What Is a Vacuum Furnace?

IN an ordinary furnace materials burn or combine with the oxygen of the air. Melt zinc, cadmium, or lead in an ordinary furnace and a scum of "dross" appears, an impurity formed by the oxygen. You see it in the lead pots that plumbers use.

In a vacuum furnace, on the contrary, the air is pumped out so that the heated object cannot combine with oxygen. Therefore in the vacuum furnace impurities are not formed.

Clearly, the chemical processes that take place in the two types are different, and the difference is important. Copper, for instance, if impure, loses in electrical conductivity. Vacuum-furnace copper is pure.

So the vacuum furnace has opened up a whole new world of chemical investigation. The Research Laboratories of the General Electric Company have been exploring this new world solely to find out the possibilities under a new series of conditions.

Yet there have followed practical results highly important to industry. The absence of oxidation, for instance, has enabled chemists to combine metals to form new alloys heretofore impossible. Indeed, the vacuum furnace has stimulated the study of metallurgical processes and has become indispensable to chemists responsible for production of metals in quantities.

And this is the result of scientific research.

Discover new facts, add to the sum total of human knowledge, and sooner or later, in many unexpected ways, practical results will follow.
THE HOWARD UNIVERSITY RECORD

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Editorials

HOWARD UNIVERSITY RECEIVES HIGHEST ACADEMIC RECOGNITION.

At the thirty-fifth annual convention of the Association of Colleges and Preparatory Schools of the Middle Atlantic States and Maryland held at Swarthmore, Pennsylvania, Friday, November 25, announcement was made by the Commission on the Accrediting of Higher Institutions, composed of some of the foremost educators in America, of the approved list of colleges and universities in New York, Pennsylvania, New Jersey, Delaware, Maryland, and the District of Columbia. Fifty-nine of the Middle State colleges and universities were placed on the list, including Howard University, at Washington, D. C.

The colleges and universities included on the list are: Adelphi College, Brooklyn, N. Y.; Alfred University, Alfred, N. Y.; Allegheny College, Meadville, Pa.; Augustinian College, Villanova, Pa.; Barnard College, New York City; Bryn Mawr College, Bryn Mawr, Pa.; Bucknell University, Lewisburg, Pa.; Canisius College, Canisius, N. Y.; Catholic University of America, D. C.; Colgate University, Hamilton, N. Y.; The College of Mount St. Vincent-on-Hudson, N. Y.; College of New Rochelle, New Rochelle, N. Y.; College of Saint Elizabeth, Convent, N. Y.; College of the City of New York; Columbia University, N. Y.; Cornell University, Ithaca, N. Y.; Dickinson College, Carlisle, Pa.; Elmira College, Elmira, N. Y.; Fordham University, New York City; Franklin and Marshall College, Lancaster, Pa.; Georgetown University, D. C.; Goucher College, Baltimore, Md.; Hamilton College, Clinton, N. Y.; Haverford College, Haverford, Conn.; Hobart College, Geneva, N. Y.; Howard University, Washington, D. C.; Hunter College, New York City; Johns Hopkins University, Baltimore, Md.; Lafayette College, Easton, Pa.; Lehigh University, Bethlehem, Pa.; Manhattan College, New York City; Marywood College, Scranton, Pa.; Muhlenberg University, Allentown, Pa.; College of Arts and Pure Science, New York University, New York City; Pennsylvania College of Gettysburg, Gettysburg, Pa.; Pennsylvania State Col-

The educational standards used to judge the colleges contained in brief, a careful computation of the curricula, teaching staff and finances of each college. It took into consideration only those institutions having at least eight professors giving their entire time to instruction. It also took into consideration the qualifications and training of the teaching staff. A college year of at least thirty-four weeks of academic work is required and the amount of work to be done by one instructor figured largely. The curriculum was considered as to its breadth of study and concentration and also its relation to the resources of the college. The salaries of instructors and entrance requirements for students were also studied in reaching the standard of rating.

HONORARY DEGREES.

A Western institution of no reputation lately came into the limelight, by offering to clergymen, in a wholesale way, the degree of doctor of divinity on certain cheap conditions. The fraud was so promptly exposed that probably little harm resulted from it. But the incident serves to point a moral if not to adorn a tale.

There is a legitimate place for degrees. They serve to mark stages in scholarship or efficiency of service. The Bachelor’s degree represents four years of successful work in College above the High School course. For employers of men and women, where a definite degree of scholarship is required in their employees, such degrees are of value. The Master’s degree marks a stage above the Bachelor’s degree, usually a year devoted to some special line of study. The Ph. D. degree, in reputable institutions, is given as a mark of still further intensive study, commonly three years beyond the Bachelor’s degree.

There are also honorary degrees such as that of Doctor of Divinity and Doctor of Laws, which represent not intensive study but rather exceptional knowledge and practical efficiency, the first in theology and
the second in other departments of learning. Such degrees, when given by institutions of good reputation, serve to show the estimate placed upon their learning and general intellectual standing by competent judges. Thus they become a badge of distinction as well as honor, that may serve a useful purpose.

But human nature craves the honor of men, in spite of the injunction to seek only the honor that comes from God. Moreover, as Samuel Johnson said in his sonorous style, every man is enamoured of his own productions. We magnify our own achievements, and think that we are entitled to as high honors as other people. Hence an unseemly clamor for honorary degrees prevails. Degree conferring institutions are constantly besieged by ambitious individuals looking for degrees. Howard University is no exception in this respect.

Some aspirants for honors approach the authorities directly and present their claims. Others make use of friends to promote their cause, this method seeming more modest. Usually, however, it is not difficult to trace the origin of the overture.

Now, we want Howard University to stand for the very best, things of real value as opposed to mere show and tinsel. The honors she confers should be superior to any suspicion of “pull” or undue influence. Her degrees must be awarded only with the most careful discrimination. Probably one or two honorary degrees might be given each year for conspicuous learning or service. There are such deserving cases. But mere ambition to wear a title is no qualification for such a degree; and those who have the power of conferring such must be wise, impervious to mere persistent importunity, seemingly hard-hearted at times, that only the really qualified should wear Howard’s highest honors.

M. H.

GRADUATING EXERCISES, WEDNESDAY, DECEMBER 21.

The weekly convocation of faculty and students at the noon hour, Wednesday, December 21, was given over entirely to exercises attendant upon the graduation of William Trent Andrews and Thomas Hezekiah Lloyd. Mr. Andrews was awarded the degree of Bachelor of Arts, and upon Mr. Lloyd was conferred the degree of Bachelor of Science in Commerce. The exercises of a simple but impressive character substantially preserved the academic procedure on such occasions.

The candidates for graduation attired in academic caps and gowns, followed by the Deans and President similarly attired, marched in procession up the west aisle of the Chapel to appropriate music rendered by the University Symphony Orchestra.

After Miss Carolyn Grant had rendered a vocal solo entitled, “My Task,” President Durkee conducted devotional exercises, reading from the 121st Psalm, and then gave words of wholesome advice to the young
men who were about to graduate. Then, upon recommendation of Dean Woodard of the School of Liberal Arts and Dean Cook of the School of Commerce and Finance, the above mentioned degrees were conferred respectively upon Mr. Andrews and Mr. Lloyd.

This is the first time in the history of Howard University that graduating exercises have been held at any other time than at the so-called regular Commencement season in June of each year. In keeping with present academic procedure, the University will confer appropriate degrees upon under-graduates at the close of any quarter during the year, provided they have fulfilled all the requirements for graduation.

EDUCATION WEEK AT HOWARD.

On Friday, December 9, Education Week was observed at Howard University by the appearance at Chapel hour of Mr. Garnett C. Wilkinson, Assistant Superintendent in charge of Colored Schools in the District of Columbia.

After speaking in enthusiastic terms of the friendly and helpful relations which now exist between the public schools of the District and Howard University, Assistant Superintendent Wilkinson included in his address two topics: the advantages of rural schools as compared with those of urban schools, and the supreme importance of physical training for pupils in every stage of their education. His appropriate and enlightening address was listened to with appreciation by the large audience of faculty and students.

G. M. L.

The Record notes with pleasure the reappearance of the "Howard University Journal," the publication of which, on account of a general upheaval due to the World War, had been suspended since 1918. This college paper is edited and published by the students of the University. The revival number, which appeared December 7, gives evidence of a sane sense of proportion and of discrimination as regards selection and treatment of topics. If the first issue may be taken as a criterion, the purpose of the Journal as a mirror of student activities and opinion is certainly to be realized. We heartily congratulate the entrance of our student paper into the field of college journalism.

G. M. L.
**SALUTEMUS POETAM.**

By Professor Robert T. Kerlin.

"Where there is no vision the people perish."

The great mission of poetry should not escape your attention, your serious consideration, in this too materialistic age and civilization of ours. Poetry is the record of vision. Where there is vision there will be poetry. Where there is no vision there will be railroads and factories and huge cities and mountains of money; there will be great accumulations of knowledge and much vain-glory. There will be what the possessors of all this are pleased to call progress. But to the man of vision, if this material wealth be an end in itself, it is all dust and delusion, a mirage in the desert of life.

Vision, poetry, alone makes railroads worth the building, factories and shops worth the human cost of operation, governments worth the setting up. Better live as cævemen with art, with paintings on the rock walls, with poetry inscribed on bones of wild beasts, than live in palaces of marble without these. Greece lives in Homer—"the glory that was Greece;" Rome lives in Virgil—"the grandeur that was Rome;" Israel lives in Isaiah and David, mighty poets; Italy lives in Dante. None of these ever spoke through a telephone. But they have spoken and yet speak through the ages and generations of mankind.

And if we are to have no more Shakespeares and Miltons, let our civilization speedily learn its hollowness. It will perish and our proud cities will be as Ninevah and Tyre. For *where there is no vision, the people perish.*

The poets interpret the world and life for us, show their meaning, their ultimate meaning, their essential meaning. They not only *teach,* they *inspire*; they create ideals and they impart the impulse to attain them.

All the virtues, all the noble emotions, all the heroic aspirations of the *soul,* are quickened by the *poets.* Only reflect what Dante means to the Italians, and to the native race of mankind. What Milton means to the English, and to the entire world. What Goethe means to the Germans and Hugo to the French, and to the entire world. What Robert Burns means to the Scotch and the entire world. What Paul Lawrence Dunbar means to the Negro and the entire race of mankind.

The poets have in every age, among every people, been the foes of tyranny and wrong. The spirit of freedom for all mankind throbbed and pulsed in their breasts. Think of the flaming soul of Shelley, of Victor Hugo. What lightning, as Jove himself, they hurled at tyrants! Think, too, of our good Quaker poet, man of peace, God's warrior—Whittier—mightier with his song than soldier or statesman. Dunbar's pen fell from
a youthful hand, its great task but begun, yet his dreams perished not with his body. The author of "An Ode to Ethiopia" can never die. He has but joined the choir invisible, whose songs are the music of the world. Dunbar achieved two great things: he quickened your entire race, he has increased the respect of all the rest of the world for your race. Two wonderful achievements. Just as I say, such as Dante's for Italians, Burns's for the Scotch, Hugo's for the French. But Dunbar's work must be carried on, and carried to greater heights. It can be, it will be. I base my confidence, my prediction, upon a close critical study of your present-day writings in verse.

I can name for you a dozen Negro poets who are today writing in literary English up to the highest standards of American poetry. And there is something in their poetry, something of passion, of aspiration, of pathos, of protest, of music, which is theirs alone.

There is Joseph S. Cotter, of Louisville, Ky.; there is James Weldon Johnson, now of New York, but from Florida; there is Charles Bertram Johnson, of Missouri—he is the best poet in Missouri or from Missouri, and I who say this am from Missouri. There is Lesley Pinckney Hill, of Cheney, Pennsylvania; there is Joshua Jones, of Boston, born in South Carolina. "The Heart of the World" is his book. There is Walter Everett Hawkins, of your city. His book is entitled "Chords and Discords." It is worthy of a place on your book shelves. And finally, though not exhausting the list, there is another poet of your city—and there is not in all America a sweeter voice, a more appealing tone—Mrs. Georgia Douglass Johnson. "The Heart of a Woman" is one of the finest products of the lyric muse in America.

I expect some Negro within a generation, a Negro of your generation, to produce a great lyrical drama, somewhat like the Passion Play of Oberammergau, or like the great dramas of the Greek Aeschylus, a lyrical drama that shall express your life, your real history,—that is to say, your spiritual history and life; that shall express your vision, your aspiration, your experiences. It will be wonderful—as wonderful as the songs and prophecies of the poets of Israel in captivity by the Rivers of Babylon. This poet will make use of that marvelous heritage of your race called the plantation spirituals—how original, how mournful, how appealing, how melodious they are! No race has ever done anything so wonderful. But out of the use your coming poet will make of these will rise a new strain, a strain of triumph, of victory to be achieved, of glory to be realized. There will grow out of his music a vision of justice, perfect and complete, for all mankind, of peace among men and good will, and of that brotherhood, that real brotherhood, which the prophets foresaw and the Son of Man died to bring into the world. I salute in vision, your poet of the future.

