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The Howard University Record

Editorials
Opening Address at Chapel
New Dining Hall and Home Economics Building
Howard University Sets Academic Record
Business Education for Colored Youth
Is Social Work a Profession?
Alumni Notes
University Notes
Undergraduate Life
Counterweights

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HOARD UNIVERSITY
WASHINGTON, D. C.
Founded by GENERAL O. O. HOWARD

J. STANLEY DURKEE, A.M., Ph.D., D.D., President
EMMETT J. SCOTT, A.M., LL.D., Secretary-Treasurer

A University located at the Capital of the Nation, with a campus of twenty acres. Modern scientific and general equipment. A plant worth approximately $1,500,000. A faculty of 135 members. A student body (1920-21) of 1893 from 37 different States and 10 foreign countries. Generally acknowledged to be the outstanding National University of the Colored people of America.

Its purpose is to provide the twelve million Colored people of the United States with College-trained and Professional leaders through its courses in Arts, Sciences, Sociology, Education, its Schools of Commerce and Finance, Public Health and Hygiene, Music, Engineering, Medicine, Dentistry, Pharmacy, Religion and Law.

By right of location, spirit of progressiveness, and its advanced standing, Howard University is truly designated "the national university for the education of Colored youth."

HOWARD'S NEEDS
$75.00 per year to cover incidental fees, etc. (tuition) of a student for a year.
$1,500.00 for Permanent Scholarships
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An Administration Building, $80,000.00
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A Dormitory for Young Men, $100,000.00
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Contributions for current expenses in any amounts, however small.
Special contributions for the purpose of modernizing and equipping University class rooms, amounting to $7,500 ($500.00, approximately, will equip a class room.)

Contributions may sent to J. Stanley Durkee, President; or to Emmett J. Scott, Secretary - Treasurer, Howard University, Washington, D. C.

FORM OF BEQUEST
I give, devise and bequeath to The Howard University, an institution incorporated by Special Act of Congress, and located at Washington, D. C., the sum of..................
"Word mongers" and "chattering barbers," Gilbert called those of his predecessors who asserted that a wound made by a magnetized needle was painless, that a magnet will attract silver, that the diamond will draw iron, that the magnet thirsts and dies in the absence of iron, that a magnet, pulverized and taken with sweetened water, will cure headaches and prevent fat.

Before Gilbert died in 1603, he had done much to explain magnetism and electricity through experiment. He found that by hammering iron held in a magnetic meridian it can be magnetized. He discovered that the compass needle is controlled by the earth's magnetism and that one magnet can remagnetize another that has lost its power. He noted the common electrical attraction of rubbed bodies, among them diamonds, as well as glass, crystals, and stones, and was the first to study electricity as a distinct force.

"Not in books, but in things themselves, look for knowledge," he shouted. This man helped to revolutionize methods of thinking—helped to make electricity what it has become. His fellow men were little concerned with him and his experiments. "Will Queen Elizabeth marry—and whom?" they were asking.

Elizabeth's flirtations mean little to us. Gilbert's method means much. It is the method that has made modern electricity what it has become, the method which enabled the Research Laboratories of the General Electric Company to discover new electrical principles now applied in transmitting power for hundreds of miles, in lighting homes electrically, in aiding physicians with the X-rays, in freeing civilization from drudgery.
THE HOWARD UNIVERSITY RECORD

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THE NEW YEAR AT HOWARD.

Howard University began its academic year Monday, October 2nd, with the largest entering class in its collegiate department ever registered in a university specializing in the training of young colored men and women. There is an increase of approximately 25 per cent in the number of applications which have been received during the year and in spite of the rigid "weeding out" nearly 400 applicants have been granted permission to register as Freshmen. A marked trend is noticed in the large number of students entering Howard with advanced standing, having received prior training at other colleges and universities. This is partly accounted for by the new rating which Howard University received last year when its collegiate department was placed on the approved list of the Association of Colleges and Preparatory Schools of the Middle States and Maryland. According to the estimates of the Registrar of the University, more than 1,000 students will be registered in the collegiate department the first quarter of the school year 1922-23.

With the beginning of classes at eight o'clock Monday morning, October 2nd, and with the holding of the first chapel exercises in the Andrew Rankin Memorial Chapel at noon, the students of the University settled down to normal college life. Dr. J. Stanley Durkee, the President of the University, at the chapel exercises welcomed the students to Howard and counseled them regarding the tasks of the school year lying before them. The President's address appears elsewhere in this issue.

Since last June, many changes have been made in the Faculty of the Howard University. One of the most pleasing changes has been that of the appointment of Miss Lucy D. Slowe as Dean of Women. Miss Slowe comes to Howard University full of zest for her work, and the influence of her fine character is expected to be felt throughout the University student life.

During the summer months many improvements to the buildings and grounds have been made. The Administration of the Howard Univer-
sity welcomed its resident students to the New Dining Hall, which was dedicated in June, 1922. The building is the most beautiful and modernly equipped, of any on the University grounds. Its value as a center where a virile school spirit may be engendered is already being appreciated. In addition to the many improvements made to the interior of the various University buildings, attention has been given to the laying of walks about the grounds to add both to the convenience and beauty of the campus.

BACK TO COLLEGE.

In the spring when the birds are returning, the flowers are blooming and the world is putting on its gala attire, our thoughts stray to the seashore, the mountains and the long country lanes. We grow impatient to be out with great Mother Earth. So we welcome the close of school with its exacting curriculum. We grasp our new liberty like a bird that has been long caged and once more feels the freedom of the air. But long before the summer is gone, when the ocean is still a charming place for a swim, the mountains are full of unexplored places, and the country lanes are brimming with beauty and charm, our thoughts turn again to our Alma Mater and we want to be back with all the responsibilities. The rest of the summer days drag on. In this friend or that, we see something that reminds us of some one back at our Alma Mater. In our minds, we go over the whole list, lingering on each one endearingly.

When September ushers Autumn in and the red, golden yellow leaves go scurrying before the wind; when the ocean becomes a place of wonder and beauty in its savage nature; when the golden sunshine streams down on it all, making the world a marvel of beauty and color; in our hearts there comes a longing for our Alma Mater. The very beauty of the world makes us long for the nearness of those we love. In it all there lies that great catastrophe, the death of summer, and the foreshadowing of bleak winter. It is then that we want to be in the protecting arms of our Alma Mater—the life giving mother.

M. G. N., '24.
OPENING ADDRESS AT CHAPEL, OCTOBER 4, 1922.

BY PRESIDENT J. STANLEY DURKEE.

The college year 1922-1923 opens auspiciously not only for our own Howard University, but for America as a whole. Larger numbers of students than ever before are crowding up to the sources of intellectual light, and hence moral and spiritual guidance. A greater appreciation of the value of trained minds and hearts possesses the youth of our land. In a Republic like ours, the only hope for permanency in progress, stability in shifting opinions and newly evolving theories, and constantly greater liberty and freedom in a Government with a written and revered Constitution, lies in an intellectually trained and a morally sound citizenship. The permanency of American ideals and of the growing expanding nation rests on these cornerstones.

Therefore, every school and college in the land must teach morals as well as science, must properly discipline the emotional life as well as the intellectual; must never forget that an unmoral or immoral student is a liability rather than an asset to our nation.

I cannot too strongly emphasize this truth, and if the last ten years of history has failed to fasten it upon any teacher, any preacher, any statesman, any leader in public and private affairs, then such are never qualified to teach or preach or administer public affairs, no matter how illustrious their ancestors or how long the list of degrees they may have attained. Howard University, from its first hour of history, has stood for such training of head and heart, and stands for it today, if possible stronger than ever before.

In welcoming you students to this new year of study, I have for you a few thoughts that I can but hope will claim your careful consideration and your hearty endorsement.

You have your personal problems to meet. You have often thought they were peculiar to you. Your problems of finance, social intercourse, college standing, choice of profession, and a hundred such perplexing questions are ever present with you. Yet, they are questions common to all struggling, aspiring students. Others by the hundred thousand have met and solved them. You can do it, and you will, comforted by the thought that there hath no struggle nor temptation befallen you that is not common to all mankind. When in the midst of your own battles, think of the many before you who have become victors and say, "They conquered and so shall I."

You have racial problems which tax your mind and heart, sometimes
almost beyond endurance. As you develop the finer appreciations of life, these problems will more and more test your endurance and strain your faith. Many of those problems are such as are common to every up-struggling race, whether for the first climbing up, or climbing back again after centuries of inertia. The ignorant have ever declared that the racial group which we at Howard represent, has no past history save that of ignorance and servitude. I am most happy to inform you that we bring to Howard this year, for the winter quarter, a young man who proves himself among the foremost investigators of the history of the race and will, therefore, conduct classes in that history showing great civilizations in the long past, built up and maintained by that race of which you are the proud representatives. I trust you will so shape your courses that next quarter you will enjoy the privilege of working with Mr. Hansberry.

Your problems of rank and distinction are, many of them, questions of personal achievement. The high places of the world are filled by men and women, not because of the color of their skin, but because of the texture of their brain and heart. As John Ruskin says, “At the portieres of that silent Faubourg St. Germain, there is but brief question: ‘Do you deserve to enter? Pass. Do you ask to be the companion of nobles? Make yourself noble, and you shall be. Do you long for the conversation of the wise? Learn to understand it, and you shall hear it. But on other terms? No. If you will not rise to us, we cannot stoop to you. The living Lord may assume courtesy, the living philosopher explain his thought to you with considerate pains; but here we neither feign nor interpret. You must rise to the level of our thoughts if you would be gladdened by them, and share our feelings if you would recognize our presence.’”

You must learn that such a law is ever operative, and that while you may have greater difficulty in many ways, than some of the sons of white men, yet eventually, worth will win, and if you do not live to see the highways free and untrammelled, those who follow you, will, for

“Behind the dim unknown
Standeth God within the shadows
Keeping watch above His own.”

To prove that worth will win, and the great man will be great anywhere, I would I were free to read you, regarding one of our own Howard professors, a letter that I received during this past vacation. Every student of Howard who attains to distinction, but opens wider the doors for the free coming of those who shall follow to the highlands of peace and honor.

Many of the problems you face are those of misunderstanding, prejudice, and hate. To give back in kind but prolongs the periods of disturbance and disaster.
I marvel at your patience: I thrill with hope at your fortitude: I see the day of brotherhood dawn in your Christian bearing and I can but promise for eventual victory the comradeship and co-operation of all those of every race and creed who believe that God hath made of one blood all peoples, and that eventually the human family will live like a real family, the good of all being the care of each and no one member suffer, if the care of all can prevent.

Toward this glad day must we all set our faces, and with faith burning brightly in our hearts, toil on, no matter what the cost, until we, or our children's children, shall behold the day dawn and the clouds of misunderstanding, prejudice and hate, forever disappear.

Perhaps I have said enough to reveal to you what lies deepest in my mind this morning. You students at Howard have an inspiring part to play in the world's drama and therefore must be the better prepared. No careless work or shoddy material will pass. You must be genuine through and through. You must live and act like those who see their visions clearly and walk steadily toward their realization. Your greatness will be measured by your ability to keep your visions clear, no matter how low may hang the clouds of discouragement, or how high may loom the obstacles in your pathway. Your professors will mark your advance, not so much by your response to technical questions as by your general attitude to work, to mastery, toward an appreciation of opportunity to make yourselves more than you or they can now see or dream.

Former students need not be reminded that constant and hard work is demanded if they shall maintain their position as students in Howard University. Each year so many fail, because they do not pay the price in work.

