The First Electrochemist

Nitrous oxide, according to the science of a century ago, was "the principle of contagion when respired by animals in the minutest quantities." Mere say-so.

Imaginative yet skeptical Humphrey Davy, who believed in experiment rather than in opinion, "respired" it and lived.

It was this restless desire to test beliefs that made him one of the founders of modern science. Electricity was a new force a century ago. Davy used it to decompose potash, soda, and lime into potassium, sodium, and calcium, thus laying the foundations of electrochemistry. With a battery of two thousand plates he produced the first electric arc—harbinger of modern electric illumination and of the electric furnace.

Czar Alexander I and Napoleon met on a raft to sign the Treaty of Tilsit while Davy was revealing the effects of electricity on matter. "What is Europe?" said Alexander. "We are Europe."

The treaty was at that time an important political event, framed by two selfish monarchs for the sole purpose of furthering their personal interests. Contrast with it the unselfish efforts of Sir Humphrey Davy. His brilliant work has resulted in scores of practical applications of electrolysis in industry and a wealth of chemical knowledge that benefit not himself but the entire world.

In the Research Laboratories of the General Electric Company, for instance, much has been done to improve the electric furnace (a development of Davy's arc) and new compounds have been electrochemically produced, which make it easier to cast high-conductivity copper, to manufacture special tool steels, and to produce carbides for better arc lamps.
THE HOWARD UNIVERSITY RECORD

PUBLISHED BY HOWARD UNIVERSITY in January, February, March, April, May, June, November, and December.

Entered as second class mail matter, at the Washington City Post Office.

Price per Copy, Fifteen Cents  Subscription Price, One Dollar

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Published by Digital Howard @ Howard University,
THE HOWARD UNIVERSITY
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COMING HOME?

Will you be here at the Commencement season this year to join the multitude in paying tribute to Alma Mater? Are you coming home?

The advent of spring always turns our hearts and minds to the old hill where happy hours and days and years were spent. Here we mingled with each other in our joys and sorrows, in our successes and failures, weaving together into the warp and woof of our lives a fabric of love and devotion which grows greater with the years. The warm breezes, the clear sunshine, the budding trees and the blooming flowers remind us of those days long ago when we were here and call us back together here in the bosom of Alma Mater to renew our acquaintance with each other and to be re-baptized with the spirit which means so much to all of the children of this our mother.

The feature of Commencement this year will be the report on the great campaign which has been in progress and which marks a step in the development of Howard University as important as it is unique. Never before has philanthropy turned toward us in such a degree. The $250,000 offer of the General Education Board toward the endowment of the Medical School was epoch making. Our promise to meet that offer by raising a similar amount by popular subscription has resulted in a publicity campaign which has brought the University to the attention of the country as never before. Come back and hear about it. Hear how the children of Howard and its good friends scattered throughout the country have arisen to meet this challenge. It will do your soul good and strengthen your appreciation of the role that Howard is destined to play in American education.

Then too, there is another story to tell that will warm the cockles of every heart, especially those, which, through many college generations, have throbbed with strong beatings while we have struggled to hold aloft the white and blue on the field of athletic sports. Some remember the beginnings, others the halting advance. Still others will recall only the
first gymnasium, a worthy provision for the early days but long since outgrown and obsolete. Old Spaulding Hall will always be cherished in our memories and every blade of grass on the old athletic field will always be dear. We rejoice to know, however, that both are destined soon to live in memory only, since the old must give way to the new and yesterday must recede before tomorrow. Definite provisions have been made for the new gymnasium and the new stadium. Come back to hear about it and to join in the rejoicings.

The days rush by. One by one they slip into the past becoming at each moment more and more remote. Each returning Commencement season means one year less remaining for you and for me. Let us love while love lasts. Come home.

AMERICANS, BLACK AND WHITE.

By President Durkee of Howard University.

Nothing else knows a color line save human prejudice and that prejudice holds only for human faces and forms. God knows nothing of such color line for He is the Father of all. His works reveal the most marvelous blending of all colors. How strange it would be not to have different colors in human faces when all other animal creation, trees and flowers, earth and sky and even the rocks have such variety of color.

There is no known process by which the blood of a white man, a black man, or a yellow man can be distinguished. "God hath made of one blood, all nations." Roughly speaking the population of the world is seventeen hundred millions. Two tenths or four hundred and forty millions are pure white. Three tenths or five hundred and ten millions are yellow. Five tenths or eight hundred and fifty millions have more or less of the black strain of blood.

History shows that at one time the yellow man seemingly dominated the world. Later the black man controlled. In this era the white man rules. Are we destined to go again over such a long and weary round of centuries of race strugglings or have we brains enough, and heart enough, now to find some common ground where races may cooperate for the good of all mankind. The question of questions in our world today is this—shall races work for life in cooperation, or struggle to the death in opposition? I am convinced that, as President Harding has recently said,—"Only understanding is necessary for a tranquil world." Wherever the cultured of different races come to know each other, always there follows brotherhood and cooperation. The tragedy of our time is that the cultured of all races have no points of frequent contact; even where such opportunities exist, racial prejudices forbid.

I may be foolish enough to think that because I am white I am more
thought of by God, but "He that sitteth in the heavens shall laugh." Four years as president of Howard University, a great institution of some twelve schools and over two thousand students drawn from thirty-eight different states and ten foreign countries, absolutely prove to me that color is no deeper than the epidermis, it does not change body, mind or soul, save as environment forces certain mental and spiritual reactions in any people. The slave can never be what the free man is; but the black man free, or the yellow man free, is the peer of the white man free.

How disheartening after such a world struggle as that through which we have just come, to find now such atavism in otherwise splendid men and women as to draw a color line, through prejudice.