* An address delivered to faculty and students of Howard University, November 16, 1921, in connection with the Annual Convocation of the School of Religion.
WHAT IS DONE IN A REGISTRAR'S OFFICE.

By F. D. Wilkinson,

Registrar in Howard University.

This article is written to answer the eternal question, "What Is Done In a Registrar's Office?" This enquiry must be answered by the person charged directly with the responsibility for the activities pertaining to such an office. To him alone is it given to know the points of contact of his office with the various activities of the institution of which it is a part on the one hand and of the outside world on the other. To the applicant the registrar's office is the testing fire through which his credentials must pass in order that they may insure his admission to his heart's desire. To the student, the office is the originator of the fearful ordeal through which he has to pass at each registration day. To the Faculty, it is often looked upon as the source of much annoyance because of its frequent and insistent demands for information concerning the records of students and the origin of much red tape so abhorrent to the academic mind. To the high school principal, it is a necessary evil in its insistence upon complete and accurate records, covering the entire secondary career of the student, and at the same time, a helpful influence in supplying information concerning the progress of his graduates after entering college. Like the elephant which the blind man came to see, the activities of the registrar's office are judged too often by the individual circumstances of the interested party.

Tracing the history of the registrar's office, it appears that it was originally a one-man concern, frequently handled by the president, a condition of course, characteristic of the smaller institutions and that only during the early stages of their existence. It was next passed to the office of the dean usually assisted by a clerk or some selected instructor, later to be established as a separate office serving as an adjunct to the office of the dean. Because of the development of the organization and administrative technique, the deans found the mechanical side of their work entirely too heavy and the registrar's office became a separate place in the administrative field of a large number of universities and colleges.

A registrar is generally thought of as an animated reference work, rather than an administrative officer with considerable responsibilities and important constructive functions. His knowledge of students is too often looked upon as superficial and mechanical when as a matter of fact his frequent contact with the members of the student body in individual conferences of various kinds, gives him an appreciation of their viewpoint with reference to the institution too often denied to the teaching staff whose relationship to them is largely academic. In the
past his views on educational matters were thought to be of little value because his office was not considered to be one of educational importance, being generally looked upon as a mere mechanism for promoting academic efficiency. In short, a registrar was generally thought to bear the same relation to the university that a book-keeper does to a business house—a necessary adjunct not generally taken into the counsels of the firm.

This estimate is largely due to the fact that the office of the registrar has been in process of evolution, not yet having found its place as an important center of university activity. Neither has its sphere of duties and responsibilities been clearly defined nor its technique standardized. The reason is very apparent when one reflects for a moment. A study made of the careers of well known registrars now in service shows that they are all practically self-trained in the peculiar functions of the office. For who can teach one to be a registrar? There are no schools, no textbooks, no common body of knowledge, no guide except the practice of his predecessors and the clamorous and constantly increasing demands of his institution. Any one working in such an office will soon realize that its technique is in the process of development and that there are few generally accepted principles governing the procedure involved. This is not peculiar, however, for only in this way is a profession made. It is first conceived in the minds of self-taught individuals under the spur of necessity, after which their experience is gradually reduced to record. In this way a definite body of knowledge is built up and a teachable technique is evolved which any industrious and fairly intelligent student can master. The thing is then ready for mass propagation. The registrar's profession has not yet reached this final stage and has therefore not yet gained the recognition it is destined to win. Doubtless in the future there will be textbooks printed on this subject and appropriate courses incorporated in the curricula of all leading business colleges for those planning to pursue this line of work.

It is said that we as a nation record more facts about our students than any other country and we know in the end, less about their real powers. It must be admitted that the tendency to measure education in purely quantitative terms has undoubtedly caused the expansion of the office to its present respectable proportion together with the desire to compile more detailed records of the academic progress of students after entering the University. Because of the various kinds of information to be collected and transmitted bearing upon the admission of students, their attendance, their academic records, disciplinary action, program, etc., and the multitude of related facts demanded in the modern university, the various printed forms multiply with such amazing rapidity, that even a very young registrar's office will find it necessary to invent labor saving devices to keep track of them. Although the number of these
forms seems large they are very necessary for the orderly collection and preservation of statistical data. Under the old systems, because such data was lacking, it was inevitable that few records were compiled showing the results obtained by a college or a university and which might have played a large part in determining its educational policies. Today, however, the registrar’s office is beginning to be looked upon as a barometer of educational tendencies. It should therefore have available such statistical data as will be an aid to the administration in framing its policies.

A registrar should be able to furnish instantly definite information on all matters pertaining to his office, and in addition to specifically direct inquirers to the proper sources for information on any phase of the university life. For a further discussion of the activities of the office by which it is possible to gather, classify, record and distribute the information for which it is responsible, we may, for convenience, list them under the following heads: Admission, Registration, Record Keeping, Statistics, Secretary of the Faculty. The duties falling under each heading will naturally be related and yet are so distinct that a separate explanation of each is necessary to answer clearly the question appearing at the opening of this article.

Let us consider first, Admission. The preliminary correspondence required when a candidate writes to the university asking that he be sent information concerning admission is more voluminous than is conceived by the ordinary mind. The candidate is first sent a catalogue and other circular data, together with an application blank. In the majority of cases, he will write the second time asking where he can find certain information in the catalogue in order that he may intelligently make his application. He will perhaps ask in another letter the dates of registration or make inquiry concerning the fees, all of which is plainly given in the catalogue. The registrar’s office must constantly answer each in detail and retain all this preliminary correspondence so that should the applicant enter, the file will be complete. For this purpose there is provided a separate envelope, devoted to the correspondence and entrance record of each individual applicant, commonly known as a “jacket”. If, as a result of this preliminary correspondence, the student decides to enter he sends in his application blank, giving such information as will enable the entrance committee to make further investigation concerning his eligibility. Thus is the first step completed. During this stage the number of letters passing back and forth varies from one to ten and in rare cases even more. Whenever the application blank is received, however, if the information indicates probable qualification for entrance, a file card (often termed a Prospect Card) is made, bearing the applicant’s name, address and the last school attended and providing space for filling in accurately the remainder of the procedure until the admission or rejection of the applicant.
When the application blank has been received by the office a form letter is sent out to the principal of the high school from which the candidate was graduated, together with a standard form on which he is asked to fill in the applicant’s record. After waiting a reasonable time for the return of the transcript, a “follow-up” letter is sent to the principal and if no reply is received, the applicant is notified that his record has not been received and he is requested to write to the principal himself. Meanwhile, the candidate, probably becoming anxious lest his application blank has gone astray, may have written two or three letters to the Registrar asking why he has not heard concerning his eligibility. The Prospect Card mentioned above will give definite information as to the progress of correspondence in any individual case.

When the high school blank is returned it is evaluated and passed on to the clerk in charge of applications who, in turn, notes on the Prospect Card the day it was received and places it, together with all the preliminary correspondence in the “jacket”, already described. In the case of successful candidate a Permit to Register is sent, showing just what credit was granted in each of his subjects. Usually a circular letter is also sent showing the dates of registration, together with a Student Manual, giving the regulations that each student should know before entering. If, however, the candidate is not a graduate of an accredited school, or if a graduate, and the transcript fails to show the required number of acceptable units, he is sent a letter notifying him of his rejection. The Permit to Register is often a triplicate form, one part of which is sent to the candidate, one to the dean of the school which the candidate plans to enter, and the third is retained in the Registrar’s office. The Prospect Card of each applicant is then filed, either as “approved” or “rejected”. At the same time the jackets are similarly filed. In completing these first two steps a large amount of correspondence is involved which increases with the size and popularity of the institution in question. Allowing an average of five letters for each applicant and assuming, for example, that seven hundred persons apply for admission, we have an estimated total of thirty-five hundred letters for this correspondence alone. It should be noted at this point that whatever the system of dividing the year, the number of new students entering is greatest for the period beginning in the Autumn. For this reason the correspondence incidental to admission is much heavier during the summer than at any other season.

The registrar, when administering matters concerning registration, such as has been described, is frequently acting as the executive officer of a committee designated as the “Entrance Committee”, “Board of Examiners” or some such title to which the faculty has delegated its function with reference to the admission of students. Under such organization this is the body, charged with the responsibility of preserving the good name of the University, so far as it is affected by the quality of the
preparation of persons admitted to its courses. Another plan is to place the administration of admission in the hands of an official called the “Examiner” whose function is entirely separate from that of record keeper, being confined only to the acceptance or rejection of prospective entrants either to the freshman class or to advanced standing.

A student’s first physical contact with a college or university is usually when he comes to register, a procedure looked upon by every one concerned as an evil but one highly necessary if the administrative machinery is to run smoothly. In the old days of solid class organization and fixed curricula, registration occurred only once each year and was then a simple procedure. But with the growth of educational institutions, the multiplication of courses and the general introduction of the elective system, the procedure became more and more complicated so that at the present time from one to three days are necessary for this purpose at the beginning of each of the divisions of the academic year. In the semester system therefore, two registrations occurred each year. In the three quarter system, three, and in the four quarter system, four. On each of these occasions the registrar is primarily responsible for the mechanical side of the whole procedure. To this end he must provide the necessary printed forms; prepare and distribute such directions concerning registrations as the circumstances warrant; provide a space large enough for the registration procedure itself and arrange the necessary furnishings. In addition to his regular office force, a number of checkers and assistant clerks must be trained and stationed at such points as to facilitate the movements of a large body of students clamoring to perform the irksome task of registering in the shortest time possible. Meanwhile, in the registrar’s office proper, things are moving under high pressure for there all sorts of questions must be answered, records of the old students looked up, new entrants, usually in a highly nervous state, properly directed and a careful statistical tab must be kept on the progress of the registration itself.

Possibly the most important phase of the duties of the registrar as well as one of the most fascinating is that dealing with the collection, preservation and transmission of records. For these represent the student’s bank account and must therefore be kept with the greatest accuracy and guarded with the greatest care. At the same time they must be constantly available for reference and in such form that they may be readily compiled and transmitted to authorized persons. This requires a very carefully worked-out system of collecting grades from the instructors, of posting them on the student’s individual record cards and filing them in such a way that they may be constantly available. To insure accuracy and efficiency a system of checks must always be constantly in operation and the office force must therefore be directly and constantly supervised in order that there be no breakdown in the system. When it is remembered...
that the integrity of an institution of learning depends largely upon the integrity of its records, the importance of this side of the work is realized and the need of eternal vigilance understood.

To indicate some of the details in connection with the keeping of records, a short description of the actual procedure may be in place. As soon as registration is completed the registrar's office must immediately establish its "live file" showing all the students actually taking courses during the current semester or quarter. This means that the records of all old registrants not returning are placed in an "extracted file" and the names of all new students added to the "live file". The entrance records of those applicants who were approved but did not register are also placed in the "extracted file" which thereby becomes the reference index of students who have already been in the University or are eligible to enter but who are not yet actually registered. In the shifting of the records from the "extracted file" and the "prospect file" to the "live file" any one who has entered through what is termed "The second story" may readily be detected.

The registrar's copy of the registration cards which later serve as record cards are according to the best practice placed in a visible file and signals so arranged thereon that a person standing two or three feet away without touching a card can tell at a glance the name and address of any student, his classification and the school in which he is registered. These cards show also the program of each student including the subjects, hours, room numbers, and the names of his instructors. The form of this file makes it extremely valuable for giving instant replies to inquiries concerning students in residence. When the "live file" has been completed and checked up, statistical tables are immediately made, giving such facts as the officials of the University are anxious to know as soon after registration as possible, such as the total registrants by schools, the number of students returning or not returning, the number of new entrants, the gain or loss in enrollment, the geographical distribution of students, etc.

During the first few days following registration many changes in students programs must be made for various reasons. This must be endorsed by the Dean concerned and actually made in the registrar's office. Here the changes are noted on the program card of the student and an official notice transmitted to the instructors concerned. This process, so simple in description, reaches amazing proportions when the number of students enrolled in an institution becomes large. For upon the accuracy and speed of the whole procedure depends the perfect coordination of the academic machinery. It is evident that when students leave or enter the class of a given instructor, that instructor must be officially notified. It is from the registrar's office that these notifications should go, for it is there that the student's official program is filed.
Of each division of the academic year, whether it be quarter or semester, every instructor must report to the registrar's office the records made by individual students in his class for the subjects pursued under him. The usual custom is to report these upon class lists made out in the registrar's office and furnished to the instructors. When received these reports must be transferred from the class sheets to the individual cards of the students and the total credit earned by each must be compiled. In a college of one thousand students averaging three major subjects each, as is usually the case in a quarter system, this work would involve the transcription of three thousand individual grades and credits. This step is usually followed by the preparation of copies of the students records in duplicate for distribution among the deans, the parents and the students themselves. In the case of freshmen, as already noted, copies of the students records covering the whole or part of his first year are usually sent to the principals of the respective secondary schools from which the students enter, a practice obviously of great value both to the college and to the high school concerned.