New students should be told that if they fail in two subjects out of three in their first quarter's work, they are put on probation for the next quarter. Every student on probation suffers the loss of certain privileges that are most valuable to them. If they fail again the second quarter they are dropped from the list of University students and cannot return to Howard until they prove that they have become students worthy of our trust. The record of each student is most carefully kept. Long years after, those records are often required to secure places of responsibility and trust. Students, determine to have no failures marked against you, for,

"The moving finger writes,
And, having writ, moves on,
Nor all thy piety nor wit
Can lure it back to cancel half a line,
Nor all thy tears wash out a word of it."

May I caution you all to study carefully your Student Manual. Every year we have those who say, "I did not know." "To the law and the
testimony” is our command. In the Student Manual you will find all necessary guidance if you seek for the spirit as well as the letter. It might be possible for you to observe the letter of the laws there laid down and still fail at Howard. We have had sorrowful examples of such, in the history of the University.

Be conscientious in all your dealings with your College. This is your home. You will soon learn, if you have not already learned, to call Howard your Alma Mater, your dear or loved mother. Bring no distress or sorrow to your college more than you would to your own mother. Be worthy children in all your ways.

Possibly I should also bring to your attention the necessity of early determining what profession you will enter for your life’s work. Read carefully the short introduction printed in the Students’ Manual. This will suggest ways by which, if in doubt, you may be helped to a decision. Do not let the months drag by in a careless or unfocused way. As soon as possible, determine your goal, and then walk straight toward it. You will gain many years, perchance, by knowing early in your course what profession you mean to follow, for then you will focus your studies, your hopes, your unconscious longings, and they all will be working together for your good and fitting you for larger success. Dream much, students, but color your dreams by the successes you hope to gain in your definitely chosen profession. Dream much, by day and by night, but fashion your dreams out of the hard work you are daily performing. Be stern, exacting, straight along with yourselves. Indulge in no self pity nor seek to excuse neither to yourselves nor to others your wrongs and failures. Demand of yourselves wholesome, ambitious thoughts, carefully defined plans, and hard, persistent work. These, together with a true faith in God and a true spirit of co-operation with all those who seek similar goals, will unerringly lead you to the successes you crave, and those your Heavenly Father desires for you.
THE NEW DINING HALL AND HOME ECONOMICS BUILDING.

By ALBERT I. CASELL,

Instructor in Architecture.

The site of the Howard University, considered both from the standpoint of height and natural beauty, is one of the best in the city of Washington. This is especially true of the east side of the campus which faces McMillan Park, a Federal Government Reservation on which one of the city's reservoirs is located, and where very considerable sums have been expended in improving the landscape and in bringing about a studied informality the beauty of which, when once seen, is never forgotten. The Catholic University and the Soldiers' Home and Grounds, situated as they are on the high ground beyond this park, form an excellent background and complete what is truly a wonderful picture.

It was, then, the result of natural logic that, when the quadrangle proper had about its full quota of buildings, the east side of the campus should come in for the studied development that has long been its due. In keeping with their plan for "A Greater Howard" in every respect, a new scheme for the future physical development of the campus was laid out by the University authorities some three years ago. In this very important work the University authorities and their architects were assisted by the National Fine Arts Commission. The importance of the development of the east side of the campus was immediately recognized. One could not escape the fact that this east side should be as beautiful and as well developed as the park which it faced, and, further, that there, facing this park, was the logical and best site for the University's New Dining Hall and Home Economics Building, for which the Federal Government had appropriated $201,000.00.

The new building is one of the University's first steps in carrying out the physical portion of its plan for "A Greater Howard." Messrs. William A. Hazel and Albert I. Cassell, architects, members of the University Faculty and at that time in charge of its Department of Architecture, were assigned the task of designing the new structure and superintending its construction.

The selection of the style in which the building should be designed was given thorough study by the architects. This task was complicated because the existing buildings vary considerably in style, ranging from that of the Early French Renaissance in the older structures through the Georgian Colonial and Colonial in the latter buildings. The Myrtilla Miner Normal School and the Freedman's Hospital Group, both colonial in style, though not a part of the University Group, had, because of their proximity, considerable influence in the selection of the style in which the new building was designed. So, in order that the Dining Hall and Home Economics Building might not only dwell in harmony with the older group
of buildings but would also be “a good neighbor” to the newer group, it was designed in the Georgian Colonial Style. In this case, as in many others, the problem of designing to conform to adjacent or neighboring buildings was, to be sure, not easy, but, it is hoped that in this particular instance, something more like an *entente cordiale* than might have existed has been effected.

In the case of the Dining Hall and Home Economics Building it was particularly desirable to design for balance and harmony, for it was realized that the University Campus was no place on which to indulge in architectural discord or architectural egotism. With this thought in mind and with much care the architects adjusted as nearly as was possible the main horizontals of the new building to the horizontals of the Applied Science Building, having regard also to the disposition of color in brickwork and trim. Balancing similarities and differences without sacrificing vigor and freshness in design was a difficult problem, but it is hoped that the result is successful, that is, that the new building, though larger than the others, will do no violence to the old architectural atmosphere of the Administration and Dormitory Group, that it will be a worthy and courteous neighbor to the Applied Science Building, and, further, that it will be a dignified building on its own account.

The New Dining Hall and Home Economics Building, rising fifty-five feet above the surrounding grade, rests upon independent piers of reinforced concrete carried through the made ground on the building site to hardpan at an average depth of twenty feet. The building has two principal horizontal divisions of terra cotta; that at the level of the Students’ Dining Hall some thirteen feet above grade, which defines the ground floor, and the full entablature, beginning approximately at the level of the second supported floor, which defines the height of the main floor housing the Students’ Dining Hall. The building, though bare of ornament, will illustrate at once two very agreeable attributes of the Georgian Colonial Style in which it is designed—dignity and refinement of scale. In color the contrast between the tapestry brick varying in shades of brown and red and the cream colored terra cotta gives a quality of vivacity, even to those portions of the building having large unbroken wall surfaces.

It is hoped that the interior planning will give evidence of the thought and care that was expended upon it. The main entrance, which is on the east front facing the reservoir, is a brick and plaster loggia giving access to an architecturally impressive main hall, which runs the full depth of the building and ends in the main stair tower. Running north and south across the main hall, there is an eight-foot corridor, which terminates in minor entrances giving additional access to the ground floor and subsidiary stairs to the Students’ Dining Hall.

The ground floor space is devoted to cloak and rest rooms for men and
SOUTH VESTIBULE ENTRANCE
women, a reception room for University guests, a private dining room and pantry, and to service facilities. The service portion of this floor includes showers and toilets, rest and dressing rooms for help of both sexes, store rooms, high pressure steam room and a refrigeration plant. No power, however, is generated in the building, this being obtained from the central heating plant.

Passing through the main hall and up one flight of the main stairs, one comes to the Students' Dining Hall, the feature of the building, a room fifty-four feet in width by one hundred and twenty-seven feet in length by twenty feet in height. The accompanying illustration shows the manner in which this room is treated; with a panelled wood wainscot, with two rows of columns symmetrically placed, pilastered walls and plaster beamed ceiling. This dining hall may be entered from nine different points, there being five central entrances, subsidiary entrances at the north and south ends of the hall and two service entrances on the west side. Light in the proper quantity is furnished by a battery of seven large windows on the east front and three on each of the other facades. From every point of this room, the beautiful view over the Reservoir and McMillan Park is available.

The Main Kitchen, located in the wing of the building on the same floor as the Students' Dining Hall, is very well lighted and has not only ample natural ventilation, but artificial ventilation as well. It is, moreover, equipped with every modern convenience. Cooking is done exclusively by gas and high pressure steam. The bake shop, butcher shop, dish room and pantry are all equipped with motorized labor-saving equipment of the latest types.

The top or attic floor of the building is devoted solely to the Department of Home Economics; some three-fifths of this area being occupied by Domestic Science, while the remaining space is given over to Domestic Arts.

The Domestic Science Department contains a large and modernly equipped cafeteria, where the senior students receive practical as well as theoretical training in cafeteria management; a model apartment; cafeteria and practice kitchens, dietetics and main laboratory, a laundry and offices.

The Domestic Arts Department contains offices, laboratories, class rooms, and special facilities for instruction in costume design.

This is a brief description of the building which is one of the first physical steps in the direction of "A Greater Howard." It is the hope of the architects that it will agreeably take its place among the other buildings of the University Group and, with them, will silently but surely exert on the undergraduate mind in its most formative period a lesson of good order and beautiful surroundings.
HOWARD UNIVERSITY SETS ACADEMIC RECORD.

245 Degrees Conferred Upon Graduates of the Class of 1922—Dr. Edwin E. Slosson Commencement Orator—Seventeen Commissions to R. O. T. C. Men—Honorary Degrees Conferred—Trustees and Alumni Hold Annual Meetings.

When two hundred forty-five (245) degrees were conferred upon graduates of the Classes of 1922 of the Howard University by President J. Stanley Durkee at the Fifty-third Annual Commencement exercises held on the University Campus, Friday, June 9, 1922, a record was made in the history of colleges of the United States devoted to educational work among Colored people by having at one graduation exercise the largest number of students to receive degrees in the Liberal Arts, Science, Religion, Law, Medicine, Pharmacy, and Music. In addition to the degrees in regular courses, honorary degrees were conferred upon Rev. Edmund Harrison Oxley, of Cincinnati, Ohio; Rev. James Luther Pinn, and Mr. Herman Henry Bernard Meyer, of Washington, D. C. The Commencement address was delivered by Dr. Edwin E. Slosson, of Washington, D. C.

The Commencement exercises were preceded by the academic procession which started from the steps of the Howard University Carnegie Library at eleven o'clock A. M., led by the R. O. T. C. Band, which played the processional march. The procession was headed by Dr. J. Stanley Durkee, President; Dr. Emmett J. Scott, Secretary-Treasurer; Dr. Edwin E. Slosson, the Commencement Orator; the candidates for honorary degrees; and included Trustees, Deans, Professors, members of the various academic and professional faculties, graduates and alumni. The course of the procession was from the steps of the Library to the Administration Building and down the long walk to the west end of the grounds where an audience of visitors, friends and relatives of the various graduates was assembled to witness the ceremonies. The brilliant colors of the academic costumes flashing in the sun presented a fitting ceremonial picture.

COMMENCEMENT PROGRAM.

The invocation beginning the exercises was offered by the Reverend William S. Abernethy, D. D., and was followed by an overture by the R. O. T. C. Band, after which Dr. Edwin E. Slosson, Editor of Science Service, and contributing editor of the New York Independent, delivered the Commencement Address, choosing as his subject "Looking Backward and Living Forward."
“Man lives forward,” Dr. Slosson said. “He alone has the power of prevision. He plans for years; building for centuries in advance; sacrifices himself for the benefit of generations to come. He alone has visions of a distant future, of a Utopia upon earth or of a city not made with hands, eternal in the heavens.”

“Now, man is not peculiar in working for the future, but he is peculiar in knowing that he is. The bee storing up honey in the comb for the days when there shall be no more flowers, the bird making a nest for eggs yet to be laid, they are obviously working for the future but it is not due to their own forethought. In the case of the instinct of insects and birds there is apparently also prevision but it is not their own prevision. It seems, then, that the world as a whole has this characteristic of prevision which is characteristic of the highest human intelligence. That is, in the world order man recognized something working that is akin to his own mind, but manifestly greater and more knowing and farther seeing; and to this he gives the name of Providence, which means looking ahead. This gift of prevision of foresight, which man in some degree possesses, has in all ages been recognized as the most divine of his faculties, for it is most like the theological constitution of the cosmos. Because men have this gift, they can set up for themselves goals in advance of their time, higher ideals to be attained; and then strive for them consciously and consecutively. That is to say, the motive power of human actions may be set in the future instead of the past. We see a horse goes faster as it is going homeward and we say that it is an intelligent horse; so it is. He is not being driven, but led, and led by an unseen motive. That is a sign of intelligence, the sign of intelligence, in fact. You can judge the intelligence of a man in the same way, by whether his motives are ahead or behind. It is nobler to be moved by a pull than a push.”