We have come a long way, however, even if we have yet a long way to go.—The New Student, Feb. 24, 1923.
TENTATIVE PROGRAM FOR COMMENCEMENT WEEK.

FRIDAY, JUNE 1.
Senior Chapel .......................... 12:00 M.
Girls' Exhibition Drill, Department of Physical Education 1:00 P. M.

SUNDAY, JUNE 3.
Baccalaureate Services ...................... 4:00 P. M.
Rankin Memorial Chapel, sermon by President Durkee.
Music by Vested Choir.

MONDAY, JUNE 4:
Concert by University Band ............... 1-2:00 P. M.
President and Mrs. Durkee at home to Senior Classes .4-5:30 P. M.
Senior Class Exercises, School of Law, Chapel .......... 8:00 P. M.

TUESDAY, JUNE 5.
Annual Meeting of Board of Trustees ........ 10:00 A. M.
Planting of Ivy by Senior Class ........... 10:00 A. M.
Senior Class Day Exercises, Campus ........ 4:00 P. M.
Concert by University Band ................ 7:00 P. M.
Senior Class Prom, Dining Hall ............ 8:00 P. M.
Concert by Glee Club ....................... 10:00 P. M.

WEDNESDAY, JUNE 6.
R. O. T. C. Review ......................... 1:00 P. M.
Senior Class Exercises, School of Pharmacy, Chapel .... 4:00 P. M.
Howard Players in “The Exile,” Campus ........ 8:00 P. M.
Music by University Orchestra.

THURSDAY, JUNE 7.
Commemoration Services for Dr. Lamb, Rankin Memorial Chapel ........ 3:30 P. M.
President and Mrs. Durkee at home to alumni and friends .......... 4:30-6:00 P. M.
University Orchestra in Concert, Chapel .......... 7:00 P. M.
Meeting of Alumni, Chapel .................. 8:00 P. M.

FRIDAY, JUNE 8.
Alumni Meeting, Chapel .................... 9:30 A. M.
Alumni Luncheon, Dining Hall ............... 12:30 P. M.
Commencement Exercises, Campus. Speaker, Dr. J. W.
Music by University Band.
E. Bowen of Gammon Theological Seminary ...... 3:30 P. M.
Alumni Reception and Banquet, Dining Hall ........ 8:00 P. M.

RADIO CONCERTS DAILY.
TWO thousand people in one group always constitute an important social fact. Two thousand students, grouped together, with youth in their hearts and the future in their hands, constitute a social fact still more significant. Two thousand Negro students of collegiate grade, in one institution of learning, preparing specifically for leadership in a race group making up one-tenth of our democracy, constitute a social fact whose significance in America is practically infinite.

At Howard University such a group is now assembled and from Howard University over six thousand of her sons and daughters have gone forth into all parts of the earth to serve mankind. Daily the two thousand sing,

"Reared against the eastern sky,
Proudly there on hill-top high,
Far above the lake so blue,
Stands old Howard, firm and true."

Daily from the four quarters of the globe the six thousand older children of the same mother send back the refrain,

"There she stands for truth and right,
Sending forth her rays of light,
Clad in robes and majesty,
O, Howard, we sing of thee."

On May 1, 1867, without a local habitation and barely a name, Howard University held its first class in a rented dance hall with one teacher and a handful of pupils equipped with only the rudiments of learning. It is a long step from that day to January 5, 1923, when twenty-one hundred students were enrolled. During the fifty-six years of its existence, the institution has grown in size and in influence until today it finds itself the acknowledged leader in the field of Negro education, a university truly national in its character. The faith of its founders has been justified.

While the University has shown a healthy growth in enrollment since its foundation, a noticeable acceleration in its rate of increase has taken place particularly during the past two decades. The total net enrollment in all departments in 1901-02 was 939. In 1911-12 it was 1,453. In 1922-23 the number had reached 2,100, not including the usual increase for the Spring Quarter. It should be noted here that all work below collegiate grade was abolished in June, 1919. This reduced the enrollment
for the next year by approximately 350 students. The increase since that time must therefore be considered as having overcome this sudden withdrawal in addition to the net increase as indicated by the enrollment for the succeeding years. The 2,100 mentioned for 1923 therefore represents an actual increase over 1919 of about one hundred per cent in the enrollment of students above secondary grade. The last figure is made up about equally of the students in the college and those in the professional schools. The former includes the Junior College and the schools of Liberal Arts, Education, Commerce and Finance, Applied Science, Public Health and Hygiene, and Music, and the latter the schools of Religion, Law, and Medicine, the last named embracing the colleges of Medicine, Dentistry and Pharmacy. This is by far the largest number of Negro students above secondary grade ever embraced in one organization. And since this large body of students is being prepared primarily for places of leadership in a group making up one-tenth of the total population of our great democracy, the importance of its work and its influence in the solution of the great economic and social problems which face the nation cannot be overestimated. Indeed, because of the peculiar place that Howard University holds in the educational world from the viewpoint just indicated, it seems safe to say that the work of no other single college or university in America is of equal importance as a national influence.

Since rank imposes obligation, Howard has always accepted the obligation that goes with leadership in education by creating and maintaining its standards of instruction and scholarship on the highest possible plane consistent with its resources. Through the persistent pursuit of this policy its work in all departments is recognized in those circles where such recognition counts most strongly.