Another important duty of the registrar's office in connection with record keeping is the preparation of full transcripts of the records of students when they wish to enter some other institution or when requested by city or state boards or other authorized persons. Such records may be called for at any time and may refer to students then in school or to those who have been graduated many years before. In either case the registrar's office must be prepared to furnish transcripts of such records on short notice.

Because of the importance of the quantitative data collected in the registrar's office growing larger year by year, it is evident that here will be found the proper source of all statistical matter of an academic nature. And in order that this data may be in available form, a well regulated registrar's office, at the close of each division of the school year will compile in tabular form such figures as are of value for this purpose. It is safe to say that the attitude of institutions of learning with reference to the importance of such statistical data as an indication of its condition has changed very greatly in the past decade. It is realized more and more that the figures have a story to tell which may at least assist the educational experts in reaching valid conclusions; and while mere cold figures can never be expected to serve the same ends in education as they do in engineering, still the indications are that as the years go by the academic world will turn more and more to the figures compiled in the registrar's office as the scientific source for reliable quantitative data.

Not infrequently the registrar, being looked upon as the official record keeper of the academic side of the University life, serves as the secretary of the faculty. In this capacity he must notify the members of all meetings, keep the minutes, compile and index the records and notify every
one affected by any action of the faculty. Because of the intimate knowledge of the activity of the faculty, resulting from this relationship the registrar is usually looked upon as an authority on the regulations of the university and the actions of the faculty.

There are many things for which the registrar is held accountable which cannot be answered in a written article. Indeed, so varied is the practice of various institutions of learning and so rapid is the development of his functions that no statement can be trusted as valid in many places or at many times. It is possible, however, that the foregoing may serve to suggest in a general way the answer to the eternal question, "What Is Done In A Registrar's Office?"
MEETING OF THE ASSOCIATION OF COLLEGES FOR NEGRO YOUTH HELD AT WILBERFORCE UNIVERSITY

DECEMBER 5, 6, 1921.

The Association of Colleges for Negro Youth held its session of 1921 at Wilberforce University on December 5 and 6. The representation was as follows:

Atlanta University, Atlanta, Ga.—Dean M. W. Adams.
Bishop College, Marshall, Texas—President C. H. Maxson.
Howard University, Washington, D. C.—Dean D. O. W. Holmes.
Knoxville College, Knoxville, Tenn.—Dean H. M. Telford.
Morehouse College, Atlanta, Ga.—President John Hope.
Shaw University, Raleigh, N. C.—President J. L. Peacock.
Talladega College, Talladega, Ala.—Dean J. T. Cater and President F. A. Sumner.
Virginia University, Richmond, Va.—President Wm. J. Clark.
Wilberforce University, Wilberforce, Ohio—Dean G. H. Jones and President J. A. Gregg.
Benedict College, Columbia, S. C., and Fisk University, Nashville, Tenn., were not represented.

The first session of the conference convened at noon on December 5 in the instructors' reading room of the Carnegie Library on the Wilberforce University campus, with President J. L. Peacock, of Shaw University, in the chair. The first order of business was the reading of the minutes of the last meeting held at Fisk University. These were approved without correction. The report of a committee appointed to consider changes in our requirements for admission into the Association, owing to the absence of President McKenzie, Chairman, was not made.

The committee consisting of Dean Holmes, President Peacock and Dean Telford, appointed to draw up suitable transcript blanks for the use of the Association, recommended the approval and adoption of the college and high school blanks already adopted by the American Association of Collegiate Registrars. Samples of both blanks were distributed among the representatives present and the details of the blanks were explained by the chairman of the committee. On motion, both blanks were approved and adopted by the Association, and it was also decided that their use be strongly recommended to its members and to other colleges coming within their sphere of influence.

The application of Wiley University for membership in the Association was considered. Owing to certain conditions which are in the process of fulfilment it was decided to admit Wiley subject to the later approval of the President and Secretary of the Association.
The next topic was that relating to high schools. It was discussed under the following heads:

(a) The requirements for admission to college or what will the fifteen units include?

(b) Shall the high schools of the southern states be accepted by us as full four-year high schools?

(c) Should graduates from high schools offering more than four major subjects a year be received into college other than by examination?

The discussion of this subject, so important in the administration of the entrance requirements of our schools, brought out many interesting experiences and exposed conditions which called for speedy attention. It was evident that the secondary schools of the South, as a whole, are working against tremendous handicaps and have a considerable distance to go before the majority of them can reach the fully accredited standard. At the same time it was gratifying to realize the great strides that have been made in the past five years and the earnest efforts of both the internal administration and of city and state authorities to raise the standards of the secondary schools for Colored people. Even during the past year several Colored high schools have been raised from three to four years and a still larger number have extended their course from two to three years with the promise of further extension in the immediate future.

During the discussion of topic (a) extracts were read from Bulletin No. 7, 1920, published by the United States Bureau of Education, entitled "Requirements for the Bachelor's Degree," which showed that the entrance requirements of the best colleges of the country admitting on certificate range from 11½ to 16 units, allowing entrance conditions in from 2½ to 1 unit. In view of these facts it appeared that in the number of units required the standards of the colleges in the Association are not below those of the country at large. The only possible difficulty must therefore relate itself to the quality of the units presented. This consideration brought the Association face to face again with the vital problem of some method of examining and classifying our high schools. The importance of this cannot be overestimated, for it is inevitable that as the students from this group of colleges in ever increasing numbers apply for admission to the larger colleges of the country, more and more will the quality of our work be scrutinized by those institutions. In this connection the importance of the administration of the admissions machinery of a college was illustrated by reference to the rigid examination of the Registrar's office of Howard University when that institution was being examined before being placed upon the approved list of the Association of Colleges and Secondary Schools of the Middle States and Maryland, which occurred in November of the present year.
The answer to question (b) as quoted above led to an exchange of experiences concerning the quality of the product from our southern high schools. It was agreed, of course, that students from a three-year high school may not be admitted. From those schools giving evidence of four years of work above the elementary school, students may be admitted on trial, pending an investigation. All members of the Association agreed to continue a study of the individual schools from which students are received in order to gather data based upon the records of the students during the first year in college. By comparing the findings of the several colleges with reference to individual secondary schools a fully accredited list can gradually be created. It was also the opinion of the delegates that the State Boards of Education throughout the South should be requested to examine and classify the Colored secondary schools on the same basis as is used in the classification of the white schools. It was deemed advisable for the Association to plan some scheme of visitation and examination of the secondary schools by its own representatives. The secretary of the Association was instructed to examine into the possibilities of such a plan.

With reference to question (c) it was decided that the colleges should discourage high schools from offering more than four subjects at a time, both by advice and by rejection of those students whose courses have violated too greatly the principles of concentration. It seems desirable that the exact definition of a unit as one-fourth of the major work of a student for one year be strongly impressed where the need is evident.

The final important subject considered by the conference was "The College," the topics being discussed in the following order:

(a) The courses of study required for the A. B. and B. S. degrees.
(b) The place of science in our college.
(c) The Y. M. and Y. W. C. A. in our colleges.
(d) Meeting the requirements of state boards.

A consideration of courses of study required for degrees brought out the fact that there has been in recent years a strong tendency toward liberalizing these requirements. The rigid inclusion of ancient languages exists in only a few of the colleges in the Association, a modern language requirement being accepted as a substitute in many cases. During this discussion comparisons were made with the requirements for degrees as stated in the catalogues of many of the large universities.

The discussion on the place of science in our colleges led to rather severe condemnation of the practice of offering pre-medical courses to be covered in two years. It was the opinion of a majority of the delegates that students should be encouraged to complete four years of college training before entering upon the study of medicine and a vote was passed endorsing this position. Justification for pre-medical programs, however, was found in the practice in many of the northern colleges to which our
students may be admitted, a competition which we find it necessary to meet. It was freely admitted that the presence of such courses throws undue emphasis in the direction of science tending to a narrowness on this side, which is to be deplored.

The activities of the Y. M. and Y. W. C. A. were discussed and endorsed in general. It was pointed out, however, that there is the danger of this particular activity absorbing the time, the energy and the financial resources of the student to the exclusion of other activities which might be just as valuable. It was brought out that in no school of the Association at present is there a paid secretary for this work.

Because a large number of those educated in our colleges enter the teaching profession the question of meeting the requirements of the State Boards of Education in order to secure certificates is necessarily one of great importance. It was stated that the definition of the requirements for various kinds of certificates in the states has made it easier for the students to make definite preparation for meeting them. The requirements for the State of Texas were described in detail by the representative of Bishop College as a typical example.

Following the discussions as planned by the Executive Committee the last session of the conference was taken up largely in considering questions dealing with athletics and the intercollegiate relations resulting therefrom. The discussion was largely a review of the resolutions adopted at the last meeting with reference to this subject and a self-questioning as to what extent they had been carried out during the past year. The tendency toward professionalism and the prevalence of gambling on the campus was severely condemned, and deeply deplored. The delegates pledged themselves to use all efforts in their power to eliminate these objectionable features from our college athletics.

The conference was delightfully entertained by Wilberforce University, the authorities of which cannot be too highly complimented for the completeness of their arrangements looking to the comfort and happiness of their guests. On invitation Howard University was selected as the seat of the next meeting.
HOWARD ALUMNI, YOU OUGHT TO KNOW.

GARNET C. WILKINSON,
Assistant Superintendent of Schools, Washington, D. C.

In the last issue of the Record there appeared a sketch of Principal Walter L. Smith of the Dunbar High School, Washington, D. C. It was there stated that his elevation to the position was the result of the transfer of Mr. Garnet C. Wilkinson to the position of Assistant Superintendent of Schools.

Mr. Wilkinson is a native of Summerville, S. C., where he was born June 10, 1879, and where he spent the first nine years of his life. With his parents he moved to Washington in 1888, entering the public schools of that city and finishing the eighth grade of the Birney School in the year 1894, and the M Street High School four years later. From 1898 to 1902 he studied at Oberlin College, from which he received the degree of Bachelor of Arts in 1902. While in college he was not only a high-grade student, but a sterling athlete.

Returning to Washington in 1902, Mr. Wilkinson was appointed teacher of Latin and History in M Street High School, where he served for ten years under Principals A. J. Cooper, W. T. S. Jackson, and E. C. Williams. In November, 1912, he was promoted to the principalship of the Armstrong Manual Training High School and four years later, on the resignation of Mr. Williams, he was transferred to the principalship of Dunbar High School, formerly M Street High School. The school received its new name, its new building, and its new principal at the same time. After five years of successful service as principal of this great institution, Mr. Wilkinson was chosen as the Assistant Superintendent in Charge of Colored Schools of the District of Columbia, a position unique in character in that Washington is the only public school system providing such an office as part of its administrative machinery.

In 1909 Mr. Wilkinson completed a course in the School of Law of Howard University, receiving the degree of LL. B.

The career of this successful and distinguished school man should be an inspiration to every young man or woman starting out in life with high hopes of achievement. Poverty did not baffle him, for he worked his way through the high school and college, doing anything that came his way that was honorable and profitable. Nor did success turn his head, for at no time has he been otherwise than modest, frank, direct, and honest. He has made friends and, best of all, has retained them, but never through compromise. The Record wishes and predicts for Mr. Wilkinson a continuation of his successful work in the new field which he has entered, so difficult and yet so full of possibilities.
ALUMNI NOTES.

'75 Rev. N. G. Johnson, pastor of Aladdin Presbyterian Church, was recently buried at Columbia, S. C. He was a graduate of the class of 1875, School of Religion, and was a leader in his community for the past 45 years.

'07 Miss Gertrude Stewart, Teachers' College, who is an instructor in the Armstrong High School, Richmond, Va., recently visited her Alma Mater.

'11 Rev. James A. Wright, Arts and Sciences, who is pleasantly located at Hartford, Conn., where he is pastoring the Talcoot Street Congregational Church, recently sent his subscription for the RECORD for one year.

'16 "Kelly Miller, Jr., College of Arts and Sciences, successfully completed his hike from New York to Philadelphia to the Howard-Lincoln game. He followed the Lincoln Highway from Jersey City to Philadelphia, a distance of 98 miles and covered the distance in 33 hours and 19 minutes. He walked from Jersey City to Rahway in a downpour of rain over bad and muddy roads. The Lincoln Highway is being reconditioned and all of the roads are being made of concrete, which makes it very tiresome walking. Considering the weather, the roads, and the difficulty in getting proper food and rest, he made remarkable time.

Miller has been hiking ever since his high school days. His first hike was from Washington to Baltimore in 1910, and he covered the distance of about 33 miles in about 14 hours. Since then he has continued to make hikes and has made an average of 4 miles an hour between Washington and Baltimore.

Miller has often tried to create interest in hiking and he endeavored to get together a few outdoor enthusiasts to walk to Philadelphia; but as he was unable to do this, he made the long walk alone. He deserves great credit for the grit he displayed in making the trip under the adverse conditions in which he did. He faced obstacles to the journey with a smile and his appearance in Philadelphia after the hike created quite a sensation."—New York Times, December 3, 1921.

'18 Dr. W. Lee Harris, School of Dentistry, visited his Alma Mater during the last week in November. He is now connected with the Virginia State Board of Health.