OBJECTIVE OF EDUCATION IS TO CULTIVATE PROPHETIC POWERS.

“The true object of education is the cultivation of this faculty of prevision. This College is a ‘school of prophets’ quite as much as that mentioned in the Bible. You have learned from your study of science to have faith in the validity of nature, in the constancy of law; you have been taught in your historical studies what can be accomplished by human exertion and how it could be undertaken. You should now be able to see the outcome from the beginning. You are expected to be able to tell a current from an eddy in the tide of the affairs of men. You should know how to tell a fad from a reform. As a gardener knows the difference between weeds and flowers when the first cotyledons appear about the soil so you should know the difference between profitable and detrimental social movements as they spring up. You should be able to distinguish between a rising statesman and a false alarm.”
"Your mathematics has been the science of the future. Physics has taught you how things are going to act in the future, although it has told you only how they have acted in the past. Astronomy has prediction for its purpose; so has all science. Even the history you have studied, if you have studied it rightly, is the history of the future, although it was disguised in the form of history of the past."

"You have been trained in the art of prognostication, although that name may not appear on your credit cards. You have been taught how to project a curve from the past into the future; how to extend a table by extrapolation; how to read a map, how to explore an unknown country, how to break new paths. Your teachers have tried to teach you to go where they have never gone and to do things they have never done. Their fondest hope for you is that in after years you will look back with contempt, not upon them, but upon their learning."

DR. DURKEE'S CHARGE TO GRADUATES.

In conferring the degrees on the members of the graduating class of 1922, President Durkee said: "One sentence from the great address of Dr. Slosson may well be chosen as your class motto, "It is nobler to be moved by a pull than a push." The pull of the invisible is the greatest attraction known to science or to religion. Blessed are those who have made their connections and turned on the power. They are the conquerors of the new age before that age appears. The transference of that power is a mystery—will ever remain one. A young English poet, whose death is another offering of this age to the God of War, voiced it for us thus:

"I wonder how from attic seed
There grew an English tree;
How Swinburn took from Shelly's lips
The kiss of poetry."

"Longfellow said in his 'Hyperion' that there are secret passages beneath the feet of great men by means of which they pass to their communion with the greater souls and greater forces of life. It has recently been said in a most striking American way:

"Bite off more than you can chew—and chew it;
Plan out more than you can do—and do it;
Hitch your wagon to a star,
Keep your seat, and there you are."

"What does it mean? This: A worthy ideal possesses you—an ideal for which you will pay any price, will go hungry and ragged, if necessary, to attain; an ideal that is set far enough in the future so you cannot attain to it until you come to the age where all you ask is that your ideal may keep enlarging and receding as you advance. When you shall reach that
age with that enlarging, receding ideal, then you will begin to understand that old word of Scripture, 'He hath set eternity in their hearts.' Blessed are those students who know the esoteric meaning of the words."

**School of Liberal Arts.**

In the School of Liberal Arts, the following degrees were awarded:

**School of Education.**

In the School of Education the following received degrees:
- A. B. Cum Laude, Beatrice Virginia Howell and Dorotha W. Jones; A. B., Othello Maria Harris, Elsie R. Hughes, Fannie Celeste Pettie, Julius T. Alphonso Smith, Rebecca B. Jones; B. S., Helen L. Seymour and Elfreth Taylor Washington.

**School of Applied Science.**

In the School of Applied Science the following received degrees:
- B. S. in Civil Engineering, William Irving Gough; B. S. in Home
Economics, Mabel Irene Addison, Cassie Florence Bellinger, Ruth Elizabeth Buckingham, Jessie Lea Bullock, Harriette Des Journette, Claudia Mae Grant, Mabel Carrie Hawkins, Gladys Margaret Moran, Louise Clark Unthank.

School of Commerce and Finance.

In the School of Commerce and Finance the following were awarded degrees:
- B. S. in Commerce, William Keenan Bell, Edward Weeks Browne, Harold L. Kennedy, Cleveland L. Longmire, Luther Lee MoVay, Milo Cravath Murray, James A. Redd, Myrtle L. Tyler, Lawrence Clay Ware, James Garland Wood, and J. Wycliffe Keller.

School of Religion.

In the School of Religion the following degrees were awarded:
- B. D., Lawrence L. Williams; Th. B., Donald Benjamin Barton, and Millard Leander Breeding; Diplomas, James Abraham Hayward, Edward Emanuel Johnson, and Richard Warner Rembert.

School of Law.

In the School of Law the following received degrees:

School of Medicine.

Degrees in Medicine:
- M. D., Virgilio Rivera Aroma, William Leroy Berry, Thomas Jacob
Howard University Record

Southern University Record


Degrees in Dentistry:

Degrees in Pharmacy:

GRADUATE COURSES.

Master of Arts, Grace Coleman and Irene Miller.

HONORARY DEGREES.

Doctor of Divinity, Edmund Harrison Oxley, and James Luther Pinn;
Doctor of Literature, Herman Henry Bernard Meyer.

The following were named University Fellows for 1921-22: Grace Coleman, English; Mabel Theresa Coleman, English, and Irene Miller, Mathematics.

University Scholars for 1922-23 are as follows: Mildred I. Felton, Music: Theodora Velma Fonteneau, Accounting; L. Captoria Gwyn, Home Economics; Wisner Henry Jackson, Finance; Lilla Lucile Martin, English; Eunice Edith Matthews, Sociology; William Jennings Newsom, Latin; Gladys Warrington, Education; Marie Washington, Psychology; John Edward Wesson, Political Science; Charles Gilbert Williams, Jr., German, and Leahe Mary Belle Wright, Mathematics.

PRIZES AWARDED.

Announcement was made of the award of various prizes to the following students:

The Alpha Kappa Alpha Sorority Prize of $10.00 to the young woman in the School of Liberal Arts graduated with the highest average scholarship covering the four years of work at Howard University was awarded to Miss Dorothea Jones.

The James M. Gregory Debating Prize for the best individual debater in the trials for the University Debating Teams was awarded to Mr. Edward A. Simmons.

In the School of Medicine, the Thomas C. Coates Prize in Obstetrics was awarded to Mr. Allen Francis Jackson, Jr.; the Williston Prize in Obstetrics, a pair of obstetrics forceps, was awarded to Mr. George Slater Chaires; the Thomas Gordon Coates Prize in Gynecology was awarded to Mr. George Slater Chaires; the E. C. Terry Prize in Physical Diagnosis was awarded to Mr. Rudolph Fisher (first prize) and Miss Lena F. Edwards (second prize). For the best examination in Surgery, a copy of Stewart's Surgery was awarded to Mr. Allen Francis Jackson, Jr.

The following persons were announced as the successful candidates for internship in the Freedmen's Hospital: George Slater Chaires, Allen Francis Jackson, Marshall Ellis Ross, William Leroy Berry, Clarence Cleman Hayden, Felix Butler, Luther O. Baumgartner.

In the School of Law, the Callaghan & Company prize of an Encyclopedic Law Dictionary for the highest average scholarship covering the three years of work in the Howard University School of Law was awarded to Walter Herbert Mazyck.

ASSISTANT SECRETARY OF WAR PRESENTS COMMISSIONS TO CLASS OF 1922 OF THE R. O. T. C.

Following the degree awards, the Assistant Secretary of War, Honorable J. Mayhew Wainwright, awarded commissions to seventeen members of the R. O. T. C. composing the 1922 Class.
In presenting the commissions to the members of the R. O. T. C., Assistant Secretary Wainwright said:

"That so many have earned these commissions speaks well of the interest exhibited by your student body in military training, and of the support accorded by the authorities of this institution to this new element in the military policy of the United States. It is particularly interesting to consider that this is the first group of the young men of the colored race to have earned this distinction."

FIRST MEMBERS OF R. O. T. C. TO COMPLETE COURSE.

"You are the first members of that corps who have completed the entire course, and shown yourselves qualified and worthy to be entrusted with the responsibilities of reserve officers in the Army of the United States. I, therefore, congratulate each one of you upon the receipt of this mark of the confidence of your Government."

The annual meeting of the Board of Trustees of the Howard University was held Tuesday, June 6, in the Board Room of the Carnegie Library Building on the University Campus. The members of the Board of Trustees are: Justice Stanton J. Peelle, President of the Board; Mr. Milton Ailes, Justice George W. Atkinson, Justice Job Bernard, Dr. Charles R. Brown, Mr. Wolf Cobleigh, Mr. William V. Cox, Dr. M. O. Dumas, Dr. J. Stanley Durkee, Dr. Francis J. Grimke, Dr. Albert Bushnell Hart, Mr. Andrew F. Hilyer, Bishop John Hurst, Dr. Thomas Jesse Jones, Dr. J. E. Moorland, Mr. James C. Napier, Dr. U. G. B. Pierce, Dr. Charles B. Purvis, Colonel Theodore Roosevelt, Mr. Cuno H. Rudolph, General John H. Sherburne, Dr. William A. Sinclair, Dr. J. H. N. Waring, and Dr. Marcus F. Wheatland.

The first session of the Board of Trustees was devoted to the hearing and discussing of the annual reports of Dr. J. Stanley Durkee, the President of the University, and Dr. Emmett J. Scott, the Secretary-Treasurer. From the report of Dr. Durkee information was secured by the Trustees relating to the progress which the Howard University is making in its academic and professional schools. The report gave an outline of the activities of the Schools of Medicine, Dentistry, Pharmacy, Religion, and Law, and also called attention to the significance of Howard University's acceptance on the approved list of "The Colleges and Preparatory Schools of the Middle States and Maryland." Dr. Durkee also announced that registration with the Board of Regents of the State of New York has been secured for the Howard University Dental School.

The report of Dr. Scott, the Secretary-Treasurer, was an exhaustive study and analysis of the financial problems and business activities of the Howard University. It gave to the Trustees detailed information relative to the use of all funds which had been expended for the fiscal year and an itemized statement of the income to the University from all sources.
Dr. Scott revealed that the University’s budget expenditure for the fiscal year ending June 30, 1922, will amount to $564,763.00. A full report was made of all repairs and improvements to the buildings and grounds of the University, the sum of $32,500.00 having been spent during the past year for this purpose. The report set forth the efforts which the University administration has made in the interest of larger appropriations for the Howard University by the Congress of the United States. Mention was also made of the co-operation which has been given the Howard University by the Fine Arts Commission, the Department of the Interior, and the War Department of the United States.

Following the first session of the Board of Trustees, exercises in connection with the laying of the cornerstone and dedication of the new Dining Hall Building were held. The exercises were presided over by Justice Stanton J. Peelle, the Chairman of the Board of Trustees, and included special selections of music by the Howard University R. O. T. C. Band. A short address, “The History of the Gaining of Appropriation and Erecting the Building,” was made by Dr. Emmett J. Scott, the Secretary-Treasurer. Presentation was made of the Architects of the Building, Mr. William A. Hazel and Mr. Albert Irwin Cassell. The laying of the cornerstone by Justice Peelle was a very impressive ceremony. Other numbers on the program were the trumpet solo, “Calvary,” by Mr. Dean Demas, and the prayer of Dedication by Dr. James E. Moorland, an alumnus of the University and a member of the Board of Trustees, and the singing of the “Alma Mater.”

VARIOUS OTHER EVENTS.

On Monday evening, the Seniors of the College held Class Day in the Andrew Rankin Memorial Chapel on the University Campus.