For years the work of the College of Medicine has officially been rated in the first class by the American Medical Association, which means full endorsement by the highest authority on medical education. The importance of the work of this school in providing physicians for the race is unquestioned. And the importance of its rating in class "A" is indicated by the fact that without such classification its degrees and diplomas would not be recognized in certain states. Realizing these things, the General Education Board has shown itself willing to give substantial endorsement to so worthy a cause by granting half of a permanent endowment fund of $500,000 for the School of Medicine, provided that the remainder is raised from other sources by July 1, 1923. The University is now engaged in an intensive campaign to meet this offer, which is a challenge to all who believe that the highest training in the healing art for those who must serve a race is essential, not only for the well being of the group immediately served, but for the American people as a whole.

During the past year the College of Dentistry was granted full recog-
ition by the Board of Regents of the State of New York as a result of the improvement and expansion of its physical plant, the enlargement of its faculty and the increase in its entrance requirements. Formerly candidates were admitted to that school on the basis of high school graduation. Today, one year of approved college work is required for admission. For the year 1924-25, an entrance requirement, for two years of college work goes into effect which, with the regular four years of professional study, will place the degree in dentistry six years beyond the high school.

The School of Law is seeking admission to the American Association of Law Schools with the endorsement which such membership implies. As part of the movement in that direction the sum of $20,000 has been spent in remodelling the Law School Building during the current year. This, with the strengthening of its faculty and the readjustment of its courses now in process, will in all probability, gain the recognition sought. The importance of this can be fully appreciated only when one realizes that this is the only school in the country specifically maintained for the training of Negroes for the legal profession.

According to the present organization, the schools of Liberal Arts, Education, and Commerce and Finance cover the last two years of the college and are built upon the Junior College which comprises the first two years. The endorsement of the collegiate work of the University, placing it on a par with that of the leading colleges of the country was recently given by the Association of Colleges and Secondary Schools of the Middle States and Maryland when that body placed the School of Liberal Arts upon its approved list. The American Medical Association also recognizes the work of the Junior College as of the first class in preparing students for the study of medicine.

Recognizing from the first, the importance of teacher-training as a factor in social uplift, Howard has always placed great stress upon this phase of education, maintaining from the first an effective Normal Department. This was merged into the Pedagogical Department which became a school of collegiate grade covering four years when the Teachers College was established in 1900. Under the present organization the School of Education, following the best practice in the country for such departments in universities, confines its efforts to the training of teachers for work above the elementary school and for supervisory positions. Its degree is fully recognized in professional circles and the demand for its product is greater than the supply.

The School of Commerce and Finance is unique in being the only institution for Negroes offering college courses and granting degrees in this field. Because of the rapid development of large racial commercial enterprises in America and the consequent demand for competent men and women to handle them, the need of such training in Insurance, Finance, and Accountancy, as is given in this school is obvious. The enthusiasm
with which students are taking up this work indicates that they realize this need and are eager to equip themselves for the demands of the new day in Negro business.

The School of Applied Science also holds its place, single and alone, in the field of Negro education. While it is true that many other schools in this group offer courses in Home Economics, few, if any, specialize in such work on the collegiate plane offering curricula leading to degrees, as is the case at Howard. The courses in Architecture, Art and Engineering are, without doubt, the first serious attempt made to provide this class of technical training primarily for the benefit of Negro youth. A number of degrees have already been granted in Civil and Electrical Engineering and the prospects are that the school will soon be able to present graduates in Architecture, Art, and Mechanical Engineering, there being a number of undergraduates at present in each of these departments.

The School of Music, while it graduates students every year with the degree of Mus. B., fills a much larger place in the life of the University than such a bald statement would imply. It is the source of much that is artistic and spiritual, both in conception and expression among the student body. The choir and the Glee Club give opportunity for group singing while at frequent recitals the students have ample chance for individual expression, both vocal and instrumental. It is through this department that formal recitals by the best artists are staged and occasionally large choral productions are rendered with the resulting enrichment to the life, both of the University community and of the city at large.

The authorities of the University have for some time realized the desirability of establishing a department giving particular attention to the work in public health, a field which during the past five years has been constantly growing in importance in the estimation of the American people. The plans have finally been worked out and the University has announced that its School of Public Health and Hygiene is an assured fact, ready to provide training in this most important field of service to humanity.

Realizing that one of the great functions of a University is the encouragement of scholarship and the development of the spirit of research, Howard University has always been careful of the quality of its staff of instructors and is constantly on the alert to add to the faculty the outstanding Negro scholars as they are developed. This policy will be continued, not only for the purpose of strengthening the undergraduate work, but in order that the University may become a center of research and graduate study, a line of development in which a beginning has already been made.

But all this is as it should be for this University was conceived and nurtured by men who saw the need and visioned the possibilities of an institution whose mission was to supply the higher needs of the race. In common with the large majority of the older schools devoted to the
education of the Negro, Howard University was a product of the Civil War. The philanthropic spirit of the North found its highest expression in ministering to the newly emancipated race in the establishment of educational institutions in order that those who had groped in darkness for centuries might eat the fruit of the tree of knowledge which made gods of men. General Oliver O. Howard, already a heroic figure on the basis of his war record, became still more heroic as the founder of the great institution which bears his name. As Commissioner of the Freedmen's Bureau he became an official representative of the Federal Government in the tremendous task of social uplift created by emancipation. And through this relationship the University was, in effect, from the very first a ward of the Government, a relationship that has existed ever since. Its location, too, at the Nation's Capital, was no small part of the vision of its founders; for this makes available for the use of its faculty and students the vast literary and scientific resources of the bureaus and departments of the Federal Government, an asset whose value can hardly be overestimated.