'20 Mr. William S. Nelson, Liberal Arts, who is a student of the University of Paris, writes that he enjoys the work in the Seminary very much.

'21 Miss Julia Allston, School of Education, who is teaching in the Fredericksburg Normal and Industrial Institute, recently paid a visit to the University.

'21 Miss Mazie O. Tyson, Liberal Arts, writes that she is enjoying her work very much at Wiley University. She shows her love for Alma Mater by sending her subscriptions for the RECORD. As a grateful and loyal alumna she also sends the following contribution to the Dean of the School of Liberal Arts:

(Copy.)

Wiley University, Marshall, Texas, December 13, 1921.

Dean Dudley Woodard.

Dear Sir: Please pardon my hurried writing, but I am very busy. This week closes our quarter.

Enclosed you will find ($5.00) five dollars. Please offer it as you see fit to stimulate the interest in mathematics. I am sorry I cannot do more for Howard.

Very truly,

Mazie O. Tyson.
Portion of President's Address Made to Students on His Return from His Trip to Alumni Centers in the South and West.

A great, new co-operative movement is gaining tremendous headway. My trip was a revelation to me of this significant fact. Young men and women, you will not have to live twenty years to see an entirely new life pulsing through this land. Of course, the many of arrested mental and spiritual development do not see or understand, but "mine eyes have seen the glory of the coming of the Lord."

Let me give you four lasting impressions from my journeyings.

First, the upstanding, outreaching Howard men and women. I never was so proud of Howard University as I am since my return. I met the leading doctors, lawyers, clergymen, and business men, and wherever I met them, with white men or alone, there was that same sense of absolute equality and fraternity. It simply means that the man who wins and stands out above his fellows, sweetened, heartened for the battle, is the man who walks strong and free with his fellowmen.

Second, that the strength of the race is being demonstrated by her collegiate men and women. Oh, young people, upon your shoulders comes the responsibility of demonstrating in the next ten years the life, the aspirations, and the ability of the race, and Howard University is the great national centering up of the hopes and aspirations of this great race. You who are here and the men and women who have gone before are showing to the world your supreme ability and power. There is not anything in God's universe that any other man can do that you cannot do.

Thirdly, the sense of cooperation. It is a little slower in some states. It is marvelously active in West Virginia. Every one with whom I talked agreed the day of cooperation was here and was pledging himself for that newer cooperation.

Fourth, the knowledge our alumni have of and their loyalty to Howard University. That was the thing that surprised me. I thought perhaps the great mass of our alumni in the great wide country did not understand. I found their eyes were clear and that they saw, and saw perfectly. These groups held up their hands to say, Mr. President, the alumni want to pledge to their Alma Mater their undying loyalty and to say that they will stand by the administration to put Howard forward as far as Howard has ability to go. It was a magnificent demonstration of the loyalty of our men and women out on the field.

I have come back to the place where I started. It is a vast country in which we are living. We might fancy that the individual would be lost. There is a passage from Luke's Gospel which says, "He could not be hid," and I want to say to you that there is no young man or woman in Howard University among her 1885 students now catalogued that can be hid. Somebody is watching. Somebody is looking. Somebody is eager to help or somebody is eager to pull down. You cannot be hid. You are in a city set on a hill where the glorious light of time and eternity is flashing. Oh, young men and women, make good; make good for yourselves, make good for your race, make good for your Alma Mater, make good for God.

Alumni Appreciate President Durkee's Visit.

During President Durkee's recent visit to Alumni centers in St. Louis, Mo., Cincinnati, O., Charleston, W. Va., and Cleveland, O., the editor of the Record addressed a letter to the President of each one of the Alumni associations in these cities, requesting an account, from the viewpoint of the Alumni, of the impressions of Dr.
Durkee's visit. The letter of the editor, together with the replies received up to the
time of going to press, follows:

December 5, 1921.

My Dear Fellow Alumnus:

I am writing to request you to send me for publication in the January issue of the Howard University Record a statement covering, so far as possible, the chief incidents and impressions in connection with President Durkee's recent appearance before the Howard Alumni of your city. I shall very deeply appreciate as complete a report as your time and interest will allow. Under separate cover, I am mailing you ten (10) copies of the November issue of the RECORD for distribution among the Alumni who may not as yet be subscribers.

Please mail not later than December 13, 1921.

Yours for Alma Mater,

(Signed) GEORGE M. LIGHTFOOT,
Editor-in-Chief.

T. G. Nutter, Charleston.

STATE OF WEST VIRGINIA,
House of Delegates.

Charleston, December 9, 1921

Prof. George M. Lightfoot,
Howard University, Washington, D. C.

My dear Prof. Lightfoot:

In reply to your favor of the 5th inst., I wish to state that Dr. Durkee's visit to the city was a complete success from every standpoint.

He was received by one of the largest audiences that I have ever seen at a lecture in this city, and his helpful and inspiring address will mean very much to this community. I do not know of a public speaker who has appeared here in years who made the impression that Dr. Durkee did and the reaction of his audience was amazing and more than the most sanguine Howardite had expected.

His presentation of Howard and its aims met immediate and tremendous response. He impressed the Alumni wonderfully and won the loyal and unswerving support of every alumnus in the city of Charleston. His address is still the subject of much favorable comment.

Very truly yours,

T. G. NUTTER.
Mr. Geo. M. Lightfoot,
Editor of Howard University Record,
Howard University, Washington, D. C.

My dear Mr. Lightfoot:

The visit of Dr. Durkee to our city on December 2nd was very timely, indeed. His coming has caused a revival of the Howard spirit, and will result in renewed activity on the part of the Alumni of the city. Dr. Durkee's public address was inspirational, and his recital of the work now being done at Howard, and the high rating the University has attained was manifestly pleasing to the audience. I confidently believe that the needed impetus has been given, and that Howard's influence will be felt in this community as never before. At the Alumni banquet Dr. Durkee's heart-to-heart talk thrilled his listeners and at its close each Alumnus felt a personal responsibility for the future success of Alma Mater. Incidentally, I may add, at a meeting of the Alumni following Dr. Durkee's visit, two scholarships were voted and plans begun for a substantial contribution in furtherance of University plans.

Yours for Alma Mater;

HOMER G. PHILLIPS,
President.
UNIVERSITY NOTES.

The announcement of the new rating of Howard University was made by President J. Stanley Durkee, who attended the recent convention of the Association of Colleges and Secondary Schools of the Middle States and Maryland, in the University Chapel, Wednesday, November 30, and was received with much applause and cheering by the officers, faculty and student body. After the announcement, President Durkee asked the Deans of the several academic departments to speak on "The Effect of the New Rating on Scholarship at Howard University;" "The Effect of the Rating on the Secondary Schools Sending Students to Howard University," and "The Effect of the Rating on Racial Co-operation." The subjects were discussed by Dean D. W. Woodard, of the School of Liberal Arts; Dean D. O. W. Holmes, of the School of Education, and Dean Kelly Miller, of the Junior College, respectively. The addresses follow:

President Durkee: "On the day following our Thanksgiving football game with Lincoln, I attended a great meeting. It was at Swarthmore, some twenty miles out of Philadelphia. There was meeting in annual convention the Association of Colleges and Secondary Schools of the Middle States and Maryland. I have the program here and a wonderful program it was. In the afternoon at 2:45 came the business meeting. The first item was the report of the Commission on the Accrediting of higher institutions. For years this Association of Colleges has had such a Commission at work. One of the men was Dean Latane of Johns Hopkins, another Dr. Jones of Columbia, and other of the foremost educators in the country. These men have been at work for four years on the assembling of a list of colleges and universities that they could guarantee were fit to enter into the association of colleges and universities, not only of all America, but of England and the Continent as well. Whatever list this Association should publish would go to every college and university in America, would go to England, would go to France, and would go to all those colleges and universities on the Continent that are constantly asking for the standing of individual colleges and universities in America. The meeting opened at 2:45, and it was 5:30 before we could succeed in getting a vote permitting that committee to read its report giving its list of colleges approved and have that list published to the world. I want to say there are thirty-five colleges in the State of Pennsylvania alone, and only twenty-two are on the approved list. I say this simply to show you what a careful amount of work has been done and how rigidly every school has been passed upon. At 5:30 we got the vote through. Your own President fought very hard to have the report read, though he was not sure just where our University would be catalogued. I took the position that if Howard University was not on the approved list, then it would be the finest challenge in the world to us to get on that list, and that it could never be interpreted as blacklisting any school because that school was not on the approved list. Others could not see it in that way. Finally, at 5:30, the vote came, the report was made, and the list ordered published. Dr. Jones arose and in a steady voice began to read. They published them in order, beginning with A, B, C, and so on down through the alphabet. As he approached "H" I held my breath! It came to G, Georgetown University, Goucher College; to H, Hamilton, Hobart, and then, Howard University. (Great applause and cheering from students and faculty assembled in chapel.) I did not hear much after the name of Howard was read! No, I did not, for there flashed before me the infinite significance of such a statement as I had just heard—namely, that for the future, without any question marks, without any apologies, without any word save
that of clean-cut scholarship, Howard University was now admitted among the sisterhood of the great educational institutions of the world, and would be listed there by every college and university of the higher type. England will know it; Scotland will know it; France will know it; Germany will know it; as well as every great college and university in our own land.

Now, how did we get there? A man came down from Columbia in May and spent a couple of days most carefully examining our work. He would go and see a man, and then another man, and then check the two up to see if they agreed. He would go to the class room, to the Registrar, to the Secretary-Treasurer, to the President, and then go home to check up to see if he was dealing with a straight out-and-out proposition, as a college man dealing with actual work in the college.

I want to read you a letter that came to me announcing that Howard University had been put on the approved list:

"Dear Sir:"

I am glad Howard has the approval of the Commission. I hoped it might be so as an encouragement in the policies you have initiated. The approval could not have been given, had not a thorough-going scheme for sifting your students at entrance been in operation. Further, the measures you have adopted to lift the level of instruction greatly influenced the decision. I think you need to go much further in this second direction. Indiscriminate admissions and an indifferently trained staff in the past have caused conditions most difficult to change, some of them taking some time to bring about. You need trained men in all the fields.

I have the greatest interest in your success and give you my very best wishes."

I wanted you to know the strain and the struggle of all we had come through and to realize more deeply what a marvelous victory it is, and, though the football team was most honorably defeated (from its standpoint) on Thursday, Howard won on Friday a victory such as will go down the years.

To commemorate this occasion in a fitting manner, I have asked three of our Deans to speak to you on "The Effect of This New Rating on Scholarship at Howard University," "The Effect on the Secondary Schools and the Coming of Students to Howard," and "The Effect on Racial Cooperation."

Dean Woodard: "It is impossible for me to express the satisfaction and the joy which I, personally, take in the announcement just made by the President of the University. Last year I took occasion from this platform to tell the student body that the catalogues of Howard University in a very real sense were historical documents. I have told you that, as students, you have had the enviable privilege of participating in activities performed for the first time in an institution of this kind. In this connection the experiences of this year have furnished additional testimony. Some of you who are sitting before me now are pursuing courses offered for the first time in a Negro institution. Among our student body we have today three students holding graduate fellowships for the first time in a Negro university. Now, today, we are attempting to have you realize the full meaning of the recognition that has recently come to us—an event, which, to my mind, is the most important event in the higher education of the Negro race.

Now, with regard to the special topic upon which I am to speak, I wish to say just a word. It is impossible for me to discuss this matter before the student body without saying merely the obvious and the superficial, because the standards of scholarship of the University are the standards set by the Faculty.

It was my duty as well as privilege to pilot around the grounds the investigator sent by the Association of Schools and Colleges of the Middle States and Maryland, and I can say, as the President has said, that the investigation was an absolutely thorough and impartial one, and that the recognition was based upon merit in every sense of the word. The investigator was particularly interested in the standard of scholarship set at Howard University. One of the facts which, as much as anything else,
has won for us this recognition which we are today celebrating, was the fact that, at the end of the last Winter Quarter, we dismissed from Howard University forty or fifty students on account of poor scholarship. This made a tremendous impression upon the investigator. It may interest you to know that a very careful study has been made of the efforts put forth at the other institutions credited to the organization just mentioned to raise the level of scholarship. A comprehensive plan has been evolved for this purpose at Howard University. Further announcement will be made later in the year.

I have spoken of scholarship in a very narrow sense. I wish now to say a word of the broader ideals of scholarship which must prevail at Howard University. Now a University is a place not only where learning is disseminated, but a place where learning is generated. If we, at Howard University expect to maintain the new position which has been assigned us, it is necessary that we should undertake plans to make this University a source of new knowledge. The teaching fellowships constitute a step in this direction. A pamphlet just issued, entitled 'Howard University Studies in History,' represents the type of work which we are hoping to inaugurate at this institution. While this recognition brings to us great honor it also carries with it very distinct obligations; and no obligation is of greater importance than that of raising and maintaining at a high level the standard of scholarship at the University.

If any of the great universities mentioned on this approved list were wiped out, the loss would be deplorable, but if Howard University, the single representative of the Negro institutions of the country were destroyed the loss would be an irreparable one. For this reason and in this sense, it is my opinion that Howard University is one of the most educational units in this whole country of ours."