Tuesday evening was devoted to the public exercises of the Senior Class of the School of Law held in the Andrew Rankin Memorial Chapel on the University Campus. The program for the exercises included an address by Justice Fenton W. Booth, Dean of the School of Law, who was introduced by Attorney Charles S. Shreve, Professor of Real Property, and words of advice were given to the Seniors by Attorney James A. Cobb, Professor of Constitutional Law. The other numbers on the program rendered by members of the Senior Class included the Class History, Challenge, Oration, Prophecy, and Poem.

The Annual Senior Prom was held in Spaulding Hall, on the University Campus, Wednesday evening, June 7th.

Thursday, June 8th, was observed as “Alumni Day.” Many classes held reunions, dinners, and other get-together programs. The alumni were entertained at 2 P. M., on Thursday by the R. O. T. C. in an exhibition drill followed by a Battalion Parade with Band on the Campus. The annual business meeting and conference of the Theological Alumni was
At three o’clock the Class of 1920 held its first reunion luncheon in the New Dining Hall Building at which the President of the University was guest of honor. From four to five-thirty P. M., on Thursday, President and Mrs. Durkee were “At Home” to alumni and friends of the University. At 6:30, in the evening, a supper was given in the New Dining Hall Building by the Class of 1917.

ANNUAL GENERAL ALUMNI ASSOCIATION MEETING HELD.

On Thursday evening, June 8th, the National Alumni Association of the Howard University held a business meeting in the Andrew Rankin Memorial Chapel at which officers were elected, Attorney Isaac H. Nutter, of Atlantic City, N. J., being re-elected to the Presidency of the Association. The annual Alumni Address was delivered by Attorney J. Thomas Newsome, of Newport News, Virginia.

HOWARD PLAYERS IN "DANSE CALINDA."

The “Danse Calinda,” a pantomime with folk-music by Ridgeley Torrence, was presented by the Howard Players on the University Campus on Thursday evening. This wordless drama pictured effectively the life of the Creoles in New Orleans during the early forties. Folk dances in the Place Congo, arranged by Ottie Graham, and special music characteristic of the Creoles, arranged by Professor Wesley Howard, were features of the play. The dancing of Leronia Badham, Margaret Lawrence, Marietta Reid, and Bernard Walton, was of special merit. The costumes and scenery—the work of the Players, themselves—did much to make the production artistic. The pantomime was preceded by “Aria da Cappa,” by Edna St. Vincent Millay, in which the work of Alston Burleigh, Horace Scott, and Kathleen Hilyer was noteworthy. The plays were under the direction of Prof. Montgomery Gregory and Mrs. Marie Moore Forrest of the Department of Dramatic Arts of the Howard University.

COMMENCEMENT DINNER CHRENEKS NEW DINING HALL.

Following the Commencement Exercises Friday afternoon, the graduating classes of 1922, who were the guests of the University, alumni and friends of the University, were conducted to the new $201,000 Dining Hall, just completed, for the Commencement Dinner, which was the christening meal in the commodious and well appointed hall. The Commencement Dinner was interspersed with songs and yells of Howard and music by the R. O. T. C. Band. Fully seven hundred graduates and friends were served at the dinner.

In the evening of Commencement Day, the Class of 1919 held its “Get-together” danse in the Spaulding Hall on the University Campus, and a banquet was given by the Class of 1912 in the New Dining Hall.
GROUNDS BEAUTIFIED.

During the week, the grounds of the University were beautifully decorated with flags and lanterns overhanging the shaded roadways leading about the Campus from the entrances to the various buildings whose openings, too, were bedecked with flags bespeaking welcome as did the illuminated "Welcome" which greeted every one as they came upon the Campus. Added life entered every event by the presence of the large number of alumni and friends of Howard University who joined in making the Commencement Season pleasant for all. Music was furnished for the various occasions of the week by the R. O. T. C. Band, which also gave daily concerts from Monday to Friday under the direction of Mr. Dorcy Rhodes.

The afternoon session of the Board of Trustees convened at two o'clock, at which time various recommendations were made. The budget for next year was approved, also the report of the Buildings and Grounds Committee recommending that $42,500.00 be spent alone for repairs to buildings and improvement of grounds. The major improvement will be the alteration of the Howard University School of Law Building, 420 Fifth Street. The other improvements are designed to add to the greater comfort of the student body.

A plan looking to larger co-operation of the alumni of the University was also approved.

SPECIAL VOTE OF CONFIDENCE GIVEN TO ADMINISTRATION.

The Board of Trustees of the Howard University passed the following resolution:

"Inasmuch as the past year has been marked by very substantial progress in the life of Howard University as indicated in the erection of a splendid New Dining Hall Building at a cost of $200,000; in the registration of its Dental School in the A grade Dental Schools by the Board of Regents of the State of New York; in the acceptance of Howard University on the approved list of the Colleges and Preparatory Schools of the Middle States and Maryland; in the high quality of work done in the various departments, and in other respects;

"Be it Resolved, That the Board of Trustees of the Howard University hereby expresses its hearty confidence in and its cordial approval of the energy, the sound judgment, and the administrative efficiency of the President and the other administrative officers in the conduct of the life of the institution.

"Be it further Resolved, That the students, teachers and alumni of the University are cordially invited at any time to confer with the University authorities on matters pertaining to its welfare on the basis of mutual interest."

This positive and affirmative expression on the part of the Board of
The resolution was unanimously adopted. It signalizes the decision of the Board of Trustees to give to the administration officers of the University unqualified co-operation and support.
BUSINESS EDUCATION FOR COLORED YOUTH.

G. DAVID HOUSTON,

Head of the Department of Business Practice, Public Schools, Washington, D. C.

Editor's Note: Mr. G. D. Houston was formerly at the head of the Department of English at Howard University and Managing Editor of the RECORD.

We are living in the greatest commercial era of the world's history. At last, the American Negro has caught the true spirit of the age, and is manifesting an enthusiasm that is winning merited attention and corresponding praise. Once the Negro's venture into business was seldom and uncertain. Today, Negro business has expanded beyond the experimental stage and has become an economic necessity. In many notable instances, the colored business man has not enjoyed the benefit of a protracted schooling; but the erroneous conclusion must not be drawn that the lack of a schooling is the best preparation for a business career. Even genius can be improved by education. In no period of the Negro's education has there been a more evident need of training in business. Like the lawyer, the doctor, and the teacher, the business man should have a solid education, and, in addition, the special knowledge which fits him for his vocation.

During the last quarter of a century, the Negro secondary school has made laudable progress in academic, industrial, and agricultural education, but has been strangely silent on commercial education. Not even the Bureau of Education, in its voluminous compilations bearing on Negro education, has ventured a recommendation on commercial training for colored youth. Considerable stress is properly laid upon the Negro's health, honesty, labor, and thrift, in order to make him a good workman, but not a word on the training that might fit him for a commercial career.

A diligent search through the curricula of the various public and private institutions for colored youth fails to reveal one outstanding business high school. In many instances, there are business courses, or business departments, set up as adjuncts to larger organizations; but there is no school with a pedagogical individuality like that of reputable academic, manual training, and industrial high schools. Negro secondary schools are stressing the college-preparatory, teacher-training, and industrial courses, with a touch here and there of some commercial subject—bookkeeping, typewriting, or stenography. While, however, the colored institutions are thus neglecting the training for business, the white schools in progressive communities are laying a firm commercial foundation for their youth. A study of sixteen of the most progressive school systems in America shows that more money is being invested in commercial education than in any other type of secondary education. A few years ago, the city of Boston spent $700,000, out of an appropriation of $5,000,000, on commercial education. Other large cities have approached this propor-
Moreover, cities like New York, Brooklyn, Cleveland, Boston, and San Francisco have erected model structures for their commercial high schools. Such cities have come to realize that commercial education can be made more thorough in an independent establishment than in a larger school in which it necessarily becomes a side issue.

Perhaps a decade ago one might have appreciated a reason for the apparent indifference to the Negro business high school project. At that time there may not have been a clear and unmistakable need for such an institution. In order to succeed, any business high school must have a definite connection with business. The business high school that essays to ignore the constructive criticisms and sympathetic guidance of the business men is headed for the rocks. Until the present era, the smattering work of the so-called business course had no real objective, from the standpoint of the business man. As a result, the school and the shop were alienated. The school neither knew nor cared to know what the business man wanted; and the business man, in turn, looked upon the school as a practical joke in so far as the so-called “business” courses had any real value. In some instances, the business man himself did not exactly know what he wanted the business courses to do for him. He insisted upon honesty, integrity, and good manners, but these qualities are not peculiar to a business training. Any type of school might develop these.

Again, the only recognized function of the business courses was to train for clerical positions. The sole aim was to train typists and stenographers. An insatiable desire seized students of inferior scholarship to learn how to manipulate the typewriter and take dictation. No serious account was taken of the student’s knowledge of English grammar, spelling, and punctuation. Apparently, all that was thought necessary was a knowledge of the keyboard and of the outlines. For this reason, the so-called “commercial course,” “commercial teacher,” and sundry other “commercial” titles fell into disfavor and became terms of reproach. The most embarrassing handicap which a real business high school for colored youth will have to overcome, in the light of its predecessor’s career, is the necessity for justifying its right to exist.

It is just as well to pause at this stage of our discussion to explain exactly what types of business training for colored youth should be given. The commercial openings for colored youth are the only dependable guides in a matter like this. It is mere folly to train a student to become an expert in some branch of business for which there is not the remotest opening for him. At present, colored business is calling loudly for competent clerks and for aspiring men and women who know how to establish and conduct businesses of their own. Never has the business world been so attractive to men and women of color. It follows, then, that a serviceable high school for colored youth should offer two distinct courses—one leading to deftness in office practice; the other leading to skill in actual
business. The business courses, as we have known them, have made some progress in the former type; but thus far no serious attempt has been made to teach our boys and girls actual business. We are prone to the belief that typewriting, shorthand, and bookkeeping are the fundamentals of a course in business practice.

For obvious reasons, these clerical subjects should not be neglected in a business high school for colored youth. Many of the products of such an institution will be compelled to depend upon these clerical subjects. No attempt, therefore, will be made to minimize their importance. Rather, some suggestions will be offered to improve their efficiency. But what the colored youth needs most is a thorough grounding in business principles and some opportunity to serve as an apprentice under successful Negro business men.

As the function of this limited discussion is to stress the second type of business education, only passing notice will be given to the clerical type. Clerical courses, as now offered throughout the country, generally attract pupils of inferior scholarship, especially during the pioneer period of the school. Any new type of school is sure to attract, at first, those who have not succeeded in the older types. But aside from this consideration, business courses have made the mistake of neglecting fundamentals. The backbone of an efficient clerical course is, strangely enough, practical English. To be of any real service to an office, a clerk must be accurate, skillful, and rapid in the processes in which he finds a business opening; and that business opening is sure to require a correct and intelligible use of practical English. Technique in typewriting and stenography is highly desirable, but unless such technique is accompanied by a working knowledge of spelling, grammar, punctuation, and the like, it can perform no real function. Likewise, the elementary processes of arithmetic, such as addition, subtraction, multiplication, and division, must be mastered by the prospective clerk. Students must be drilled in these fundamentals, and the course of study must be modernized to meet the actual conditions of Negro business men. For example, the most prevalent businesses of colored merchants are coal, wood, and ice; groceries and provisions; insurance; banking; moving-picture theatres; etc. The course in bookkeeping, therefore, should be made purposeful by training the student how to keep books for the businesses that are likely to employ him. At present, the student uses textbooks primarily arranged to train accountants for big wholesale houses. In brief, the clerical courses should be made more efficient and purposeful.