The present financial resources of the University and the extent of the support by the Government can best be indicated by the forthcoming report of the Secretary-Treasurer:

"As of June 30, 1922, the total value of plant and funds was $2,134,940.98. The value of the educational plant was $1,653,568.62, of which $616,544.16 represented the value of land, $826,424.91 the value of buildings and $210,599.55 the value of equipment. The permanent endowment fund was $321,327.21 and the unproductive land fund was $93,903.43. The total income was $589,033.87, of which $363,135.23 was appropriated by the United States Government. The last figure includes $116,000 appropriated for the completion of the new Dining Hall and Home Economics building." The building referred to is a beautiful structure devoted to the uses indicated by its name and costing $201,000.

The Federal appropriation for the support of the University for the current year shows an increase of $26,000 for general purposes and in addition, a special appropriation of $40,000 on account of $197,500 authorized for a building to be used as a gymnasium and an armory, together with a drill and athletic field. This is a provision of great importance in the development of the University and brings to reality the hopes and dreams of its constituents which they have entertained for many years. The building as planned is to be located on an elevation to the North of the new dining hall, overlooking the Soldiers' Home, Macmillan Park and the City Reservoir. This is in accordance with the present scheme of development which makes the eastern edge the real front of the University. This building, together with the proposed athletic field adjacent on the North will provide splendid facilities for the various athletic activities and for the work of the R. O. T. C. Unit.
Because of the variety of its offerings, its high standing and its many other advantages, the University attracts a large and cosmopolitan student body. Last year, students were enrolled from thirty-six states and nine foreign countries. The result is that there exists in the college community a student life of great richness and infinite possibilities. All forms of college activity give abundant opportunity for self expression and are enthusiastically entered into according to individual interests.

One of the most recent developments in the life of the University is an intense interest in dramatics, a field in which the race, although possessing wonderful talents, has had but little opportunity to participate. A division for this work has been made a regular feature of the curriculum in order to develop among the students a knowledge of dramatic technique and to stimulate interest in Negro folk-lore and history as materials for dramatic composition. The "Howard Players," an organization for the public presentation of dramas, presents annually a number of plays, the cast being made up entirely of students. The list of performances given recently includes Dusany's "Tents of the Arabs," Torrence's "Simon the Cyrenian," O'Neill's "The Emperor Jones," and Percy Mackaye's "Canterbury Pilgrims." "The Emperor Jones" was given twice, once with Charles Gilpin in the title role. Mr. Gilpin has since shown his appreciation of the work of the students by offering two of them places in his own company. The aim of the Department of Dramatic Art and Public Speaking is, frankly, to develop the dramatic possibilities of the Negro, and to be one of the pioneers in a movement for the establishment of a national Negro theatre.

A strong element of the life of the University and one upon which the faculty has learned to rely for the development and maintenance of a healthy atmosphere is fraternity life among the students. Six national fraternities and three sororities have chapters at the University, of which two are in the professional schools. Five of the fraternities and two of the sororities have chapter houses.

A recent event of considerable significance was the visit to Howard University by a group consisting of three foreign students touring the United States under the guidance of an American student, making a study of the student bodies of the various institutions. This group was entertained for nearly a week by the students observing their work and their recreation, and living in the fraternity houses with them.

Important developments accompanied in some cases by radical changes are but indicative of the splendid progress which must take place in the field of Negro education within the next few years. America is looking for it, the educational world is expecting it and the race is demanding it. Every institution of learning devoting its energies to that field has a definite part to play in the task ahead and will find itself taxed to pull its part of the load in the forward movement actually now under way. All
are going in the same direction and all may share, both in the labor and in the glory. There will be plenty of both for all. In this co-operative movement toward higher things educationally, Howard University recognizes and accepts its responsibility.

D. O. W. Holmes.
INTERESTING ADDRESS AT THE RECENT CONVOCATION OF THE
SCHOOL OF RELIGION OF HOWARD UNIVERSITY.

By Prof. S. G. Atkins
State Normal School, Salem, N. C.

In a recent address on "Objectives in a Constructive Home Mission Policy for Negro Education," I held that "The first great need still is but the old one already met only in small degree, viz., True Leadership."

In meeting the old need of leaders the missionary societies had in mind essentially teachers. True, the education of preachers was one of the first of the old objectives, but these preachers were to be especially teachers and religious guides in the dawn of the new day of freedom. The purpose was to relieve the emancipated people from the impending result if blind followers and blind leaders should fall into the ditch together.

Hence it was all important that those pioneer missionaries should be on the field even before the smoke of battle cleared away, that the impending catastrophe might be averted, and this was grandly done.

We are now living in a new time when the followers so far from being all blind are not now even mostly blind. It is true that many who are put into the educational statistics as seeing, see only through a glass darkly. But the majority now see or see sufficiently to begin to think they see well; and this first objective is shifting rapidly from one of providing mere guides or leaders for the blind, to one that contemplates providing leaders for those who see, leaders who shall sometime go ahead rather than always accompany the mass. A new Educational Era is well under way in the South and the question of leadership is almost the paramount question there, especially as we realize that the leaders will now come more and more from the Negro people themselves.

This gives the question of leadership a crucial, almost painful significance and importance.

The leader for the new time must have all the strength of the leader of reconstruction days; and it will be most unfortunate if he is less consecrated, for then he will contradict the missionary idea rather than extend and perpetuate it. Right here then my chief point under this head asserts itself.

Let the missionary societies and the institutions founded or supported by them highly resolve that they will not give up a scintilla of the old spirit which characterized the brave and patient struggles of those eventful but fruitful years from 1865 to 1875, and let not old hands give way until new ones are ready to teach and speak "the things which they have seen and heard," and which they are as ready to show forth in their lives, as were the men and women who came down from the North in that trying decade right after the Civil War, "counting not their lives
dear unto themselves so that they might finish their course with joy and
the ministry they had received.” This type of new leader will thus at
once bless the work and the worker, and will confer upon missionary
philanthropy that quality that will be twice blessed, blessing him that
gives and him that receives.