Dean Holmes: "I will take up the subject exactly where Dean Woodard left it. Howard University is the biggest thing we have in education. In order to maintain it, it will take the strongest and most loyal cooperation, not only of the faculty, but of the student body, who will represent the future Howard University in the world.

The class of students, and hence the quality of scholarship that we can expect, depends, first of all, upon the class of students that we get. The schools that have been listed here by the association of the Middle States and Maryland, with the exception of Howard University, draw their students almost entirely from a group of secondary schools that has been very carefully examined by this and other organizations. To say it in another way, the secondary schools above the Mason-Dixon line have been carefully gone over by a State Department of Education or a State University or an Association of Colleges which have cooperated to examine the character of instruction in those high schools. The schools meeting the requirements are listed as approved. Howard University, on the other hand, has to receive its students largely from a group of schools that are entirely ignored in such classification by many of these agencies and certainly by the State Universities; for almost no colored schools in the South are accredited by these agencies. Education in the South for all kinds of people has been very backward, public education having its beginning in that section since the Civil War; and in every respect the education for the Negro lays behind the education of the white.

The Registrar's office has furnished me these figures. We have during the past two years received our students from 202 colored secondary schools and 145 mixed schools, making a total of 347 in the United States as a whole. In addition, we have 36 from foreign countries, making a grand total of 383 different schools represented. In the absence of an accredited list such as is established for white high schools, we are compelled to a certain extent to admit students on faith with the hope, based
upon their credentials, that we may in the future establish a very definite accredited list.

The term 'Accredited High School' is very well defined. I cannot stop now to quote the definition, but there must be fifteen or sixteen units of secondary work covering a standard four-years' course with laboratory work, certain distribution of courses, a certain number in the faculty, etc. Many schools in the South lack these requirements. Howard University, almost single-handed so far as we are concerned, is now attempting to establish an accredited list. The only sources we can look to in passing judgment on the qualifications of the applicant are the written credentials coming from the school. We have established the system of sending back to each high school a duplicate of the record of the students from that high school in order that the principal of that high school may be duly informed what each individual student coming to us is doing. It is not upon the credentials, however, nor is it upon any other papers that are sent, that we will have to make our final judgment. It is upon the quality of the work done by the student after he has entered. If numbers of students from certain high schools continue to do good work and reach our standards, that high school will be accredited. On the other hand, when students are sent away for poor scholarship, it is a reflection upon the school from which they came. The object of doing this is to clear our lists of schools that are unworthy of the accredited rating. The effect of this procedure on the secondary schools will be that they will raise their standards.

When you go out into the world, therefore, one of your largest duties will be to see that the colored high schools of your vicinity are so standardized that the Negro students of the South may have preparation for college equal to those of the North. We do not want the students to feel that by coming to a Negro University they are coming to an inferior school. The secondary schools must, therefore, raise their standards.

Having once reached this list, it is our duty to stay there. To this end, the faculty and student body will heartily cooperate.

Dean Miller: "The world stands in need of a common divisor of values. The function of the Bureau of Standards is to secure uniformity in the units of measurements and standards of evaluation. Every city has an official known as the sealer of weights and measures to insure a ton of coal or a yard of silk shall be uniform among all dealers.

There are several accrediting college agencies in the United States, whose function is to determine certain units in which academic progress is to be measured. These units are fairly well defined and fairly well understood in all accredited institutions. The degrees of B.A. and B.S. presuppose a certain amount and variety of collegiate work and thoroughness of instruction. There is no race or color in intellectual values. There is no such thing as Negro mathematics or white logistics. The astronomer places his eye at the sun as the center of his universe, and from that point of vantage all inequalities on the earth's surface seem as uniform as a smoothly polished slated globe. So as we ascend in the scale of intellectual, moral and spiritual excellence, the discriminations, the distinctions among men vanish away.

The platform of race cooperation must be built upon a solid and enduring foundation. Such a foundation the fathers and founders of Howard University endeavored to establish. In the construction of the Manual Arts building now in process, you will notice that before rearing a superstructure, the engineers dug deep until they found a solid foundation, and from that foundation they will rear a superstructure of beauty and endurance. We cannot secure racial cooperation on any other foundation than the one which has been laid. The house built upon the shifting sands of expediency will not endure when the rains fall and the winds blow and beat upon it. The Disarmament Conference, the League of Nations, the Interchurch Movement, and all the great movements which are going on throughout the world are seeking to find a

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common platform on which all races and nations of peoples may stand with firmness and composure. If we plant one foot on the Ten Commandments, and the other on the Binomial Theorem, we shall rest upon an enduring basis that never can be shaken down, because it is established on the rock of ages.”

**Howard University Host to Foreign Delegates to World Conference on the Limitation of Armament—Distinguished Visitors Witness Play by Howard Players.**

Following closely upon the ceremonials in connection with the honors paid to Marshal Foch by Howard University, another remarkable distinction has come to Howard through the presentation of the play, “Simon, the Cyrenian,” by the Howard Players on Monday evening, December 12, 1921, in the University Chapel, in honor of the delegates to the Conference on the Limitation of Armament. The performance was witnessed by distinguished representatives of all the nations present at the Arms Conference in Washington.

The British Empire, including England, Canada, Australia and India; France, Japan, China, and the Netherlands were largely represented by men high in the political and social life of Europe and the Orient. In addition to the official representatives of these foreign countries were prominent men in the literary and musical circles of the world. From England came H. G. Wells, the most widely known contemporary English writer, author of the most read book of the day, “The Outline of History;” also H. W. Nevinson, noted writer for the Manchester Guardian of Manchester, England; and Pierre Lanux, French poet and correspondent. America was represented by Charles Lee Cook, official representative of the State Department, Prof. George W. Wilson of Harvard University, member of the Advisory Committee to the American Delegation; Henry Bush-Brown, artist, and our own distinguished composers, Harry T. Burleigh and Nathaniel Dett. Other distinguished visitors were: British Delegation—Sir John Jordan, Foreign Office; Mr. Lorrimg C. Christie, Canada; Senator G. F. Pearce of Australia; Rt. Hon. Srinivasas Sastri, India; Sir Hubert Llewellyn Smith. Japanese Delegation—Constr. Lieut. Commander Y. Tajo, Imperial Japanese Navy; Mrs. Yasushi Taji; Paymaster Lieut. Commander D. Tahei, Imperial Japanese Navy; Mr. Kiyashi Kannai, Imperial Railway Department; Mr. Itaro Ishii. Chinese Delegation—Mr. Victor Hoo, Chinese Minister to Cuba; Assistant Sec. Gen. Y. S. Tsao, Mr. K. P. Wang, Suo Ke Alfred Sze, Chairman, Mr. Jabm Hesu. French Delegation—M. Mme. Rene Batigge, French Embassy; M. Jacques, representing Ambassador Jusserand, M. De Sanchey. Netherlands Delegation—Jonkheer W. H. de Beaufort, Minister Plenipotentiary. Costa Rican Delegation—Minister from Costa Rica. American Delegation—Major and Mrs. William Wolfe Smith. Czechoslovakia—Dr. Bedrich Stepanek, Minister Plenipotentiary. Also among those present were: H. W. Nevinson, correspondent for the Manchester Guardian, Manchester, England; Mrs. James J. Davis, wife of Secretary of Labor; Harold Allen, Internal Revenue Department; Miss Carolyn Hunt, Department of Agriculture; Reverend George F. Dudley, St. Stephen’s Church; Mr. Cecil B. Norton, director of District Community Center; Dr. J. Hayden Johnson, member of Board of Education, D. C.; Mr. Garnett C. Wilkinson, Assistant Superintendent of Schools, D. C.; Mr. W. T. B. Williams, Tuskegee Institute; Miss Davis, editor Southern Workman; Mrs. Coralie Franklin Cook, Board of Education; Mr. L. Stoddard Taylor, director Schubert-Garrick Theatre; Hon. James A. Cobb and Hon. Andrew F. Hillyer.
Presentation of Play Before Delegates Significant.

The presentation of the play before the delegates to the Arms Conference was of significant importance to the reputation and standing of the Negro race as it pictured to them something of the cultural aspects of the life of the colored people in this country. The Howard University Department of Dramatic Arts was enthusiastically supported by the administrative officials of the University, Dr. Durkee, President, and Dr. Scott, Secretary-Treasurer, in its effort to present the Colored people in a favorable light to the delegates to the World Conference. The special program included musical and dramatic features. In addition to the nearly one hundred official guests, the chapel was crowded to its doors by the representative citizens of Washington, both white and colored.

Creative and Original Aspects of Racial Life Featured.

The program was arranged so as to impress upon the foreign delegates the creative and original aspects of our racial life in its significant contributions to American civilization. The feature of the evening was the wonderful presentation of the great spiritual race-drama, “Simon, the Cyrenian,” written by Ridgely Torrence for the Negro Theatre. The play powerfully paints the tragic scene where Simon, the great African insurrecto, while refusing to rescue the Christ by force from his Roman captors at the instigation of Procula, wife of Pilate, yet does relieve the stricken Son of God from the deadly burden of the Cross and bears it himself up Calvary to the place of crucifixion. Thus the play had a special significance because it stressed the Negro's message of peace and divine love to the world. The work of the Howard Players is now nationally established, but individual honor must be given to the members of this cast. Helen Webb as Procula, Ottie Graham as Acte, Horace Scott as Drusus, Henry Owens as Battus, Frazier Miller as Barrabas, Harold Bledsoe as the Centurion, Julian Evans as Longinus, John Broadnax, Alston Burleigh and August Terrance as the mockers; Ennora McIntyre, Portia Whitted, Gladys Tinsley, Alberta Epps, Dorothy Gilliam, Ethel Jones and Mamie Neal as attendants; and William Greene and Hoffman as legionaries. The Players possess a remarkably gifted and versatile artist in Ottie Graham, who, besides her exceptional acting, gave a thrilling interpretation of Nathaniel Dett's “Juba Dance,” with Mr. Dett at the piano. The University Glee Club under the direction of Professor Roy W. Tibbs rendered an effective musical program, showing the evolution of Negro music from the pure folk-song type such as “Roll, Jordan, Roll,” “Swing Low,” and “Steal Away,” to the compositions of our latest composers, Harry T. Burleigh, Nathaniel Dett, Montague Ring, and Coleridge-Taylor. The singing of the quartette and the solo work of R. A. Thornton won pronounced applause from the audience. The rendition of Beethoven's “Adagio” by the Associated Musicians called forth the special praise of the Washington Star.

University Chapel Converted into “Little Theatre.”

The University Chapel had been artistically converted into a little theatre with a perfectly appointed stage. The charming proscenium and the beautiful scenery were the work of the players themselves under the personal direction of Thomas J. Hopkins. The very effective costumes were designed and executed by the young ladies under the direction of Evelyn Lightner, assisted by Alma Thomas. Margaret Smith, in charge of publicity, displayed rare executive ability in the excellent results obtained. Aaron Payne was stage manager.

The Howard Players, under the direction of Professor Montgomery Gregory and Mrs. Marie Moore-Forrest, ably seconded by Dr. Alan Locke, are working to
develop the dramatic talents of the race. They aim to establish a National Negro Theatre, which as in the case of the Irish Theatre at Dublin, shall win world-wide recognition and respect for the race. Mrs. Forrest, known throughout the country as an outstanding leader in community drama and pageantry, has sacrificed her time and energies to the notable success of the work. Her services in this regard cannot be too highly recognized and appreciated. Professor Gregory also has the cordial support of Percy Mackaye, Eugene O'Neill, and Kenneth Macgowan, leading proponents of dramatic art in America.

The Players' next offering will be on January tenth, when they will present a beautiful Persian play, "As Strong as the Hills," written by Matalee Lake, a Washington High School girl. This production will have many of the features of "The Garden of Allah" and "Sumurun" in the gorgeous and exotic effects of the scenery which has been designed by Cleon Throckmorton. This will be followed in April by the production of "Othello," Shakespeare's masterly tragedy. In this play the conditions of Elizabethan stage will be closely approximated.

The New Dean of the Law School.

The king is dead. Long live the king!
The dean has gone the way of all the earth. Behold the dean!
King, teacher, subject, student, each in his day bows in silence before the same inexorable law. Even "the paths of glory lead but to the grave." But the work of the world must go on, and though we pause a moment to drop a tear beside the bier of a fallen leader, the title has already passed to a new leader who must quickly be on his way ere he too receives the summons which no man may ignore.

In the spirit which gives rise to such thoughts as these, the School of Law finds succor of sorrow which is further lightened by the accession of Judge Fenton W. Booth to the deanship. Thus the mantle of the late Dean Mason N. Richardson falls upon the shoulders of a worthy successor.

On the afternoon of Thursday, December 1, 1921, unaccompanied by panoply or fanfare, a few minutes to 5 o'clock, a stranger quietly walked into the secretary's office and remarked, "I am Judge Booth." Although members of the faculty of law previously advised of his coming were on hand to greet the new dean, it happened that none of those present had met Judge Booth, and so, amidst introductions inaugurated by himself, the new dean entered upon his work under circumstances peculiarly appropriate to an institution committed, as Howard University is, to the ideals of democracy.