The kind of business education to which the Negro youth's attention should be turned is salesmanship—training in buying and selling, skill in establishing and successfully operating real business. Colored boys and girls ought to be inspired to enter business. The school should give them as thorough training, as school facilities will allow, in business prac-
Business education for colored youth thus far has been reduced to an area too restricted. At best, it has aimed merely to prepare for a job that the individual might fit into economic society. No serious attempt has been made to teach him real business under the guidance of successful colored business men. In fact, colored business has done very little until now to encourage school courses in business practice. For this reason, such courses as have enjoyed the name of "business" have been hardly more than school enterprises leading only to clerical positions.

The starting point of this new type of business education for colored youth is with the study of Negro business. It is mere folly to attempt to develop an efficient course of study without the guidance, co-operation, and sympathy of Negro enterprises. Efficient business courses are possible only when properly guided. Not even the faculty can properly appraise a course of study in business practice. The worth of the course must be evaluated in terms of the business men's honest and constructive criticisms. A business high school for colored youth and the colored business men must be on the most intimate terms of acquaintance. The school may teach related theory and such aspects of business as may be organized into courses of study; but the business men must guide and advise the teachers and offer their establishments as workshops for practical experience.

If the colored youth is to be trained in this type of business education, some arrangement must be made to tie the school up with actual Negro business. The business men must share in formulating standards—educational, technical, and personal. They should give frequent talks to both teachers and students, furnish part-time experience for prospective graduates, and assist in training and establishing these embryonic merchants. Once such a suggestion would have sounded like a ludicrous theory, for there was a time when the colored business man would not brook the presence of an apprentice in his establishment; but a new day has dawned. Today, the Negro business man welcomes the opportunity to give a helping hand to the youth who is in dead earnest for a business career. He is even willing to give scholarships and establish chairs in business practice in the Negro institutions of higher learning.

It is only through part-time and co-operative plans that success in business education can be guaranteed, by judging, checking, and improving the work of students looking forward to a career in business. Guidance, placement, and follow-up work are the outstanding features of this new type of instruction. Such business education for colored youth must proceed primarily from the objective conditions of business opportunities and from the legitimate aspirations of the student himself. Only secondarily should such education take its shape from what is felicitously termed "school necessities." The form and content of such an education should be drawn from actual business itself. The school faculty must
still control the pedagogical methods to present the various subjects; but the business men must play a more active part in suggesting the content of these subjects.

Such is an abbreviated sketch of this new type of business education for which the colored business men are calling. Its opportunities are limitless. Its realization will come through the breaking away from many time-honored conventions and through the co-operative and sympathetic aid of the Negro business men. In every aspect, this type of business education will become vocational, with service as its ideal.
IS SOCIAL WORK A PROFESSION?

T. R. Davis, 
Instructor in Sociology, Philander Smith College.

Editor's Note: Professor T. R. Davis is a graduate of the College of Arts and Sciences, Howard University, Class of 1914.

Several facts lend immediate interest to the question, Is social work a profession? Social work is significant in development and extent; the value of the work as a profession is seen; and recent discussion of the question is not sure. Clear it is that an occupation of high educational attributes may be called a profession when it is not and may not, when it is. No doubt a number of the professions have passed through this stage of uncertainty. Medicine has not been a long time out of it. However, when an occupation is a profession, it has earmarks which aid in making itself known.

Upon considering occupations and professions from the standpoint of "purpose" and "field," we get only to a common meeting ground probably of all mere occupations and professions. Medical work, medicine and law each includes in its purpose and field individual and social amelioration and human behavior. For this reason they are not necessarily robbed of any of their reality, but are aided by an effective partnership. More and more the occupations which are professions are extending themselves. This is inescapable as well as desirable. An argument, therefore, that social work falls short of a profession because of the lack of definiteness in purpose and field may prove misleading.

The consideration of social work from the standpoint of definiteness of problem comes nearer to objectivity in establishing whether or not the occupation is a profession. The problem of social work is clearly distinct from that of medicine and law. Porter R. Lee says: "Social work is specific and can not be done by any other science." Evidently he speaks more from the vantage ground of problem. The problem of social work is part and parcel of that of sociology, dealing primarily with "the forms and processes of groups." We may observe from the standpoint of problem a similar relation to that of medicine and chemistry, engineering and physics, and teaching and psychology. We may say the doctor is a chemist, the engineer is a physicist and the teacher is a psychologist. Each of the former makes use principally of the latter. When sociology is indisputably a science, sociological developments will show that social

1 Flexner does this. Flexner, Abraham, Proceedings Nat. Conf. Char. and Cor., 1915, pp. 579 and 584.
2 Cabot, Richard C., The Meeting-ground of Doctor and Social Worker, Survey 42, p. 626.
4 Small, Albion W., Fifty Years of Sociology in the U. S., Am. Jl. of Sociology, 22, p. 825.
work, whose emphasis is on social technology, is a profession meeting all requirements. As to definiteness of problem, therefore, a more objective criterion by which to judge the claim of social work, it is reasonably very near a profession.

However, an examination of the claim that social work is a profession may be made from a still more objective point of view. Elements of "liberal education" constitute the chief earmarks of occupation which is professional. Whether or not social work can ever become a profession is evidently outside of consideration. Observing that it is inseparably bound up with sociology, whose admittance to sciencehood is now upon us, precludes this question. Just wherein, then, is social work lacking in elements of "liberal education"? Although stated generally and seemingly loosely, the following statement concerning a profession is true: "Activities involved are essentially intellectual in character. * * * A free, resourceful, and unhampered intelligence applied to problems and seeking to understand and master them—that is in the first instance characteristic of a profession." While social work does not fail as absolutely as is intimated in the above statement, the occupation fails tentatively.

As yet, there is no settled uniformity in system of instruction for social work. This may be observed from the content of courses offered. A course of the same name in physiology at Cornell Medical College is practically the same as that at Rush or Northwestern. This is true practically of all the courses on the medical curriculum. The same may be said with respect to the courses offered by the law schools. In social work, however, although significant success has been achieved, this uniformity in courses has not yet been reached. Columbia University, the New York School of Civics and Philanthropy, and the University of Chicago School of Social Service Administration offer courses in methods of social investigation, but they are not sufficiently similar. These courses should be very much the same not only in schools of this country, but also in those of other countries. The terminology used by social work displays the absence of necessary uniformity. "Social technology," "social pathology," "social statistics," "social clinics," "social treatment," "social inspection."

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5 A profession is "an occupation that properly involves a liberal education or its equivalent, and mental rather than manual." The New Standard Dictionary.

6 Flexner seems to think it can not. Proceedings Nat. Conf. Char. and Cor., 1915, p. 584.

7 Flexner, supra, p. 577.


http://dh.howard.edu/hurecord/vol17/iss1/1
“field work,” “case work,” etc., are terms which should both have uniform meaning and be of reputable use.

The technology of social work is not fully satisfactory notwithstanding recent and rapid development. Take the social survey. Widespread uniformity as to its use as social treatment has not fully appeared. That the survey may gain some of its theses in the process of making it is not completely recognized; it is only considered as bringing social results after it has been made and presented. Case work, too, is yet comparatively new and hardly looked upon as possessing uniformity as an attribute. Again, social agencies of similar type have not adopted uniform systems dealing with reports, relief records, tabulation sheets and et cetera. Other phases of the technology of social work show equally this deficiency in uniformity.

Another feature which hampers social work in its steady advance into the galaxy of professions is limited and curbed opportunity of practical study. Just as the medical student is required to do clinical work, the student in social work should be required to do practical work. The hospital in connection with the medical school makes possible this opportunity for the medical student. The tendency is that the social agencies of the city do the same for the students of social work. It is held that the “social clinic or agency and the school interlock.” But as yet this opportunity of social clinic is not sufficiently ample. In addition to this is the question of freedom in pursuit of the principles of social work and sociology in general. Fields of study which would actually yield valuable and necessary principles are even yet tabooed by individual and public. The social worker, the sociological, the social scientist, must be given even further freedom in social study. Divorce, prostitution, crime, vagabondage, delinquency and the other pathological social conditions must be studied at the closest possible range. This is what has made medicine the valid science and epoch-making profession that it is. Unhampered study is still needed by social work.

Social work falls short of a profession in other ways. Although we have a coterie of social workers, pre-eminently meritorious of the appellation, professional social workers, the complaint is still feasible that there is not a sufficient number of trained workers available and in the occupation. One of the directors of the Chicago School of Civics and Philanthropy considered the need of trained workers as the “greatest hin-
Again, the few professional schools for social work have just begun contemplating respectful requirements for entrance and in extent and character of work to be done by the student. "Training for social work needs to be made more of an intellectual discipline, both as to means of securing efficient graduates as well as to act as a safeguard against the narrowing, the deadening tendency of too much emphasis on the side of information and practice of mere technique."¹⁴

Six years ago it was said that the profession of social work belongs to the future;¹⁵ today the same may be said with the adjective, near, modifying future.

¹³ Abbott, supra, p. 616.


¹⁵ Abbott, supra, p. 621.
JUDGING from the comments received from alumni in all parts of the country the plan which was successfully carried out in this column during the past year met with their approval. We endeavored in each issue of the Record to feature the alumni from some particular center. Through the hearty cooperation of interested alumni in these centers we were able to present more copious and we hope interesting notes than ever before. It should be perfectly obvious to those who enjoy seeing these notes and learning of the location and activities of their college acquaintances that this information can come only from the alumni themselves. In other words, the vitality of this section of the Record depends upon the willingness of the alumni to send in their matter for publication. The Howard people are so widely scattered that we can easily publish matter from every section of the country and they are so wide-awake that there should be plenty to talk about.

During the past year you received an example every month of what the alumni themselves can do, for practically everything published in this column came directly from the hands of alumni in the cities mentioned. We urge that the good work be kept up. Write up in newspaper form, according to the models already set, batches of notes concerning alumni in your city or your section. It may not seem of much interest to you because you know all about it, but it will be of great interest to many alumni who used to know you ten or twenty years ago, who have lost track of you since that time. We open this year with a series of notes from the Greater Kansas City group. The alumni organization of that community is one of the oldest and best organized in the country. We present herewith a sketch of the founder of that organization, Attorney Knox, and wish to acknowledge our indebtedness to one of its most enthusiastic members, Miss Beulah E. Burke, for the notes which follow.

AMONG the active and loyal Howardites in the great Middle West who have distinguished themselves, both in their professions and as useful citizens, none stand higher than Attorney L. Amasa Knox of Kansas City, Mo., who was graduated from the School of Law in 1898 and shortly thereafter selected Kansas City as the field of his endeavor. Starting at the bottom he labored courageously and untiringly in his profession and succeeded in winning for himself an enviable position at the bar. In his efforts as a lawyer, however, he did not lose himself as a citizen for he engaged actively in the civic problems, lending his strength and his influence in all general uplift movements and thus formed lasting ties of friendship and won a reputation for sterling citizenship.

Attorney Knox has met with wonderful financial success in his practice but this must be counted as of minor importance when considered in connection with what he has done to help others. He has encouraged young lawyers to settle in Kansas City and has always been willing to give them encouragement and advice until they are able to establish themselves. Several young lawyers from Howard have been given an opportunity to gain their initial experience by practicing in his office. Such service cannot be overestimated for it is the friendly hand of welcome to the stranger and the warm word of encouragement to the beginner when the road is rough and the world is cold that count most.

The alumni association of Greater Kansas City owes its organization to this loyal Howardite. He has always taken the position that the alumni of the University constitutes its most valuable asset because it can be of invaluable service to Alma Mater. Realizing, however, that without organization nothing worth while could be accomplished, he organized the Kansas City chapter and was its president for a considerable period. The present flourishing condition of the Kansas City chapter
owes much to the devotion and the energetic enthusiasm of its first president. The Kansas City branch is now a live association fostering the Howard Spirit and the Howard ideals and inspiring the youth of the community to greater achievement.