Because of the need of conserving the spirit of the pioneers while we
reach out for new privilege and new opportunity in order to meet the
new need, I am beginning to think it would be well if the Home Mission
Boards of the country would unite on the building of a common center
for the training of missionary workers. What I have in mind would
contemplate that the workers trained at this center would have standard
academic preparation when admitted; perhaps college training of standard
grade, or its equivalent. This center should, I think, be located in a care-
fully selected community somewhere on the line between the North and
South. We have a suggestion as to the type of institution probably in the
Springfield, Massachusetts, College for the training of Y. M. C. A.
workers, which especially prepares directors of physical training.

This center I am thinking about should afford facilities for training in
every proper direction of the highest standard type, as good as can be
had anywhere in America or the world.

I am thinking now mainly of the spiritual quality and the religious
motive as the most fundamental and important thing in education, and
I am thinking now of hundreds of schools that are ready to pay good
salaries to workers, men and women,—who, when they have gotten the
best education our land affords, can still teach a Bible-class, lead in prayer
sometimes, without saying prayers—and lead the prayer-meeting without
making everybody over conscious throughout the meeting of their worldly
wisdom or academic inheritance.

I am thinking also of the form of school athletics that is for the most
part yet to be, of the leadership in athletics that plays hard and at the
same time leads men and women upward, and not downward, that keeps
the top piece on top, and permits the man—the thinking being, to stay
on the throne; of that type of academic and educational leadership that
will promote wholesome athletics without propagating “athletic idolatry.”

If our Home Mission Boards could set up and equip such a center—one
that would challenge all the gray matter and the red blood of him who is
to become the master man—one that would have among its trainers the
finest and most consecrated men of the nation, and men stalwart withal
in body and mind and reputation; the men and women to be trained could
then be found—God would give them to the praying church—and the
20th century for the Negro race would look ever forward, and never
backward.

We have come out of the World War with what appears to me to be
a confused vision, if not a backward look; and, as I see it, nothing but a
heroic experiment will set the situation aright. A large number of our finest men that went to the war, many of whom were church men, and some of them religious teachers before they went; came back so changed that they would now as soon invite our youth to accompany them to the questionable movie or a dance-hall as to the House of God—if not sooner. It should be a great missionary training center—of University rank if you please—where Pauline trainers—Pauline because they are first spiritually heroic—would appeal to men and women, who are willing to consecrate themselves to a program that has commended itself to the Christian church.

I am not thinking of a center for religious training only, but for every type of special training that might make the men and women who take it equal to anybody else, trained anywhere else; but who, while they are taking the training, would not have to scrap their religion, or repudiate the principles of the Sermon on the Mount or the teachings of the churches with which they were affiliated before they left their homes and their parents.

There is at the present time, it seems to me, a unique need which may be interpreted as a real opportunity. For some years the challenge to our young people has appeared to be a commercial one. Our leaders have stressed, if not overstressed, the economic appeal. The result has been that medicine and law and business have claimed in disproportionate degree the young men, and even the young women, who have apparently felt called upon to give themselves up to what they have called making a living.

The more important matter of making a life has almost fallen into discard. Religious leadership—the particular interest of the minister and the teacher—has apparently become a thing less worth while, except where there is the lure of the big congregation and the large salary.

This tendency cannot be arrested except through the instrumentality of a new leadership which, at one and the same time, shall represent the finest and best of the most modern and progressive culture, and the spirit of the post-bellum missionaries who founded institutions like Howard, Lincoln, Atlanta, Fisk, Biddle, Shaw, Scotia, Spellman, and a hundred others; the same spirit which also actuated the early graduates and some present ones also of these institutions and who went forth from them to found institutions like Livingstone, Tuskegee, and a score of others.

The School of Religion and the Missionary Training Center I have suggested above would have the unique opportunity through a renaissance of New Testament evangelism yoked up with the strongest and most virile intellectualism to exert an influence upon the life of the Negro people—a life still largely in the forming—that would produce a wholesome balance between necessary economic progress and indispensable spiritual stability. It would be so well supported, and so strong that it would attract the very best material and send out men and women who

http://dh.howard.edu/hurecord/vol17/iss7/1
would command the attention and respect of a rising and advancing people, a people who through education and progress are rapidly reaching such a plane of self-respect and new race consciousness as to prompt them to demand a leadership that shall at least represent a high order of intelligence and unusual dependability of character.

Hence the new race leader—especially the religious leader—must represent all of this and more: and, therefore, the training center which may hope to provide such leadership must be so equipped and organized as to be a ranking institution of the very first class.

Now this will call for the uniting of forces. It would be well, of course, if our hard-boiled denominationalists would pool their interests and build one such center for the groups of denominations of the same faith and order; but it would be far better if all Evangelical Christians would unite on one interdenominational center, so far as the Negro people are concerned, and create one institution which would stand out practically in a class by itself because of its extraordinary facilities for training the leaders demanded by the times, a leadership which seems necessary not only to save our generation from the demoralizing effects of the war, but from the baleful tendencies of the times themselves. There is, therefore, a big contract ahead for those organized agencies or that agency which would undertake to meet the great exigency, and thus furnish the race that great spiritual force which in recent years it has seemed to lose, even as it has forged ahead along commercial and intellectual lines.

What are we going to do about it? What can be done to answer this new challenge, this call for a new leadership, a leadership that shall possess all the spirituality and consecration of the missionary heroes of the past, and at the same time all the intellectual virility and adjustability which is demanded by the times?