Besides the entire student body, present also was Dr. Emmett J. Scott, representing the University, and Professor James A. Cobb as the special representative of President Durkee, who was compelled to be absent on account of important out-of-town engagements.

At 5 o'clock, escorted by Dr. Scott and the faculty, who thereupon took seats in semi-circle around the desk, Professor Cobb and Judge Booth mounted the rostrum. Preserving the informality of the occasion, Professor Cobb in a short but happy presentation introduced Judge Booth.

Rising to an ovation which was repeated by the student-body at the close of his address, Judge Booth charmed his hearers with a speech of about twenty minutes' duration. The keynote of the judge's address was "Character." Of pleasing voice and attractive personality, the impression made by the new dean on his audience was distinctly favorable.
Born at Marshall, Illinois, in May, 1869, Fenton Whitlock Booth received his early education in the schools of his home town, graduating from Marshall High School in 1887. After three years of college work at DePauw University, he entered the University of Michigan at Ann Arbor, where he received his LL. B. in 1892. Admitted to the bar the same year, the young attorney began the practice of law at Marshall as a member of the firm of Golden, Scholfield & Booth. During the period of this association he was called to serve a term in the legislature as a member of the Fortieth General Assembly of Illinois.

Called to the Bench.

In 1905, when that masterful arbiter of men, President Roosevelt, was in search of the right man to fill a vacancy in the federal judiciary, it was to Marshall, Ill., that he went, and on March 17th of that year, Attorney Booth became a judge of the United States Court of Claims.

From the beginning the new judge took high rank and constantly drew attention to himself by his sweeping grasp of facts, the thoroughness with which he applied a broad legal learning, and the clarity of style with which he clothed the opinions of the court the writing of which fell to his pen.

In the Court of Claims causes of prodigious size and commanding importance are the order rather than the exception, and the percentage of cases going from the Court of Claims to the United States Supreme Court is unusually high. It has accordingly been a source of great pride to the friends of Judge Booth to find our highest court pausing on more than one occasion to cast a bouquet at the scholarly work indicated by the record in cases where "Booth, J., delivered the opinion of the Court."

A Master of Expression.

In May, 1910, the court had before it the claim of Liliuokalani, former Queen of the Hawaiian Islands, for an alleged "vested equitable life interest" in the crown lands of the former kings of Hawaii, admittedly worth millions of dollars. In an opinion by Judge Booth, notable alike for its brevity as well as its precision, the court showed that by the inexorable workings of the law of conquest, the crown lands were inseparably attached to the sovereignty and passed, with the coming of the United States as the new sovereign, as part of the public domain.

The uselessness of an appeal from this decision was apparent; and so came to a close one of the great causes celebres of American political history.

For intricacy of detail, number of persons and interests directly and indirectly involved and the far-flung character of its ramifications, perhaps few cases, certainly not in recent times, have attracted more attention than that of the Jackson family vs. the United States, decided by the Court of Claims in June, 1912. The case involved the alleged taking of private property in connection with the improvement of the Mississippi River by the United States in the aid of navigation and in combating through the Mississippi River Commission the periodic overflows of that famous stream. The voluminous decision written by Judge Booth begins thus:

"The alluvial valley of the Mississippi extends from Girardeau, Mo., on both banks, to the Gulf of Mexico, varying in width from 4 to 40 miles above the mouth of Red River, and to a much greater distance below."

Here we have a sentence which for beauty and balance takes rank as a literary gem. It reminds one of the "Great Pastersen Glacier" sentence with which Stimson
HowARD UNIVERSITY RECORD

JUDGE FENTON WHITLOCK BOOTH
New Dean of the School of Law

opens his celebrated story, “Mrs. Knollys.” No wonder the Supreme Court complimented the jurist of the facile style. One does not often find such clean-cut literary value in the musty volumes of judicial fact and opinion.

If this article records the vagrant thoughts of one who was glad to be among those welcoming the new dean to the law school appears of inordinate length, it is because the writer regards the coming of Judge Booth to Howard University as an event of which the Alma Mater, her alumni and friends may well be proud. It is an event which has a university, rather than a mere law school, aspect. It means added prestige to the School of Law and enhanced preparedness on the part of our law graduates. It is another big number on what President Durkee has in mind when he speaks of “The University Program.”

JAMES C. WATERS, JR.,
Secretary, School of Law.

MRS. LUCIA AMES MEAD, authoress, lecturer and traveller, of Boston, Massachusetts, delivered an inspiring and illuminating address before the faculty and students at the Chapel hour, Wednesday, December 7, on “The World Problems.” Her address was a scholarly review of the current questions which are at present agitating the councils of nations.
PROMINENT VISITORS SPEND A HALF DAY AT HOWARD UNIVERSITY.

Among the notable visitors who have recently visited the Howard University during the past few weeks, perhaps some of the most interesting were Mr. H. G. Wells, the most widely known author and contemporary English writer; Prince and Princess Bibesco of Roumania, Princess Bibesco being the daughter of the Honorable H. H. Asquith, formerly Premier of the British Empire; Mr. Robert R. Wilberforce, a member of the English Delegations to the Arms Conference, the great grandson of William Wilberforce, who began in England the movement to abolish slavery in the British Empire; and Lord George Riddell, representative of the Newspaper Publishers' Association of London and their unofficial spokesman in the United States. These prominent visitors came to the University Friday morning, December 16, 1921, and were escorted about the grounds by Dean D. O. W. Holmes, Dean D. W. Woodard, and Professor E. C. Williams after they had paid a visit to Dr. J. Stanley Durkee, the President of the University, and Dr. Emmett J. Scott, the Secretary-Treasurer. Mr. Wilberforce and Lord Riddell appeared before the student body at the noon-day chapel exercises, and, much to their delight, Lord Riddell made an informal address upon the practical values of education which elicited a hearty response. The brief word of Mr. Wilberforce and the remarks by Lord Riddell follow:

At Chapel, December 16th, 1921.

Mr. Wilberforce.

I didn't expect any such welcome and I had come quite unprepared to speak. Lord Riddell is to address you. Might I ask, would you sing the Alma Mater?

Lord Riddell.

Mr. Chairman, Ladies and Gentlemen:

This is one of the most inspiring moments of my life. It is a great honor to be permitted to come to see you at all, but it is a special honor to come here with the direct representative of one of the greatest Englishmen who ever lived. I refer to Mr. Wilberforce. My country has many defects, like many countries, but it has the honor of producing some great philanthropic men with great ideals and aspirations, and Mr. Wilberforce may well be proud that his great grandfather did what he did for humanity. We in England are proud of him, and we are proud to think that through him we are linked so closely with your people.

The Chairman has told you that I am here from the newspapers. I think that is a very dangerous way to introduce anybody to speak to a popular audience! Newspaper men are the only people paid to look after other people's business, and, therefore, I do not know that that was a very wise remark on the part of the Chairman!

Now, I understand, that this is an educational institution, and I am very much interested in the subject of education. I cannot say that I take a keen interest in what you might call the implements of education, that is to say, mathematics, Latin, Greek, and all these various phases of education as phases. The most important thing that you have to do, that any student has to do, is to educate the mind so that
you can be able to deal with any problem which may confront you. In other words, education does not consist merely of obtaining a certain amount of information. It consists mostly in so training your mind that you are able to deal adequately with the problems of life. In speaking of the problems of life, I do not refer only to the problems concerned in earning money. The great thing in life is to live your life completely and happily, and if you want to do that, you want to educate your mind so you have a proper outlook on the world from the windows of your soul. That is the great thing.

And in that connection life is a very strange and complicated affair, full of all sorts of difficulty, and as you grow older you find it to be full of great dangers. There are great happinesses also. Train your mind to deal with these things as they pass by.

Another thing is to try to make your lives interesting, because much of the pleasure of life depends on interest. What you want to do is to create in your mind a keen interest in things; and if you do that, you will find life is to you not only more interesting, but it is made very much easier. You will find that it is quite easy to remember things you are interested in and very difficult to remember things you are not interested in. You will find that concentration depends upon interest. If you are interested, you will concentrate; if you are not, your attention wanders, your mind flags, and you are unable to assimilate the information which you really desire to secure.

There is a great American called William James, and he was a psychologist. A very clever man he was and in one of his books he says: “Habit is the fly-wheel of civilization,” and so it is. Habit! Now, when you talk about habit, good habits—of course, you know there are good habits and bad habits—very few of us realize to what a great extent our life depends on habit, on the knack of doing things unconsciously. If you had to do everything you do every day consciously, if you had to think out every action, see what it would mean. For instance, if I wanted to pick up this book. I do it unconsciously. If I had to think about the matter and how far I must put out my hand, etc., it would be quite impossible for me to carry on my affairs from day to day. In other words, habit rules the world. Thus it is necessary to have good habits.

You can get the habit of observing things. You can get the habit of concentration if you try, and, if you try, all these things come to you quite without difficulty. As you know, habit is a very strong thing. Somebody tells a story about a soldier who was walking over a field and he carried a pot of beer. I may say he was a British soldier! Somebody called out “Attention,” and down went his hands and he dropped the beer. Of course, that story takes a lot of believing!

At the same time habit rules the world. Take this question of armament. I have been with Mr. Wilberforce and a lot of others attempting to fix up some scheme which would prevent the world from going to war. In this connection, in our country we are very proud of the part you played in the war. It was a real delight to us that you colored people were marching side by side with the British in the cause of freedom, that you were marching side by side with the descendants of men like Mr. Wilberforce, who did what he did for the colored people long before the majority of the world ever considered it had any obligations in the matter.

I said just now, we have been engaged in trying to fix up some method of stopping war, but when you come to analyze the matter, you will find that wars are bad habits. Some people have the habit of carrying revolvers in their pockets; some of them have knives in their belts; in some parts people have the habit of putting rings in their noses. I notice a lot of ladies who put powder on their faces. Nations have bad habits like individuals, and the worst habit that nations possess is the habit of going to war. What nations want to develop is the peace spirit and the
peace spirit does not depend upon the rulers of nations having a desire for peace. It depends upon the desire of every member of the community. If what they call the “common people” of the world—and as Abraham Lincoln said, “God loved the common people and that is why He made so many of us”—if the common people of the world—you and I—are all ruled over by the elect—and they are very polite to us when an election is on—if the common people of the world make up their minds there is not going to be any more war, there won’t be any more wars.

At the same time, it is always easy to advocate a peaceful spirit, but not so easy to practice it. I am one of the most peaceful men in the world—if I get my own way! Of course, if I do not get my own way, the other person is always in the wrong and I am very peevish. It is all very well to be peaceful when you are getting your own way. The time to be peaceful is when you think other people are trying to treat you badly. That is the time you want to pause a little. This agreement between Japan is what you might call a pausing agreement. It’s time for a pause on the subject! And the object of this agreement is to bring about a pause before nations strike each other!

Nations are like individuals. Think what you can do if you talk things over.

Why, if you keep away from each other or do not call on each other, you’ll never make it up, but it is wonderful what a meeting will do.

I am not going to detain you longer. Just a final word. Just remember what I said at the beginning. My students, what you are, does not depend altogether on the information you possess. It does not depend altogether on whether you are a good mathematician or whether you’re good in Latin or Greek, or whether you can spell quite well, although all these things are most essential. Education really depends upon the habit of mind. You want to cultivate a tolerant habit of mind, an energetic habit of mind, a sensible habit of mind, and if you do all these things and make a habit of it, you will find that life will then be much easier and much more pleasant, and though you may not prosper so quickly in material results, you will find that, in the long run, you will turn out to be much sounder and better men and women than those whose education is exclusively confined to picking up certain pieces of information merely for the purpose of turning them to educational advantage. The future of the world does not depend entirely on efficiency. It is a very fine thing, and I should be the last to say anything against it, but the future of the world depends on a staid, genial, sagacious habit of mind, and if mankind can adopt that habit toward life, you will find that we will have not only less wars, but more justice. Get a just habit of mind. A great many things are done through a mean habit of mind. If you are going to do a mean thing, it is just as well to appreciate that you are doing a mean action, for to think that while you are doing a mean thing you are doing a friendly one is a rotten thing for individuals and for nations. Therefore, we have to endeavor to accomplish a habit of mental characteristics which will avoid injustice, not only to our friends but those with whom we are not acquainted.

I thank you very much, indeed, for your kindness.

School of Religion.

THE MAYNARD PRIZE DEBATE of the School of Religion will be held on Wednesday, January 11, 1922, in Rankin Memorial Chapel. The question for the debate is, “Resolved, That World Peace would Result from the Drastic Limitation of Armaments.” Messrs. Charles P. Harris and George A. Parker will support the affirmative, and Messrs. Fitz H. Bell and Franklin P. Turner the negative.
The Livingston Missionary Society of the School of Religion is using as the mission study book for this year "The Kingdom and the Nations." The meetings are open to the public and are proving to be most interesting. The Society meets regularly on the third Friday of each month at 1:30 p.m. in No. 303 Main Hall.