In 1892 Dr. S. H. Thompson, after receiving his M. A. from Howard decided to cast his lot in a section that was practically new. He therefore went westward and settled in Kansas City, Kansas. He was a pioneer in his work but soon gained the confidence of the people. Not being satisfied with his personal gain and recognizing the need of hospital aid for the needy, he was instrumental in founding Douglass Hospital, the only institution of its kind in Kansas City for colored people. The doctor is greatly interested in the Civic League of Wyandotte County. He is an active member in the Kansas Medical Society and is also a member of the American Medical Association and of the Inter-racial Committee.

Dr. T. C. Unthank, School of Medicine, has been practicing medicine in this city for several years. He has done splendid work at the City Hospital. Through him many Howard graduates have received internships here. His daughter, Miss Louise C. Unthank, received her degree from the University last June.

Mr. J. H. Bluford is the teacher of Chemistry in Lincoln High School, Kansas City, Mo. Mr. Bluford was for many years the head of the Department of Chemistry at the A. & M. College of Greensboro, N. C.

Dr. S. E. Johnson, Pharmacy, has a beautiful and up-to-date drug store on East 12th Street, Kansas City, Mo. He employs two shifts of clerks. Prescriptions are his specialty, while sundries of every kind are to be found in the attractive cases.

Dr. O. D. Pyles, School of Dentistry, has very attractive offices on East 18th Street, Kansas City, Mo. He has been in the city but a short time, yet he reports a very promising business.
Among others who are administering to the needs of the people of Greater Kansas City are Dr. Gideon Brown, Dr. T. C. Brown, Dr. W. B. Bruce, Medicine 1910.

Dr. W. J. Thompkins, School of Medicine, is a practicing physician in Kansas City, Mo. He is in charge of the Old City Hospital.

Dr. Thomas Jones, School of Medicine, came to Kansas City, Mo., in 1910. He has attractive and well equipped offices on East 12th St. His specialty is anaesthesia. He is on the staff of both Wheatley Provident Hospital and the Old City Hospital. He is medical examiner of the Pythians.

Dr. C. A. Murray Kane, School of Medicine, is one of the prominent physicians of Kansas City, Mo. He has served as president of the Medical Association for several years.

Miss Brulah E. Burke teaches Domestic Art in Sumner High School, Kansas City, Kansas.

Mr. J. O. Morrison, Teachers College, has been employed as an English teacher in Lincoln High School, Kansas City, Mo., for the last three years.

Mr. Henley Cox is principal of Wendell Phillips School, Kansas City, Mo. He is also a graduate student at Columbia University and a candidate for the degree of Master of Arts.

Mr. George H. Mowbray, Teachers College, is teaching Manual Training in Sumner High School, Kansas City, Kansas.

Miss Flossie Bass is a teacher in the public schools of Kansas City, Kansas.

Miss Hazel Thomas is employed in the grade schools of Kansas City, Kansas.

Miss Grace Hill is an English teacher in Lincoln High School, Kansas City, Mo.

Dr. Seymour Hill, an enterprising young dentist of Kansas City, Mo., is dental examiner for the open-air schools. Besides his dental work he finds time to encourage athletics among the young folks. He is coach for two basket-ball teams.

Miss Carrie Long accepted work this year in the grade schools of Kansas City, Mo.

Miss Frances Carpenter is teaching Domestic Science in the grade schools of Kansas City, Mo.

Mr. T. M. Dent is completing his second year as an instructor in French in Lincoln High School, Kansas City, Mo.

Miss Beatrice V. Howell, '22 (Cum Laude), and Dr. L. W. Turner, '21, were happily married August 30, 1922, at New Haven, Conn. Dr. Turner is making Surgery a specialty. He has been recently appointed attending surgeon to the Staff of the General Hospital, Kansas City, Missouri. They are at home to their friends at 2313 Tracy Avenue, Kansas City, Mo.

Mrs. Sallie Dibble from the Nurse Training Department is doing splendid work as a social worker. She is a very prominent member of the Provident Association. This organization does a great deal of relief work.
THE PASSING OF AN ALUMNA.

Howard University bids farewell to one of her noblest and fairest daughters, Talita Burnside Lord of the Teachers College, Class of 1918, who departed this life Wednesday, October 4, 1922.

Talita Burnside was a native of Baltimore and a product of the Baltimore High School from which she graduated in 1913, and came to Howard University. Full of enthusiasm, ambition, and personality, this daughter of Howard plunged into the activities of school life, scattering sunshine and love among those who touched her in joy and sorrow. She was beloved by all who knew her, because behind that smiling countenance was a broad sympathetic soul that knew no discrimination nor hatred.

Kind and sympathetic as she was in nature, true to the ideals of the Old White and Blue, she never lost an opportunity to rally to the call of her Alma Mater. She was a member of the Alpha Chapter of the Alpha Kappa Alpha Sorority, and many other student organizations while at Howard University; and as an alumna and member of the Local Alumni Association, was active in all endeavors that labored for the best ideals of her Alma Mater.

She was the wife of Dr. Guy Lord, also an alumnus of Howard University, who died suddenly last January 13, 1922, in the Panama Canal Zone. When she returned to her home in this city, May, 1922, she became a victim to appendicitis from which she never recovered, but passed into the Beyond.

Peace be unto her; for she goeth to the Land of Bright Blue Skies and Snow-white Hills

To join that number for whom one day the Blue and White did wave on earth, but now waves in Heaven.

EMMA S. ROSE,
School of Education, Howard University.

Mr. Uzziah Miner, Academy 1914, Arts and Sciences 1918. Just before going to press we learned of the death of Mr. Uzziah Miner in New Haven, Connecticut, on October 5th. Mr. Miner will be remembered by those who were in touch with the University from 1912-1918 as a young man of unusual energy and initiative. After leaving school he was in the government service for a while, during which time he wrote several articles which attracted attention. During this period he was also a student in the Howard University School of Law. He also served in the army during the World War.

The University regrets exceedingly the passing of one of her sons possessed of such splendid talents and with such a promising future.

New Orleans, La., June 26, 1922.

Prof. G M. Lightfoot, Editor-in-Chief, The Howard University Record,
Howard University, Washington, D. C.

My dear Professor Lightfoot: Kindly accept my sincere thanks and most hearty appreciation for the excellency of the Record. I wait hungrily for each copy as one who lives in a distant land waits anxiously for a letter from home.

The Record (each copy) contains 100 per cent of the “Howard Spirit” plus an artistic style and a tasty arrangement, which put it in a class by itself.

I am enclosing herewith a check to cover both this year’s and next year’s subscription, which I hope you may receive in the same good grace with which it is sent.

Yours truly,
E. T. M. DEVORE, D. D. S.,
Dental Class of 1911.

P. S. Kindly send me a recent Howard University Catalogue (Oblige).
THE FIVE HUNDRED THOUSAND DOLLAR ($500,000) ENDOWMENT FUND FOR THE HOWARD UNIVERSITY SCHOOL OF MEDICINE, WASHINGTON, D. C.

The real testing time for Howard's alumni and friends is now here. $250,000 in cash and pledges must be raised by July 1, 1923, if we shall secure the gift of an equal sum from the General Education Board and thus save the Class A rating of our Medical School. There is no appeal. It is either secure this amount, or lose.

What say you, Howard sons and daughters? Fill out the pledge below and mail it today.

$250,000 of this amount is already ours, provided the alumni and friends of Howard University pledge themselves to a like sum, payable on or before July 1, 1926. Pledges must be in the hands of the President or the Secretary-Treasurer of the University, however, on or before July 1, 1923, which will allow three years for payment of pledges. Check below what you feel is your share in meeting this splendid gift, and send to the President or the Secretary-Treasurer, Howard University, Washington, D. C., keeping the duplicate, filled in for your own files.

I hereby agree to give or get as my subscription to the Five Hundred Thousand Dollar Endowment Fund for the Howard University School of Medicine, $..........., payable as indicated below:

Installsments payable [ ] monthly; [ ] quarterly; [ ] yearly; beginning (date)............................, pledge to be paid in full on or before July 1, 1926.

Signature.................................. Class............................

Address..........................................................

Liberty Bonds are accepted at par; other securities at market value.

(Duplicate—retained by Subscriber)

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Dental Alumni Association Organized—Fifty Graduates of School of Dentistry Form Permanent Organization—Every Dental Alumnus Urged to Enroll.

Following efforts of more than a year looking towards united support of the School of Dentistry and a definite movement to assist in improving its facilities and raising its standard, the Dental Alumni Association of Howard University was organized during the sessions of the National Medical Association in Washington, D. C.

The outgrowth of a temporary organization formed during the Interstate Dental Association sessions at Buckroe Beach, Virginia, in July, the permanent Association in Washington drew its membership from more than twenty different States.

Under the slogan—ORGANIZED FOR SERVICE TO THE ALMA MATER—COMMITTED TO A PLAN FOR UNIVERSITY EXPANSION—DEDICATED TO THE CAUSE OF IMPROVED FACILITIES AND HIGHER STANDARDS IN THE SCHOOL OF DENTISTRY—the newly formed Alumni Association has set about the task of cementing the interests of the dental graduate in his particular department, without for one moment lessening his general interests in the University as a whole.

The peculiar needs of the School of Dentistry and the "drive" for the Medical Schools Endowment Fund, constitute ample incentive for united support. Every Dental Alumnus is urged to enroll by communicating with the Secretary-treasurer.

The officers are: Dr. Stephen J. Lewis, Harrisburg, Penna., President; Dr. H. C. Hudson, Shreveport, La., Vice President; Dr. I. Marion Lawrence, 1410 21st Street, Philadelphia, Penna., Secretary-treasurer.

Additions to the Faculty, 1922-1923.

MISS LUCY D. SLOWE, Dean of Women and Associate Professor of English. A. B., Howard University; A. M., Columbia University. Dean Slowe was for several years a teacher in the Baltimore and Washington high schools, and in recent years organized the Shaw Junior High School, of which she was the first principal.

MR. CLARENCE H. MILLS, Instructor in Romance Languages. A. B., Dartmouth College; A. M., Harvard University; Phi Beta Kappa. Mr. Mills comes to us from Talladega College, where he was for two years Professor of Romance Languages.

MR. S. R. COOPER, Instructor in Chemistry. B. S., Howard University. Mr. Cooper has had several years' experience as a teacher at Tuskegee Institute and at A. & T. College, Greensboro N. C.

MR. R. PERCY BARNES, Instructor in Chemistry. A. B., Amherst College; A. M., Harvard University; Phi Beta Kappa. Mr. Barnes comes to us from Talladega College, where he was for two years Professor of Romance Languages.

MR. H. L. PELHAM, Instructor in Zoology. Mr. Pelham is a graduate of Lincoln University.


MR. WILLIAM LEO HANSBERRY, Lecturer on African History. B. S., Harvard University. Mr. Hansberry was formerly a teacher of the social sciences at Straight College, New Orleans, and comes to us from a research fellowship in Harvard University.

MR. WILLIAM B. WEST, Secretary. Howard University Y. M. C. A. B. S. Colby College. Mr. West has had a long experience in “Y” work, and was for a time assistant to the Executive Secretary of the “Y” in New York City, and for two years Professor of History and Economics in Talladega College.

MRS. EMMA LOUDEN, assistant in the laboratory of the Home Economics department.

Freshmen Lectures, 1922-1923—In Problems of Social Ethics and Practical Conduct.