I am wondering if Howard University may not have the answer to the urgent question, the key to the situation,—probably for several special reasons.

I. The location of this University in its relation to all the sections of Negro population is ideal. Here we may find at one and the same time all the race advantages of the North and of the South, so that while the man under training may enjoy all the facilities and all the inspirations of the great northland, he may at the same time be near enough to the great southland to have touch with the life and needs of the Negro people and to receive also the inspirations which always spring from the region made sacred by the blood and tears and toils of our fathers.

II. Howard University has won a commanding place in the academic world. Located as it is at the National capital, and with the backing of the National government, and the sympathy of many of the foremost citizens of the Republic—and, with its great plant, it easily holds the
foremost place in the academic life of the Negro people. It is, therefore, I think in position to furnish a type of training along any line it may choose to undertake, and a training that shall produce men and women equal to any produced in the same field in any other institution, anywhere.

III. Furthermore, Howard University does, it seems to me, have a spiritual heritage and that would guarantee a missionary quality in her religiously trained men and women which should prepare each to claim his share of human interest,—the human interest he should claim as a joint heir with Jesus Christ: and each prepared to say with Helen Hunt Jackson:

"My share! No deed of house, or spreading lands,  
As I had dreamed; no measure  
Heaped up with gold; my Elder Brother's hands  
Had never held such treasure.  
Foxes have holes; and birds in nests are fed;  
My Brother had not where to lay His head.

"My share! the right like Him to know all pain  
Which hearts are made for knowing;  
The right to find in loss the surest gain;  
To reap my joy from sowing  
In bitter tears; the right with Him to keep  
A watch by day and night with all who weep."

I am wondering if there may not be such a challenge and opportunity for Howard University, and whether, should she become conscious of it, she would be in position to answer the challenge and grasp the opportunity.

The name of General Oliver O. Howard, it seems to me, spells out for Howard University and her graduates such a legacy of SPIRIT, and SACRIFICE, and ACHIEVEMENT.
ALUMNI NOTES.

'12 Professor Dennis A. Forbes, a graduate of the Baltimore High School and of Howard University, was recently awarded a scholarship of $500 by the General Education Board, which recently gave Shaw University $85,000 for the improvement of its science work. Professor Forbes is planning to pursue graduate work in physics at the University of Chicago.

The following clipping from the National Star of New York City, dated March 17, is indicative of the manner in which an interested alumnus may work in organizing the Howardites in a large community. The reference is to Dr. Peter M. Murray, the efficient President of the Howard Club of New York:

"Dr. Murray needs no introduction to our readers. Coming to New York only a short while ago from Howard University, where he was assistant surgeon-in-chief of Freedmen's Hospital, he has made his place here secure as one of the foremost surgeons of this great city.

He is now energetically engaged in organizing the alumni and former students of his alma mater in this city for the great "drive" for the Medical School of Howard University.

Not only are all Howard men and women proud of him, but the entire race takes pride in his progress, as "Pete," as he is affectionately known by his friends, is an example to the younger men of what may be attained by ambitious perseverance. We urge all those who are interested in the welfare of our people to rally to Dr. Murray and help to keep the Medical School of Howard University in Class A, where it has stood and where it must stand."

"The following notice appeared in the same issue of the National Star:

"All former students of Howard University are requested to get enrolled with the local association at once. Matters of urgent importance demand a complete roster. Names may be left with the president of the association, Dr. P. M. Murray, 235 West 135th Street; with J. W. Duncan & Bro., undertakers, 2301 Seventh Avenue; with the chairman of the Membership Committee, Dr. J. T. W. Granady, 152 West 141st Street; with Mr. George E. Hall, assistant secretary, 181 West 135th Street, and with T. B. Dyett, secretary, 2296 Seventh Avenue."

'17 George B. Washington is now head of the Department of Foreign Languages at Walden College, Nashville, Tenn. He expects to pursue studies in the graduate school of the University of Chicago during the coming summer.

'18 Miss Odessa D. Long is teaching in the Douglass High School, El Paso, Texas.

'22 The New York News of March 24 gives the following information concerning Doctors H. I. Hamlett and L. H. Fairclough:

"Doctors H. I. Hamlett and L. H. Fairclough, 1922 graduates of Howard University Dental College, are being generally congratulated by a host of their friends upon the record they established in becoming practicing dentists in this metropolis. They successfully met the difficult State examinations given them immediately after graduating from the famous Washington institution. Until recently Howard Dental School has a Class B rating, and all its alumni, before being permitted to take the State Board examinations, were required to take a course of from one to two years additional at the New York School of Dental and Oral Surgery. But since Howard was raised to a Grade A school these young gentlemen were permitted to take the examinations without that course. That they passed, agreeably surprised the board, pleased all Howard and elated their friends. Their success is due to their especially thorough preparation and
sound college and preliminary education. Dr. Fairclough has opened his office at 2394 Seventh Avenue. Dr. Hamlet will open about April 1, in Brooklyn."

The following letter from Attorney Lloyd M. Gibson will doubtless prove of interest to his many friends:

"Professor G. M. Lightfoot,
Editor-in-Chief, Howard University Record,
Howard University, Washington, D. C.

Sir:

Permit me to express my appreciation to the Howard University Record Staff for the splendid work it has been doing this scholastic year. Indeed, I heartily welcome the Record to my home, considering it to be one of the best periodicals ever issued by such an able staff through an institution of learning.

Truly I am proud—mighty proud—to be a son of dear Old Howard. Proud because it has prepared me to see distinct opportunities to serve—a chance to contribute to the welfare and progress of a growing people. Proud to be an integral part of a university in which hospitality, good will and supreme service seem to be the watchword.