Director of Howard's Department of Physical Education Commends Lincoln

Spirit of Cooperation.

Major M. T. Dean, Director of the Department of Physical Education of Howard University, has sent to Dr. W. G. Alexander, Graduate Manager of the Lincoln Football Team, a letter in which Major Dean expressed appreciation of the generous spirit of cooperation which has existed between the two institutions in connection with the Annual Football Classic. Major Dean's letter to Dr. Alexander reads as follows:

"My dear Dr. Alexander: Before going into the subject-matter proper of this communication, permit me to again express to you my keen appreciation of the fine care taken of our team and its officials during their stay in Philadelphia, and to again heartily congratulate you, the University and the individual players and the coach for the splendid exhibition of football as that of November 24th, last. You have turned out a very fine and worthy team. I salute you as VICTORS.

Now to the matter before us. You have learned of the situation surrounding one of the Howard players as affecting his playing in an inter-collegiate contest. Briefly, the situation is that because of a violation of one of the regulations of the University relative to conduct this student was disciplined by being placed on probation for the Autumn Quarter. This was purely a local action and in no way affected his inter-collegiate athletic standing. I may also say that as Director of this Department, I attempted to secure the removal of the restriction placed upon the young man and though adverse action was taken more than once, I still hoped for a reversal of action.

Keeping in mind the eligibility requirements under Sections 2, Article VI, of the By-Laws of the Colored Inter-Collegiate Athletic Association, there was absolutely no question that the young man fully, completely and without the least technical question met these requirements.

During the second quarter of play on Thanksgiving Day, Coach Morrison received a pencil note authorizing the playing of the young man. The note bore the alleged signature of the President. THIS NOTE WAS A FORGERY. Coach Morrison, recognizing, as he thought, the genuine signature of the President, hurriedly sent the young man into the game as soon as he could have him change into football clothes. There was every earmark of honesty and good intentions in so far as the coach and the University are concerned.

I have gone into this matter with you for the sole purpose of briefly acquainting you with the circumstances and frankly and openly offering Lincoln University through you an apology for this situation and to assert most emphatically that there was no intention in any direction to impose upon Lincoln University. We were simply victims of a forgery.

Most sincerely yours,

M. T. Dean,

Director of Physical Education, Howard University."
Howard University Has Representatives at National College Convocation.

Of the 500 delegates who were sent from some 200 State and denominational colleges and universities throughout the United States to the recent College Disarmament Convocation which was called by the Council of Church Boards of Education and other organizations working among young people to meet in Chicago, Ill., November 13th and 14th, 1921, three were Howard University representatives.

The invitation to President J. Stanley Durkee, of the Howard University, asked that representatives of Howard be sent, and attendance was urged upon the following grounds: “To the youth of the land now in college and high school, the significance of President Harding's attempt may be vastly greater than to any men of middle age, or old age. To these younger men it means a vast change in mechanical and financial conditions, and it may mean the sacrifice of life in military service of multitudes of young men now in schools, or of their children. No part of the community has a better right to speak than those who must carry the burdens and meet the troubles of the future.”

The success of the Convocation was attested by the important resolutions passed and the great interest which was aroused among the students in the schools and colleges in the great problems now under discussion by the delegates to the Conference on the Limitation of Arms being held in Washington, D. C. The delegates to the College Convocation appointed by the President of the Howard University were Dr. J. W. McDowell, President of the Chicago Howard Alumni Association; Attorney Herman E. Moore, and Dr. H. Reginald Smith, all of Chicago, Ill.

Charles Gilpin Appears in Benefit Performance at Shubert-Garrick for Howard University Theatre.

In connection with the appearance of Charles Gilpin in the “Emperor Jones” at the Shubert-Garrick Theatre, in Washington, D. C., during the week of December 12th, 1921, through the interest of the Provincetown Players in the Howard Players, a special benefit performance of the “Emperor Jones” was given at the Shubert-Garrick, Wednesday evening, December 14th. The proceeds from the performance were donated to the Building Fund for a theatre at Howard University necessary for the proper development of the work of the Department of Dramatic Art.

Mr. Gilpin and the original Broadway company are booked for the Shubert-Garrick the week of December 12th, and thousands of Washingtonians welcomed Mr. Gilpin and witnessed his wonderful emotional acting. In the special performance, the Howard Players united in making it a magnificent tribute to the modern Ira Aldridge.
An Unusual Chapel Hour.

It is regrettable, indeed, that all the classes and incidentally all of the members of Howard University were not present December 13, 1921, at one of the most inspiring and distinctive Chapel assemblies ever held in Rankin Memorial Chapel. It was during that brief hour of enlightenment that a new phase of race pride and consciousness was emphasized further or indelibly impressed for the first time upon the minds of our people. Coming as it did just a few hours after a most significant triumph for Negro art and Negro musical talent before the most representative group of people ever assembled on Howard Campus—a group composed of the emissaries of the dominating nations of the world—this Chapel assembly furnished a fitting and potent after-climax, because of the simplicity yet brilliancy of this meeting occasioned by the unassuming presence and by the illuminating and vital words of two of the foremost artists of our race.

Before a distinguished audience of the night before, a select program of original Negro folk songs and classical Negro spirituals based upon native motives and written by contemporary race composers had been rendered. How many of the music lovers in that vast audience from many lands had heard or played these melodies or been moved by them had ever fully appreciated this phase of the Negro's own contribution to America? How many of our 'ownpeople had ever before realized so fully what a treasure was theirs to develop, to cherish, or to neglect and disown?

When Nathaniel Dett, the first of our distinguished visitors to address that Chapel assembly, arose to speak one was hardly conscious of his introduction before he had plunged into the heart of his subject and had made it deliver its message in a simple manner, yet with telling effect. Mr. Dett, in speaking of his compositions and those of fellow Negro virtuosi, said that he had never attempted to improve upon our native folk melodies in a fundamental way, because he recognized the perfection of their basic theme or motive. He, as others, "had only sought to vary by rearrangement." Mr. Dett urged that we take more pride in the music which represented America's only true contribution to the folk song lore of the world, and the only original American type. Following his speech Mr. Dett charmed his audience by a selection of his own arrangement based upon racial motive. The spontaneous and continued applause which followed this rendition was sufficient evidence both of the profound effect produced by Mr. Dett's speech and the responsive chord touched by his music.

Harry T. Burleigh, who has endeared himself to America's music-loving people generally and to his race, entering the Chapel at this time, was called to the platform to speak to the students. When he had acknowledged his presence, the tremendous ovation given him was evidence enough of what the name of Burleigh means to Howardites. Dr. Burleigh expressed regret because he had missed much of Mr. Dett's speech, but said that he could do nothing except heartily agree with every point made by the former with regard to our racial melodies, inasmuch as our native songs have proved to be our country's only claim to originality in that direction. As the sensation of the assembly, Mr. Burleigh produced a recent communication which he had received from a noted musical authority asking for immediate defense against an assertion made by a critic who was endeavoring to attribute the American Negro folk song to chants of native African tribes and to other sources. Mr. Burleigh said in informal defense that nowhere except upon the plantations of the South-
land, where existed the antebellum feudal system, and only there among the Negro life of past days with its attendant native conception of superstition and suffering could songs of such plaintive fibre have been born. These songs, representing the suppressed hopes, the then current fears, the religious tendencies, beliefs, desires, struggles could have originated solely from the hearts, aye the souls of an enslaved and dominated people. The songs that had told millions of all races of a people ground beneath the heel, stung by the lash, prohibited, yet reaching out thousands of souls, slowly but surely toward the hoped for light of better days.

The magnificent presentation of "Simon, the Cyrenian" before the large audience of the evening before served its purpose to offer to America first, then to the world, the immense opportunity to aid in the development of another distinct contribution to the artistic wealth of the universe—the now acknowledged rich store of dramatic genius and material inherent in the Negro—the full conception of a distinct American drama and its fostering to a perfect maturity.

This performance of "Simon, the Cyrenian" also served another purpose, which to the intelligent is readily apparent. It brought to us two great composers of our race who have placed this charge upon us in terms which coincide, to take more pride in our spirituals, to study their origin and the history of their development, and to realize that they are not antique relics of lowly ancestors to be despised, to never think that they are listened to by members of other races out of pure curiosity, but to know that they are valuable because of their power to penetrate the human soul to its depths, and to move that which possibly has never been moved before and to move as no other melodies of like character are able to move.

With the increase of the years had we neglected these folk songs, the outstanding fact would have been that with the coming of greater intellectual opportunities and expansion we had been led to neglect, possibly to ignore entirely one of our greatest and most wonderful native treasures and heirlooms, which had been rendered sublime because of its distinct origin.

The appearance of these two artists of our race, one a member of the older school, the other a member of the younger school of musical expression has been viewed by many of the thinking as a timely Godsend, probably to prevent imminent attempts by others to contest the legitimacy of what is indisputably ours. The meeting of these two eminent race men at such a time was a coincidence, but they both brought the same message—"Preserve our folk melodies." Let us think over the words of Mr. Dett and Mr. Burleigh.

W. J. Newsom, '23.

The Freshman-Sophomore Debate.

It was the evening of December 9, when the unusual happened in the annals of Howard University. The greatest contest of the year was held between the Freshmen and Sophomores. There was not available standing room when the faculty members, Washingtonians, Garveyites, and the tumultuous classes, buoyed up by college spirit, were seated. The Crimson and Gold hung calmly over the Freshmen, while one noted with care that the victorious Black and Orange majestically quivered over the Sophomores. One noticed that the Sophomores had the royal Kappa Sigma Banner and the Frederick Douglas Cup of last year to spur them on.

Mr. John Miles, the President of Kappa Sigma Debating Society, presided. After Mr. J. L. Page had rendered a piano solo, the master of ceremonies made some timely remarks regarding the rules of the evening's intellectual tournament. He then presented the first affirmative speaker, Mr. Oscar C. Beaubian of the Sophomore Class.
The gentleman approached his position on the platform amid a thunderous storm of yells from the Sophomores and well-wishers. The applause was unabated before and after each speaker throughout the evening. He stated the proposition, which was: "Resolved, that the Garvey Movement is the best solution of the Negro problem." After the introduction, he stated in a clear, emphatic, yet heart-appealing, tone the deplorable economic and political condition of the 400,000,000 Negroes throughout the world. He thereby proved that the Negro throughout the world demanded a world-wide concerted movement and offered the Garvey movement as a remedy for these conditions.

The first speaker of the negative, Mr. Calvin Carrington, opened with additional history of the Garvey movement. He then imposed six burdensome questions on the affirmative. He advanced the first argument of the negative: that the Garvey Movement would isolate the Negro, and substantiated it by pointing out Mr. Garvey's statements in support of the same. He made such an appeal that the audience was all smiles at the end of his speech.

Mr. E. Beard opened his speech with a snappy rebuttal and defended the affirmative by showing that the Garvey Movement was practical because it was sound in principle, upheld by historical events of the past, and was working satisfactorily. He displayed unusual ease and courage as he presented the argument which was the brunt of attack throughout the remainder of the evening.

Mr. Alexander came to the forefront with an unsuccessful onslaught on the preceding speaker. However, he proved the second main contention of the negative: that the Garvey Movement did not guarantee political and economic freedom of the Negro.

Following the aggressive speaker, Mr. Alexander, Mr. L. King came forward with a bombardment of facts, and poise which the negative was unable to withstand. His initial rebuttal was the best of the evening. With unexcelled logic, he stated that the Garvey Movement was the only adequate solution of the Negro problem because the N. A. A. C. P. was limited in scope, the Pan-African Congress had no constructive program, and therefore the Garvey Movement was the only adequate solution of the Negro problem.

Mr. Franklin Terry came forward eager to attack the almost impregnable argument of the preceding speaker, but in vain. Yet he made a terrible wedge in the case of the affirmative, when he urged that the Garvey Movement did not offer any permanent solution to the Negro problem.

In this battle of wits and intellect, the rebuttals had a story all their own. It is here that the intellectual gladiators showed their skill in parrying the thrusts and onslaughts of their opponents. It is here that one side predominated. It is here that the negative endeavored to hold their own, but one noticed their plight when they found the affirmative had done away with their "Crusader," their suggestive solution, and further contended because the Black Star Line had failed, the U. N. I. A. had not, and therefore, as King put it, "a slice of good was better than none at all."

After a nerve-racking suspense, the judges, Professors Dyson, Johnson and Wesley, rendered their decisions, which will ever be dear to the class of '24 and long remembered by Howard's own, and the overjoyed Garveyites. It was announced that Oscar C. Beaubian, the unique debater, a member of the famous trio of last year, composed of F. Robb and L. King, was to receive the Frederick Douglas Cup a second time, which is exceptional in the history of Howard's debaters. In addition, J. Alexander received honorary mention for his fighting debating qualities. The awards fell from the mouth of the presiding officer upon eager ears, another victory for the class of '24, the Sophomores. Hosannas, praise and rejoicing were supreme until midnight, so great was the fervor of the classes.