"There shall be established a course in Advisory Lectures for Freshmen in Problems of Social Ethics and Practical Conduct, conducted throughout the year one period weekly from 12 to 12:45; that one unit shall be given for this course which shall constitute an additional unit for graduation."—Action of Faculty, April 7, 1922.

These lectures will be held on Mondays from 12 to 12:45 o'clock in the Andrew Rankin Memorial Chapel.

All Freshmen are required to attend; others are invited.

The course aims to cover topics of immediate bearing on the practical issues of life. Subjects and Speakers (without reference to dates).

Inauguration of Course, Dean Miller.
Opening Address, President Durkee.
Methods of Study, two lectures, Dean Parks.
The use of the Library, Prof. Williams.
Physical Education, Dr. Jackson.
Personal Hygiene, Dr. Jackson.
Sex Hygiene, Young Men, Dr. Jackson.
Sex Hygiene, Young Women, Dean Slowe.
How to Choose a Profession, Dean Miller.
Ethics of Culture, Dr. Locke.
Ethical Value of Art, Prof. Herrin.
In School and Society for Saturday, June 17, 1922, appears a study by Associate Professor Martha MacLear of Howard University, entitled, “Educational Research and Statistics.” In this study, Professor MacLear discusses the theory held by some investigators that Northern Negroes are mentally superior to the Southern. Miss MacLear sets out to refute this claim, based largely upon Army test findings, by presenting an array of statistics from the grades of 116 graduates of the Howard University Academy, 58 from the North and an equal number from the South. Other records were examined in the case of graduates from the College, one hundred from each section. These academic records were supplemented by 220 records made in the Army test by Howard University students of both sexes, 110 from each section. These tests coincide in their results with the tests already given in the Army, demonstrating what is held by many psychologists that the Army tests do not measure intelligence but environmental advantages.

IN THE PROFESSIONAL SCHOOLS.

SCHOOL OF RELIGION NOTES.

The School of Religion opens with an enrollment in the day classes equalling that of the entire year 1921-1922. On the basis of previous experience an increase of 25 per cent is expected before the close of the year 1922-1923. The faculty has been strengthened by the coming of Rev. William C. Gordon, Ph. D., who takes up the professorship of Homiletics and Philosophy. Dr. Gordon received the degrees of A. B., D. D., and A. M. from Yale University and a Ph. D. from the University of Chicago. He comes to Howard with a wide and rich experience as Pastor, with the culture of the schools and with deep interest in the work at Howard.
Ethical Value of Music, Prof. Lewis.
Ethical Value of Correct and Forceful Expression, Prof. I. D. Turner.
Biological Basis of Ethics, Dr. Justh.
The Fundamentals of Business, Dean Cook.
Business Ethics, Dr. Scott.
Social Ethics, Dr. Locke.
Individual Ethics, Dr. Locke.
Religion and Ethics, Dr. Pratt.
Ethical Value of Scientific Training, Dr. Brady.
Care of the Mind, Dr. Locke.
The Individual and Society, Dean Miller.
Program of Social Reconstruction, Dean Parks.
The Problem of Races Dean Miller.
Loyalty and Duty, Dr. Locke.
Academic Ideals, Prof. L. Z. Johnson.
The Tree of Good and Evil, Dean Miller.
The College and the World, Dean Miller.
Ethics of Citizenship, Prof. Tunnell.
Sportsmanship, Dean Holmes.
The Nature and Obligation of Contract, Prof. Cobb.
Non-Curriculum Activities, Prof. Gregory.
Religion in College Life, Dean Parks.
Social Life in College, {Dean of Men, Dean of Women}.
The Physiological Basis of Conduct, Dr. Turner.

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The Theological College is proving to be popular with the students, as is evidenced by the large percentage electing courses in the college department.

SCHOOL OF MEDICINE.

The session of 1922-23 in the School of Medicine and its component colleges starts with brilliant prospects for a successful year. In the College of Medicine the Examining Committee, after a painstaking scrutiny of 122 applications selected the fifty that appeared to them best qualified for the study of medicine, scholarship being in each case the determining factor. It was a source of regret to them that they could not admit more.

The applications for admission in the Colleges of Dentistry and Pharmacy were scrutinized with equal care and it is believed that no one secured admission to any of the colleges without complying fully with the requirements in each case.

An addition to the Dental Infirmary gives much needed additional space. New equipment has been added to make work more efficient.

The necessity for increased teaching facilities grows more urgent each year and it is hoped that each alumnus will do his part toward securing an endowment sufficient to enable the School of Medicine properly to help fill the need for educated colored physicians, dentists and pharmacists.

The following extract from "The Gleaner" (Jamaica, B. W. I.), Sept. 28, 1922, is also of interest:

"The Governor in Privy Council has now decided that the Dental College at Howard University should be recognized as one of the institutions where a candidate will be qualified under the provisions of the Dental Law."

EDWARD A. BULLOCH, Dean.

SCHOOL OF LAW.

New Lamps for Old at the Law School.

Except for the building program which broke down in the inability of the contractors to finish up by Oct. 1st, thereby making it necessary to postpone that feature, the School of Law "comes up smiling," a practically brand new institution.

For the purpose of refreshing the memories of alumni and friends it may not be amiss to transcribe here a page from the annals of the University for the year 1921.

At the mid-winter meeting of the University trustees held in February, 1921, President J. Stanley Durkee, having sensed the new factors and the new alignments at work in the field of legal education, made a number of recommendations including the following: That classroom work in the law school begin at 5 o'clock instead of 6:15 as heretofore; that the hours of study be increased so that each student shall take a minimum of ten hours per week; that additional classrooms be provided; that, if necessary, the hours of classroom work for members of the faculty be increased, and new members added to the teaching staff; that additional time be given to some of the subjects now taught thus enabling change in the plan of instruction; that the curriculum be entirely recast; that library equipment be purchased to meet present needs and enlarged program; that the requirements for admission be raised to two years of accredited collegiate work beginning October 1, 1921.

When it is noted that a new heating plant and electric lighting were installed last year, and that a structure so remodeled on the old site as to constitute a practically brand new building will be ready for occupancy in about thirty days, it will be apparent that "New Lamps for Old" is not inappropriate as a heading for these notes.
Graduates Making Good.

The largest aggregation of colored men and women ever graduated from any institution of legal learning in the history of the world, certainly of the modern world, the class of 1922, scattered far and wide and began at once to send back notices of achievement. As a matter of fact, the record, which really began while the class was still in the mold, is one of unusual gratification.

First John L. Jordan celebrated the closing of the first semester by passing all of his subjects and the North Carolina bar as well.

Next W. Arvey Wood in the interim between his final examinations and the graduation exercises, passed the Connecticut bar, the first Howard man to perform the feat. Mr. Wood is now engaged in practicing with offices in the Pallotti-Andretta Building in Hartford.

Harry M. Green was then admitted to the Virginia bar. He is now practicing in Richmond.

Next the District of Columbia bar, the bete noir of bar aspirants the nation over, yielded the palm to Walter H. Mazyck, John W. Love and Campbell C. Johnson, the last two of whom passed also the North Carolina bar. This sprightly trio has now become the latest addition to the local ensemble, with offices in You Street, N. W.

From Indiana has come news of the success of Richard W. Tompkins, Alva L. Pulliam, Lloyd M. Gibson and Charles H. Wills, who subsequently was admitted also to the Texas bar. Mr. Tompkins has also passed the bar of West Virginia.

John W. Rowe passed the Kentucky bar.

If the foregoing all represent the class of 1922 classes of other years have not neglected to see that they also were represented in the jousting.

Roy Lowe, 1917, Carl R. Johnson, 1920 and Harvey V. Tucker, 1921, were successful before the Missouri bar at St. Louis.

Theophilous J. Houston, 1921, passed the West Virginia bar at Charleston, where Ralph W. White, of the class of 1910, as if to show that Howard men can pass any bar any time they see fit, duplicated the Houston feat and with it captured second place.

From the class of 1921 also came Francis M. Settle of Memphis, Tenn., with the certificate of the District of Columbia bar.

Last but by no means least Thomas R. Eaton signalized the close of his second year's work by joining Love and Johnson in their successful "attack" on the North Carolina bar. Mr. Eaton enters his senior year in the law school as a member of the bar of the Tarheel State.

At this writing many other aspirants for the bar are preparing for examinations to be held this fall. The record posted above leaves no room for doubting what kind of a showing they will make.

On October 2nd, the School reopened its doors to an enthusiastic gathering presided over by Acting Dean Cobb. Present also besides the faculty and many alumni, were President Durkee and Dr. Scott, secretary-treasurer, who made addresses. A feature of the opening was a happy presentation to the student body by Professor Schick who, characterizing himself as the baby member of the faculty, made a noise more like a veteran than an infant.

The registration has proceeded satisfactorily, yielding so far about forty lusty Freshmen of high promise, with more to follow.

"New lamps for old!" was the cry by which Aladdin's miracle worker was filched from his possession. Today it is the cry by which a great institution of legal learning summons all who are fit to come and partake of the feast.

October 9, 1922.

JAMES C. WATERS, JR., Secretary.
The New Howard Woman.

A new day has dawned for the women of Howard University and through them, for the University itself. For, is not that inevitable law, that a good woman is "the foundation stone of all civilization," at work in the University? There is a new force in Howard University that will bring help, inspiration, guidance, culture into the life of the women here. Already a coveted view down the long avenue of time has revealed the New Howard Woman as she is conceived by Dean Lucy Slowe, the new force on the University faculty that must make itself felt far down through the future.

Dean Slowe is the answer to a spiritual need in the life of the women here. For information and guidance in science, literature, mathematics, a woman might seek the aid of any number of professors of the highest rank; but for those indefinable problems of etiquette, grace, culture, the avenues of help were not so clear.

In a meeting with all the women of the campus, at Miner Hall, October 10, Dean Slowe sounded the keynote of her future policy in these far-reaching and vital words: "Information is not the end and aim of a woman's college life, but that indefinable something of refinement and culture that spell charm is equally vital."

The New Howard Woman according to her conception is a woman who is "intellectually alert, physically alert, and of extreme culture and refinement."

Culture is no more inherited than is knowledge. One may inherit tendencies toward culture, but to develop these tendencies or create them, there must be just as systematic and conscious effort as one gives to acquiring knowledge. In this effort, we must have the help and guidance of those who know. We, the women of Howard University, welcome Dean Slowe with eager, open arms and consecrate ourselves to this sacred task of evolving the New Howard Woman—a woman intellectually alert, physically alert, and of extreme culture and refinement."

M. G. N., '24.

The New Dining Room.

Many factors enter into making one's meal a mere matter-of-fact incident, in the routine of the day or a distinct and particular pleasure. Some of these factors are:

General environment. Is the room beautiful? Are the colors pleasing and restful? Is it comfortably spacious? Has it dignity? Atmosphere. Is there a general air of satisfaction, ease and quiet enjoyment? Light. Are the lights soft, yet bright? The table. Is it clean and well set? Are there flowers to add their touch of charm? Is the food good and well served? Is proper consideration and thought felt for those who serve?

All these pleasurable elements and more make the new dining room a credit to the University and to the Management. It is a difficult problem to run a dining room for a large number and still retain that environment and atmosphere which are so essential to enjoyment and satisfaction. The Management has achieved that end and the results ought to be felt in every avenue of the University life. We wish for the Management a year that will continue as auspiciously as it has begun, with the full sympathy and cooperation of the students.

M. G. N., '24.
ident Durkee was a joy to behold. The services were inspiring, uplifting. The President seemed to radiate an atmosphere of peace, calm, confidence for the year at hand. And then came the Alma Mater! How it was sung! Something—that intangible something of spirit and soul went out from the heart of each faculty member and student to unite in the universal soul of Howard that must realize for her all that is best in things spiritual.