And since this royal opportunity has been accorded me, I accept with eagerness the responsibility that going out into the world brings. I am going to do my part. Rest assured of that, for if honesty, truthfulness and square dealing amount to anything, then I shall have accomplished that which I have set out to do.

Commending very highly the work of the Record in every particular, and wishing for its unlimited success in the future, I am

Respectfully,

(Signed) Lloyd M. Gibson.
School of Law, '22."

OBITUARY.

Dr. Andrew J. Gwathney.

The Record regrets to announce to the large number of alumni the passing on April 9, 1923, of our fellow-alumnus, Dr. Andrew J. Gwathney, who died at his home in Washington, D. C., after an illness of more than one year.

Dr. Gwathney, the son of Robinson and Hanna Gwathney, was born March 13, 1862, in Stevenville, Pa. He attended the public schools of that district and later undertook his preparatory work in the Hampton Industrial and Normal Institute at Hampton, Va. Following his studies there he entered upon a course in Dentistry in Portland, Conn., under Prof. H. B. Ober. He continued his study of Dentistry in Boston, Mass., but later entered Howard University, graduating from the Dental Department, in 1892. Since graduation he has been practicing in the District of Columbia for a period of about thirty years. He was an active member of the Robert Freeman Dental Society and of other associations in the promotion of the Dental profession in Washington.

He was buried with Masonic honors on Friday, April 13, from the Nineteenth Street Baptist Church, Washington, D. C.

In memoriam of George Ellis Fairclough, who passed on through the Great Transition while a student in the Dental College of Howard University, March 28, 1921. He lives enshrined in the hearts and memory of his comrades, who still carry on the battle and of those who loved him best.
DEAN SLOWE addressed the conference of College Women in session at the Y. W. C. A. on "The Training of the College Girl." She said that three things must be taken into consideration in the training of the college girl.

1. The kind of girl that we have to train.
2. The modern world to which the girl must go when she is trained.
3. The sort of training which should be given to fit her for life in the world to which she must go.

Only those girls who come to college with a serious purpose should be permitted to remain. College is no place for the frivolous social butterfly who cannot or will not contribute to society something worth while when she is trained.

Dean Slowe contended that the colleges should survey the modern world, know
its problems from the standpoint of the new freedom which women enjoy and deliberately train girls to take their places sanely in the new world. She stated further that the colleges should definitely make possible, contact with fine personalities and with life conditions in addition to furnishing instruction from books, for the larger education of every individual must include more than is found in books. Training in the development of integrity, honor, fairmindedness, and personal righteousness is far more important, in Dean Slowé's judgment, than mere technical proficiency in academic subjects. Character, as well as scholarship, should be the end of college training.

A CONFERENCE OF WOMEN GRADUATES of twenty different colleges was held at the Phyllis Wheatley Y. W. C. A., Washington, D. C., on Friday and Saturday, April 6 and 7, 1923. The conference was called by the College Alumnae Club of Washington for the purpose of forming a National Association of Colored College Women for the promotion of education among Colored women in particular. A temporary organization was formed with the following officers:

President—Lucy D. Slowé, Dean of Women at Howard University.
Vice-Presidents—Lillian Alexander, University of Minnesota.
    Myrtle Johnson, Western Reserve University.
    Sadie Mossell, University of Pennsylvania.
    Anna Broadnax, Oberlin College.
Secretary—Mary Cromwell, University of Michigan.
Treasurer—Lucy Messer Holmes, Oberlin College.

A committee on constitution was appointed which will report to the body within one year, at which time it is planned to perfect a permanent organization.

The proposed association of college women will include women from every class A college in the country and will be nation-wide in scope and influence.

PROFESSOR E. P. DAVIS, Head of the Department of German of Howard University and, during the current year, a Fellow at the University of Chicago, has completed all of the courses required for his Doctorate as well as all other academic requirements with the exception of the final oral examination, which will take place late in May. His doctoral dissertation, "The Semasiology of Verbs of Talking and Saying in the High German Dialects," has been approved by the Department of Germanic Languages and Literatures and delivered to the University.

Professor Davis is Chairman and Presiding Officer of the Germanic Club, composed chiefly of instructors and advanced students of the Department. Before this Club he discussed the content of his dissertation on March 16.

Tenth Annual Meeting of the Association of Colleges for Negro Youth, Held at Howard University.

The Tenth Annual Meeting of the Association of Colleges for Negro Youth was held at Howard University, Washington, D. C., April 17, 18, 1923. The representation of the colleges was as follows:

Dean M. W. Adams, for Atlanta University, Atlanta, Ga.
President C. B. Antisdel, for Benedict College, Columbia, S. C.
Dean D. O. W. Holmes, for Howard University, Washington, D. C.
President J. K. Giffen, for Knoxville College, Knoxville, Tenn.
Dean S. H. Archer, for Morehouse College, Atlanta, Ga.
President, J. L. Peacock, for Shaw University, Raleigh, N. C.
Dean J. T. Cater, for Talladega College, Talladega, Ala.
President Wm. J. Clark, for Virginia Union University, Richmond, Va.
Dean Gilbert H. Jones, for Wilberforce University, Wilberforce, Ohio.
Dean V. E. Daniels, for Wiley University, Marshall, Texas.
Bishop College, Marshall, Texas, and Fisk University, Nashville, Tenn., were not represented. Lincoln University was admitted to membership.

The first session was called to order at ten A. M., in the Board Room of the Library, by President J. L. Peacock. Considerable modification was made in defining the eligibility requirements for admission to the Association. Prior to this time any college fulfilling the Carnegie Foundation definition for a "small college" might be admitted to membership. These specifications were raised, in many cases, to those applying to a "standard college." This action marks a step forward and will have the effect of considerably raising the tone of institutions of higher learning.