Yet behind this great battle of intellect, credit is to be given the excellent work...
of the debaters, due to the splendid coaching they received from Messrs. G. Wood, O. Brown, F. Robb, W. Andrews, Z. Looby and A. Gilbert; Y. Simms and O. Coombs. Kappa Sigma Debating Society and its interclass debating committee must be brought in the limelight after such a presentation and such a financial success. In future years, Howard's 'varsity teams should shine as a light upon the highest hill. However, we must say work and work again in order to attain the highest and best for our Alma Mater.

Y. M. C. A. Notes.

THE UNIVERSITY Y. M. C. A. has been conducting a most helpful series of meetings every Sunday morning. For several weeks individual members of the faculty have brought messages of vital importance to the men each Sunday morning. By this means there is being brought about a more intimate relationship between student and teacher and much assistance to the student in the solving of his personal problems.

The Coaching Committee of the organization has begun its work in a very enthusiastic manner at a time when there is a great need for it. Many students who rank high in some special subjects volunteer their services in assisting those of their fellows who experience some difficulties in their work. The Welfare Committee is also functioning well. The men who constitute the committee are of the more matured type, both in age and in scholarship. In so far as practical, they interest themselves in the general welfare of the younger group of the men and render them all possible assistance in the line of advice and brotherly instruction.

The Y. M. C. A. in connection with the Y. W. C. A. is perfecting plans whereby the two organizations may cooperate in a greater measure in the effort to make larger and better the moral and spiritual life of the institution. Although there remains much to be done, there are many reasons for rejoicing upon examining very carefully the life of the institution. There are large numbers of young men and women here who stand for the very highest and best. It is especially encouraging to see the splendid type of young man and woman of which the Freshman Class is composed.

The Northeastern Club of Howard University, which consists of the students from the states of New England, New York, New Jersey and Pennsylvania, has begun its year's work with a strong determination to surpass that of last year. With the officers it has just elected much good is expected of it by their careful guidance. The newly elected officers are: President, Frederick Robb; Vice President, Miss Ellen Maury; Secretary, Miss Pearl M. Clark; Treasurer, Miss Sarah E. Lewis; Chaplain, James E. Jones; Sergeant-at-arms, Howard S. Smith; Journalist, William S. Maize.

On Saturday evening, November, 19, 1921, the Club held its first social of the year in Miner Hall. In spite of the inclemency of the weather, the members braved the storm in full numbers, which proved they were Northeasterners, indeed. The young ladies had the hall decorated and arranged in a beautiful and cozy manner, for which they are due much credit. The time was spent pleasantly enjoying music and various games, after which refreshments were served. The Club wishes to thank the Social Committee, consisting of Miss Sarah E. Lewis and Messrs. Dickson and John Fitzgerald, for the efforts spent to make the affair a success.
Howard Varsity Football Men Elect Captain and Manager for 1922 at Annual Banquet.

As a final close to the 1921 football season, the Howard University Football Squad held its annual banquet at the Whitelaw Hotel, Thursday evening, December 15, 1921, at which time “Bull Dog” Williams, star left end, was elected Captain of the Varsity Squad for the season of 1922. Captain Williams, who was recently injured in the Institute, West Virginia game, is now rapidly convalescing. His election to captaincy for the coming football season came by a unanimous vote and is a well merited recognition by his teammates. John E. Smith, a member of the Class of 1923, was elected to serve as Student Manager. For the very efficient work of Assistant Manager, Samuel Cheevers, the Squad voted that he should be given a special Varsity H.

In connection with the banquet to the Varsity Squad, a most interesting program was arranged with Major M. T. Dean, Head of the Department of Physical Education, as Toastmaster. The program included the special “Team Song;” a speech by Captain Emmason D. Fuller, of the 1921 Squad; a toast to the University by fullback Payne; responses by members of the Varsity Squad; singing of the Alma Mater; remarks by Coach W. E. Morrison; and a speech by Captain-elect Williams, ending with the Howard Yell.

The Varsity men awarded letters for the 1921 season are: John R. Nurse, end; Albert Brooks, tackle; E. C. Melton, guard; Leo Holton, center; Frederick Crawford, guard; Emmason Fuller, tackle (Captain); Dennis Smith, end; Ernest Johnson, guard; William Kean, quarterback; Pevavia Hardwick, quarterback; Raymond E. Contee, halfback; Aaron H. Payne, fullback; Charles Doneghy, halfback; L. L. Melton, halfback; Merrit C. Molson, halfback. E. Gaylord Howell, Student Manager, was given a letter for efficient work and cooperation with players. The Assistant Managers, Samuel Cheevers, John E. Smith, and Robert Craft, were awarded numerals.

Officers of the Alpha Chapter, Phi Beta Sigma Fraternity, for the year 1921-1922, are as follows: Earl Alexander, President; John J. Erskine, Vice President; Claud A. Riley, Secretary; J. T. A. Smith, Corresponding Secretary; Robert Canady, Business Manager; E. I. Moss, Treasurer; L. H. Beeks, Parliamentarian; Wilbur Pannell, Chaplain; H. S. Colum, Sergeant-at-arms.
AN EVENING WITH THE FACULTY OF HOWARD UNIVERSITY.

On Friday evening, November 18, 1921, there assembled at the Alpha Chapter of the Phi Beta Sigma Fraternity more than a dozen members of the faculty, including the President, Dr. J. Stanley Durkee. This important gathering was in answer to an invitation sent out by the fraternity for the purpose of bringing about a better understanding and a more intimate knowledge as to the part the fraternity plays in the life of the student.

Without question this attitude taken by the above mentioned fraternity was a long step in advance toward solving the many and difficult problems that confront the faculty and student body. Never before in the history of Howard or any other colored institution had any such attempt been made to bring together these two important bodies of the University.

After a well rendered violin solo by Mr. E. L. Moss, the president of the fraternity, Mr. Earl Alexander, in a brief and impressive speech, outlined the purpose of the occasion. Next Dr. A. L. Locke, with much eloquence, contrasted University life in America with that of Oxford. He made a strong plea for a continual interchange of thought between the faculty and the student body for the common good of all. Following Dr. Locke, Professor E. P. Davis urged upon the audience the necessity of keeping high the moral and scholastic life of the University. At this point Mr. Frank Harrison and Mr. Robert Thornton, both talented singers, entertained the audience with excellent vocal renditions. Next Dr. M. T. Walker, in a strong and stirring speech, discussed at length the history of the fraternity and the high ideals for which it stood.

Lastly, Dr. J. Stanley Durkee, President of Howard University, expressed his sincere gratification that among this body of clean and intelligent young men existed the very thing for which he prayed and sought for—“friendship of student and teacher.” He also cited in support of scholarship the achievements of great men, men whom time has characterized with the name of genius. At the same time exhorting the students to be sincere and persistent in their studies as no one was born with the knowledge of the genius, but that “it was the sweat that fell from the face of hard work.” At the end of his speech, the President was presented with a large bouquet of flowers by Mr. J. E. Smith with the hope that they might express to the fullest in their own language the appreciation of the members of the Phi Beta Sigma Fraternity.

An open forum for the faculty was then indulged in, at which time other faculty members spoke in very laudable terms of the fitness of the occasion. The evening, which was indeed an intellectual treat, terminated with the serving of refreshments and the singing of the Alma Mater.

JOHN J. ERSKINE.

Vice President, Phi Beta Sigma Fraternity.
NEGRO MIGRATION.

Washington, D. C., December 17, 1921.—The Department of Commerce, through the Bureau of the Census, has today issued a special statement pertaining to Negro migration in the United States, as shown by the returns of the Fourteenth Decennial Census, taken as of January 1, 1920.

The total number of Negroes born in and living in the United States proper, as enumerated for January 1, 1920, was 10,381,309, which total includes 38,575 Negroes for whom the state of birth was not ascertained by the enumerators. The total number for whom the state of birth was reported, 10,342,734, comprised 8,288,492, or 80.1 per cent, who were living in the states in which born, and 2,054,242, or 19.9 per cent, who were living in other states. In 1910 the percentage living in other states was 16.6, and in 1900 it was 15.6.

The total number of Negroes reported as born in the South (that part of the country lying south of the southern boundaries of New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Missouri, and Kansas) was 9,600,943. Of these, 7,751,361, or 80.7 per cent, were living in their native states in 1920; 1,068,788, or 11.1 per cent, were living in other southern states; and 780,794, or 8.1 per cent, were living in the North or West. The total number of Negroes reported as born in the North or West was 741,791, of whom 537,131, or 72.4 per cent, were living in their native states in 1920; 157,437, or 21.2 per cent, were living in other northern or western states; and 47,223, or 6.4 per cent, were living in the South. Thus the proportion of southern-born Negroes who migrated to the North or West, 8.1 per cent, was only about one-fourth larger than the proportion of the Negroes who were born in the North or West and migrated to the South, 6.4 per cent.

The number of Negroes born in the South and living in the North or West less the number born in the North or West and living in the South was 733,571. These may be termed the survivors of the net migration of Negroes from the South to the North and West. The number of southern-born Negroes living in the North and West increased from 440,534 in 1910 to 780,794 in 1920, forming 40.9 per cent of the total Negro population of the North and West in the earlier year and 50.3 per cent in the later.

The migration of southern Negroes to northern and western states undoubtedly took place to a materially greater extent between 1910 and 1920 than during the preceding decade. While it is impossible to calculate exactly the extent of this migration during the recent decade, the available data indicate that approximately 400,000, or somewhat more than one-half, of the 733,571 survivors of the net Negro migration from the South to the North and West prior to January 1, 1920, left the South subsequently to April 15, 1910.

In general, the Negroes born in the North and West and in the northern part of the South have migrated to a much greater extent than those born in the far South. Considering as one group all the Negroes born in the northern and western states, the percentage living, in 1920, in other states than those in which born was 27.6; considering as another group those born in Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, Kentucky, Tennessee, Arkansas, and Oklahoma—i. e., the northern part of the South—the corresponding percentage was 24.8; but for the Negroes born in the far southern states of South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas, the percentage living in states other than those in which born was only 16.2.

Although migration to the North and West has not taken place among the far
southern Negroes to the same extent, relatively to their total numbers, as among the Negroes in the northern part of the South, there was nevertheless a pronounced increase in such migration from the far South during the past decade. For example: The Negroes who were born in South Carolina and had migrated from that state to Pennsylvania increased from 2,113 in 1910 to 11,624 in 1920; those from Georgia to Pennsylvania increased from 1,578 to 16,196; those from Florida to Pennsylvania, from 393 to 5,370; those from Alabama to Ohio, from 781 to 17,588; those from Mississippi to Illinois, from 4,612 to 19,485; those from Louisiana to Illinois, from 1,609 to 8,078; and those from Texas to Missouri, from 1,907 to 4,344.

The following table shows, by state of birth, the extent of inter-state migration of the native Negro population of the United States:
NATIVE NEGRO POPULATION, CLASSIFIED ACCORDING TO WHETHER LIVING IN OR OUTSIDE STATE OF BIRTH, 1920, WITH PERCENTAGES FOR 1920, 1910, AND 1900.

[The total native Negro population living in the United States proper on January 1, 1920, was 10,389,228, including 8,019 Negroes born in outlying possessions and 38,575 for whom the state of birth was not reported.]

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http://dh.howard.edu/hurecord/vol16/iss3/1
COUNTER WEIGHTS.

"I see your arm is in a sling," said the inquisitive passenger.
"Yes, sir," responded the other.
"Meet with an accident?"
"No; broke it patting myself on the back."
"Great Scott! What for?"
"For minding my own business."

Grade Teacher (to her new pupil)—"What is your name?"
Little Girl—"I am ashamed to tell it."
The teacher repeated her question, but the little one remained silent. That night, after school, the teacher asked her again.
Finally, after much sobbing, the little girl stammered, "Iona Ford."

She—"I think sheep are horrible, stupid things, don't you, dear?"
He—"Yes, my lamb."

"Where is your new flat?"
"On Whitney Street."
"But don't the trolley cars bother you?"
"The landlord says that they won't bother us after the first few nights, and you know we can spend the first few nights at mother's."

He Was Equal to It.

A student who could not sound the letter "R" was given the following sentence to read:
"Robert gave Richard a rap in the ribs for roasting the rabbit so rare."
He studied it in silence a minute, then glibly rendered it as follows:
"Bobby gave Dicky a thump in the side for cooking the bunny so little."

Sentry—"Who goes there?"
Voice—"Friend—with a bottle."
Sentry—"Pass, friend! Halt, bottle!"

History Teacher—"When did the revival of learning begin?"
Pupil—"The night before exams."

A Fact.

Be it ever so homely, there's no face like your own.
Seniors were born for great things,
Juniors and Sophs. for small;
But it never has been recorded,
Why Freshmen were born at all

Lives of editors remind us,
That their lives are not sublime,
For they have to work like thunder,
To get this copy out on time.

Soph.—“Did you see that pretty girl smile at me?”
Senior—“That’s nothing; the first time I saw you I laughed out loud.”

Higher Mathematics.

Policeman—“What are you standing ’ere for?”
Loafer—“Nuffink.”
Policeman—“Well, move on; if every one was to stand still how would the rest get past?”
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