pat," said the magistrate to the old offender. "What brought you here again?"
"Two policemen, sor," Pat replied.  
"Drunk, I suppose?" querried the magistrate.  
"Yis, sor," said Pat, "both of them."

"But why did you leave your last place?" the lady asked the would-be cook.
"To tell the truth, I couldn't stand the way the master an' the missus used to quarrel."
"Dear me. Do you mean they actually quarreled?"
"Yis, mum, all the time; when it wasn't me an' him, it was me and her."
Andrew Rankin Memorial Chapel, in which the Inaugural Ceremonies were held
When tired of study, for recreation, visit

HIAWATHA
High-Class Motion Pictures
11th Street, Near U.

The FORAKER
Motion Pictures and Vaudeville
20th Street, Near L.

Tel. Rox. 3464  946 Tremont St. Rox.

G. H. P. GANAWAY
Undertaker and Embalmer

Branch: 123 Fayerweather Street
Tel. Camb. 7347-R  Cambridge, Mass

You Can Get What You Want and
You Will Want What You Get at
Dyett & McGhee’s
Luncheonette
Run by Students for the benefit of Students.

For Good Meals at Moderate Prices, Visit
THE LORRAINE CAFE
(The Student’s Inn)
H. H. Prestwidge, Prop.
Give Us a Trial
2031 Georgia Ave.  Washington, D.C.

IF YOU WANT
Fashionable Dressmaking
SEE
Miss Talitia Burnside
The “Howardite”
with the Howard Stain
418 U St., N. W.  Washington, D. C.

Novelties are Necessities
Therefore Make Your
College Room Distinctive from
CURLEY’S ANTEEN
The Old Loyal
Howardites  College ’11
2042 Georgia Avenue

G. H. Jervis’
Sanitary Barber Shop
Hot and Cold Towels
Students’ Barber Shop
718 Florida Avenue, Northwest
Washington, D. C.
THE MAGNET
1. DINOWITZER, Prop.
Sandwiches  Coffee  Ice Cream  Pastries
SCHOOL SUPPLIES
221 Georgia Ave., N. W

Wm. Hahn & Co's
"COLLEGE" SHOES
on display at UNIVERSITY BOOK STORE

WHEN you need a Shine that shines, visit the
HOWARD SHOE SHINING PARLOR
THEY CAN SO CLEAN AND BLOCK YOUR HAT
that they make it look like new
1910 7TH STREET, N.W.

University Book Store
High Grade Stationery, Textbooks, New and Second-hand.
Prompt and Efficient Service

All Kinds of
Tailor Made Clothing
Sold and Repaired at Lowest Prices by
THE HOWARD CLEANING AND DYEING COMPANY
Phone North 3486
643 Florida Ave., Northwest

GO TO THE
The Sport Mart, Inc.
FOR BASEBALL MATERIAL
GLOVES, BATS, SWEATERS SHOES and MILITARY
EQUIPMENT.
Columbia Grafonolas and Records
905 F Street, N.W.
Phone Main 7614  Washington, D.C
Howard Athletic Outfitters

For Purity and Wholesomeness
insist on

"The Velvet Kind"
Ice Cream
Made in the most Scientific and Sanitary Ice Cream Plant in the World
Chapin—Sacks Manufacturing Co.
Howard Students can be found at all times at
SCOTT’S LUNCHROOM
Seventh and T Streets N. W.

The Gibson Co., Inc.
Surgical Instruments and
Student Supplies
Microscopes and Scientific
Instruments
917 G STREET, NORTHWEST
WASHINGTON, D. C.

F. R. Hillyard
Jeweler and Scientific Optician
Lavaliere, Bracelets, Eagle and
Waterman’s Fountain Pens
and Knives
Ten per cent discount to students
who show this card.
1827 Seventh St., Northwest

R. Harris & Co.
and Fraternity Pins
Medals and Special Trophies of
every description
R. HARRIS and CO.
Cor. 7th and D Sts., N. W.

You Can’t Lose If You Patronize Our Advertisers.
Not for the Rich Alone

The facilities afforded at this Bank cover the whole range of financial needs of rich and poor alike.

The same interest—the same courtesy—is extended to the depositor of $5.00 as to the one bringing $5,000.00.

This same efficient service is given in
The Savings Department, Trust Department, Real Estate Department, Safe Deposit Department, and The Foreign Exchange Department
of the

Washington Loan and Trust Co.
900 F. St. N. W. 618—620 17th St N. W.

JOHN B. LARNER, President

Two per cent on Check Accounts
Three per cent on Savings Deposits
Loans Made at Lowest Rates

Patronize Our Advertisers

Select Your Christmas Player Piano

NOW!


Plenty of these Players in Stock:

The Harrington, - $695  Hardman Autotone - $1,050
The Hecht Co. - $625  Behr Brothers - $650
Weydig Henkelman, $585  The Billings, - $595

The Hecht Co.
Seventh Street
The Cardinal Practices and Principles of the Parker-Bridget Co.

Are based on ironclad rules known as our “Everyday business creed.”

¶ The Third Rule is—The quality test.
¶ Within the walls of this store scientific research in merchandising goes on constantly, so that nothing but the best the market affords is offered for sale.
¶ Under no consideration will quality be sacrificed for price.

Parker-Bridget Co.
The Avenue at Ninth