M. G. N., '24.

War Department Commissions Additional Howard Students—Thirty-five Howard Students Receive Training at Camp Meade—Cadets Win Many Prizes at Shooting Range.

In addition to the seventeen (17) Howard University students commissioned from the Howard University R. O. T. C. Unit as Second Lieutenants in the Reserve Army of the United States by the Assistant Secretary of War, Hon. J. Mayhew Wainwright, at the Howard University Commencement exercises in June, six (6) other Howard students were awarded commissions as Second Lieutenants in the United States Reserve Army by Brigadier General Martin at the close of the summer R. O. T. C. Infantry Camp, U. S. A., Camp Meade, Maryland, July 24th. Brigadier General Martin's full staff was present with him at the exercises.

The following named men received the commissions: Walter A. Adams, Des Moines, Iowa; Robert L. Pollard, Houston, Texas; Robert J. Madison, Mobile, Alabama; Samuel R. Cheevers, Albany, Georgia; Julian J. Evans, Washington, D. C., and Arthur W. Ferguson, Richmond, Virginia.

The closing exercises of the Howard University Unit of the Reserve Officers' Training Corps were held Monday evening, July 24th, when the men entertained the officers with a Smoker. Cadet Arthur W. Ferguson acted as toastmaster and presented Colonel N. M. Cartwell, the Commander of the Unit, who spoke in very high terms of the men under his command. The other officers who spoke were Colonels Vansoc and Helms, Major Burne, Captains Brett, Heraty and Lockhart.

The medals won by the men and the camp certificates were given out personally to each successful cadet by Colonel Cartwell, who then presented Brigadier General Martin, the Commander of the Camp Meade Training Center, who presented the commissions to the six cadets who were eligible to receive them. Brigadier General Martin expressed himself as highly pleased with the type of work done by the men, and said he considered it an honor to have the pleasure of presenting to these men commissions signed by the President of the United States as Second Lieutenants in the National Reserves of the U. S. Army.

Thirty-eight (38) Howard students attended the summer Reserve Officers' Training Camp at Camp Meade this year. Quite a number of the men made high ratings at the shooting range. Among the number were Albert J. Holmes, of Baltimore, who was the only cadet to qualify as an expert rifleman, receiving a prize of $12.50, having scored 293 out of a possible 350 points; Arthur W. Ferguson, of Richmond, Va., the only cadet to qualify as a sharpshooter, scoring 287 points. The cadets who qualified as marksmen were Walter Adams, Linneah H. Bryant, Purvis J. Chesson, Alonza L. Eason, Julian J. Evans, Clemens H. Fitzgerald, Menthorn E. Harrold, Edwin D. Johnson, Robert J. Madison, Grant M. Robinson, Horace C. Scott, William Spiller, Edward U. Taylor, Theodore O. Walker, and James H. Young.

Commissions will doubtless be awarded to fifty-five (55) Howard men next June, including those who attended camp this summer and those who will complete the course in the Howard University R. O. T. C. Unit with an additional year's military training.
Howard Eleven Downs Virginia Seminary in Initial Gridiron Game by Score of 6 to 0.

Howard University wins in initial football game of the season against Virginia Theological Seminary and College, Lynchburg, Virginia, by a score of 6 to 0. A large and enthusiastic crowd witnessed the game as much interest is being centered in the “blue and white” eleven which is to meet Lincoln University on Thanksgiving Day in the “Football Classic of the Year” to be played at the American League Park, Washington, D.C.

Howard secured its score in the second quarter after getting far down into the “Theologs” territory by blocking a kick which was recovered by a Howard man and followed by a couple of line plunges and the use of a short forward pass for a touchdown. A forward pass was attempted for the extra point, but the effort failed.

In the third and fourth quarters Howard kept in the territory of the “Theologs” and a number of times threatened their goal. The plucky Virginians fought hard and held the “white and blue” eleven from scoring again during the game.

While the first game’s results were not as one-sided as was expected by the Howard supporters, none the less confidence is expressed in the belief that the Howard warriors will be successful throughout the season.

Line-up and Summary.

<table>
<thead>
<tr>
<th>Howard (6)</th>
<th>Positions</th>
<th>Virginia Seminary (0).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson</td>
<td>Left End</td>
<td>Hoyle</td>
</tr>
<tr>
<td>Doakes</td>
<td>Left Tackle</td>
<td>Jordan</td>
</tr>
<tr>
<td>Nurse</td>
<td>Left Guard</td>
<td>Moore</td>
</tr>
<tr>
<td>Holton</td>
<td>Center</td>
<td>Harvey</td>
</tr>
<tr>
<td>Smith</td>
<td>Right Guard</td>
<td>Brown</td>
</tr>
<tr>
<td>Wyndon</td>
<td>Right Tackle</td>
<td>Ashley</td>
</tr>
<tr>
<td>Williams (Capt.)</td>
<td>Right End</td>
<td>Sleddd</td>
</tr>
<tr>
<td>Molson</td>
<td>Left Half</td>
<td>Henry</td>
</tr>
<tr>
<td>Contee</td>
<td>Right Half</td>
<td>Wetson</td>
</tr>
<tr>
<td>Doneghy</td>
<td>Full Back</td>
<td>Lanier</td>
</tr>
<tr>
<td>Carter</td>
<td>Quarter Back</td>
<td>Tyler</td>
</tr>
</tbody>
</table>

Score by periods:

Howard ........................................ 0 6 0 0—6
Virginia Seminary .............................. 0 0 0 0—0


The Dean of Women Talked to Men.

Although the date was Friday, the thirteenth, yet the superstition as to day and date were forgotten when Miss Lucy D. Slowe, Dean of Women, addressed the male students of the University. From her opening sentence until her closing challenge, there was the closest attention given by the audience of men. Her subject was well chosen: “What a Howard Man Ought to Be.” “Young men, I came to do a job!” was her greeting. She then pleaded for a better social co-operation between the sexes at Howard, stressing the complexity of the social problems here. “The aim of education,” she said, “is not to turn out mere encyclopedias; it is not to give to the world men with information and knowledge only; but rather to furnish the world men with information plus. To mere information must be added character, the
proper attitude toward women, and the social graces.” She erected, as the criterion of conduct, not mere right or wrong, but rather good taste.

Admitting that the atmosphere at the University is not all that it should be, she yet expressed her confidence that a healthy tone would soon characterize Old Howard, and closed with the suggestion of definite ways in which the ideal Howard Man can be realized.

Sophomore News.

The Sophomore Class has returned to Howard filled with ever increasing spirit and zeal. The Student Council must take the blame for this spirit, for every “Soph.” returned ready and eager to enforce the wearing of Freshman caps. The resident girls of Sophomore Hall have given their little Freshman sisters a warm reception, on several occasions. Many of the “little sisters” decided that they wanted to go back home on the next train, for of course, the Sophomore spirit baffled them. The Sophomores in Clark Hall have not been lacking in anything in their welcome to the Freshmen there.

In order to be able to start off at once, the Sophomore Class held its first meeting of the year on Monday, October 2, 1922, for the purpose of reorganizing. The officers for the new Quarter had been elected at the last regular meeting of the former Spring Quarter and thus these were installed.

The Class looks forward to an unusually successful year under the careful leadership of its President, Mr. C. Glenn Carrington. Miss Rosetta Nolan, in the position of Vice President, will also have a hand in the administration. The Fall of ’22 finds Miss Hilda Davis still handling the “Record Book.” It may be interesting to note that she has been Secretary since the organization of the Class, last Fall. Mr. Carpenter, the class hero, being chosen as the most honest man among us, handles the funds. Our only “Theolog.” Peter Helm, is holding his own as Chaplain. He, too, serves his fourth term.

The Sophomore Class notes the presence of a number of new students in its ranks. The members join in welcoming the newcomers, several of whom are graduates of the Miner Normal School, across the way.

The “Sophs.” are fully determined to make the other Classes of Old Howard sit up and take notice.

Freshman News.

The Fall Quarter of 1922 finds the Freshman Class ready to do its share in carrying Howard forward. On October 6, Mr. D. Ward Nichols, President of the Student Council, called the Freshmen together for the purpose of organizing. A goodly number of the approximately four hundred students turned out. Of course, all wore their caps. The usual abundance of Freshman enthusiasm was present along with the caps.

After several brief speeches by the Upper-classmen, the Freshmen undertook the business of organizing. Mr. James Butler was given the honor of being the first President. He will be assisted by Mr. George Miller, the new Vice President. Miss Bernice Chism, whose fame reached the Hill ahead of her, will have the class Record Book in her keeping for the Quarter. Miss La Verne Gregory is the Treasurer.

Time did not allow the Freshmen to complete their task at this meeting. The other officers will be elected on Wednesday, October 11. Under this efficient corps of officers, the Class of ’26 hopes to win a brilliant name for itself in the record of Howard’s Classes.

H. A. D. ’25.
COUNTERWEIGHTS.

Prof. (in the middle of a joke)—"Have I ever told the class this one before?"
Class (in a chorus)—"Yes."
Prof. (proceeding)—"Good! You will probably understand it this time."

Cop—"Hey! Where are you going? Don't you know this is a one-way street?"
Driver—"Well, I'm only going one way, ain't I?"

Clerk (at an Employment Bureau)—"Some one has sent for a yardman, sir."
Manager—"We haven't any yardmen at present."
Clerk—"Then shall we send up three footmen, sir?"

Lonesome Stude—"I don't believe I have a friend in the world."
Needy Stude—"Here's a chance to make one. Lend me five dollars."

Wife—"The maid has sharp ears."
Hubby—"Yes, I noticed that the doors are scratched up around the keyholes!"

Freshman Stude (to Prof. of Romance Department)—"Please, sir, are you the Professor of Romances?"

Advice.

Soph—"This cold weather chills me to the bone."
Senior—"You should wear a hat."

Not Strong.

Cranky Customer—"Is this well water?"
Chipper Clerk—"Does it look sick?"

One Sunday, little James, four years old, was pounding on the barn door with a hammer. His mother went out and said:
"Why, James, don't you know you mustn't pound on Sunday?"
He lisped: "I ain't pounding on Sunday. I'm pounding on the barn door."

Customer—"Your cream is very good."
Clerk—"It ought to be—I just whipped it."
1st Frosh—"See that man over there? That’s the captain of the team."
2nd Frosh—"Yeh?"
1st Frosh—"See the pipe in his mouth?"
2nd Frosh—"Uh, Huh."
1st Frosh—"See the smoke coming out? It’s lit."
2nd Frosh—"Sure."
1st Frosh—"Well he did that with my match."

Simple.

"How can I keep my toes from going to sleep?"
"Don’t let them turn in."

Filling the Prescription.

She—"The doctor tells me that I need a change of climate."
He—"You’ll get it. The barometer is falling."

One Use for ‘Em.

A restaurant in Butler, Mo., displays this sign:
"Don’t Divorce Your Wife Because She Can’t Cook."
"Eat Here and Keep Her for a Pet."

Careful Listeners.

"When the eyes are shut, the hearing becomes more acute," says a medical authority. We have noticed people trying this experiment in church.

Bad Case.

"What does young Bjinks mean by sending me one carnation a day, right along?"
"Why, don’t you know? He’s saying it with flowers, and he stutters."

The gold fish think nothing of a trip around the globe.
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HOME GAMES

Oct. 7—Open
Oct. 21—A. and T. College
Oct. 28—Tentative, Va. Union

Nov. 4—Morgan College
Nov. 11—Away, Petersburg
Nov. 18—Hampton
Nov. 30—LINCOLN—10:30 A. M.

All Games but Lincoln Start at 3:00 P. M.

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