In order to improve the quality and to raise the standard of secondary work for Negroes it was decided to circulate among these schools, definite information concerning the standard requirements for a college preparatory curriculum with the definition of a standard secondary unit. In addition to this and as a further means of providing a check upon the work of these institutions, Dean M. W. Adams of Atlanta University was appointed to begin an inspection of the secondary schools of the South, under a grant provided by the General Education Board for the use of this Association.

The question of intercollegiate athletics brought forth the usual discussion of the relation of athletics to college life. The resolutions on this subject, previously adopted at the Eighth Annual Meeting, were re-affirmed. These include the observation of rigid eligibility rules, the condemnation of gambling and the endorsement of physical education for all students rather than a spectacle to be viewed by the many while being participated in by the few.

At the invitation of President Peacock, Shaw University, Raleigh, N. C., was selected as the place for the next meeting.
The officers were re-elected unanimously.

SCHOOL OF MEDICINE.

DR. ARNOLD B. DONOWA, Dental 1922, Interne Radiologist at the Forsyth Infirmary for Children, Boston, Mass., is now giving half his time to research work at that institution in addition to his work as Interne Radiologist. Dr. Donowa is also the author of an article, "Streptococcus Viridans Not the Primary Factor in Periapical Abscess," published in the April 1923 number of The Dental Cosmos.

The following quotation from a letter written by Dr. Peter M. Milliard, Pharo G. 1907, and M. D. 1911, who is preparing to take the Scotland Medical Examinations, is of interest:

"1 Peacock Grove Gorton, Manchester, Lancashire, England,
March 22, 1923.

"Dr. Edward A. Balloch.

"Dear Doctor:

"A word to the boys. Please tell them that Howard has a good name in Edinburgh and Glasgow, and that I was accepted without any trouble, every paper which I presented receiving its face value without question. However, I am the last to come in on the old ruling. Hereafter, all candidates for the Triple Qualifications, graduates of America, must present a certificate as having successfully passed the National...
Medical Board of America. This I think was an agreement made between Scotland and the American Medical Association. It is therefore advisable that all graduates of Howard, and more especially those who are desirous of qualifying in Scotland, take the National Medical Certificate.

"Please convey my kindest regards to all. With best wishes for your personal success and the advancement of Howard, I am, dear Doctor,

"Your obedient servant,

(Signed) "P. McD. MILLIARD."

EDWARD A. BALLOCH, Dean.

SCHOOL OF LAW.

Moving Along Nicely in Fifth Street.

The month of March, while "cussed" enough on its weather side, was particularly happy in news and incident of interest to the alumni and friends of the School of Law.

Personal greetings were brought by Warren N. McDonald and Percy L. Ellis, '18, Tilghman J. Gordon, '05, Josiah T. Settle, '16, William F. Denny, '12, and Thomas M. Watson, '04. Of these named Mr. Settle is a practicing attorney in Memphis, Tenn., Mr. Denny is a member of the Virginia bar with offices at Richmond and Mr. Watson practices in both Virginia and the District of Columbia, with offices at Alexandria and in Washington. Nothing is more delightful than visits of this sort. We hope to have more of them as the days come and go.

LEWIS K. BECKS, '22, of Los Angeles, was admitted to the California bar on March 26th. "Lew" says 140 lined up for the examination, but when it was over it looked like the field of Balaklava. Only a few remained to tell the tale, but Lewis K. Becks was one of these—which is no more than would be expected in Fifth Street.

J. CONKLIN JONES, '22, writes from Marion that although he has been a member of the Indiana bar for only four months, that fact did not prevent the appointing power from making him a member of the Advisory Committee of the Marion Board of Charities, Mr. Jones being the sole representative of his race on that body.

LAURENCE E. KNIGHT, Jr., '22, has entered upon practice in a city of the South. The circumstances of his going to the field of his choice are very interesting. We will tell of these next month.

A Splendid Endorsement.

James Tanner, Register.

OFFICE OF REGISTRAR OF WILLS.


James C. Waters, Jr., Esq.,
Secretary, Howard University,
420 Fifth Street, N. W., Washington, D. C.

Dear Sir:

I regret to state that the first edition of "Probate Forms and Procedure" has been exhausted. I am, however, now preparing a new edition, which I think will be in the hands of the printer within the next thirty days.

Some time ago I had the pleasure of addressing one of your classes on the subject of your "Will and how to write it," and I take pleasure in stating that never
before in my life have I received such warm appreciation of my efforts. I wish to compliment you on the class of students turned out by your Institution. They are not only careful practitioners, but are thoroughly well drilled in the ethics of our profession.

I have put your name on the list and you will be notified when the next edition is ready for circulation.

Very truly yours,

Deputy Register of Wills.

Arthur Free Awards Prizes.

No event that has come to pass since the return of faculty and student corps to their remodeled home has been happier than the appearance of Hon. Arthur G. Free, of Welch, W.Va., recorder of deeds for the District of Columbia, before the senior class on the 6th of March. The occasion was the award of the William Waters prize for excellence in the law of Quasi Contracts.

When the class assembled all knew the prize was to be awarded, but no one knew who the winner would be nor who would make the award. Then, in walked Mr. Free accompanied by "The Chair." Responding to a brief introduction, Mr. Free told of the days in 1901-02 when he himself was among those seated just as his hearers were, and far from interposing any objection to Howard's claim upon him as at least a foster son, he said he cheerfully acknowledged the debt he owed to the School of Law for the valuable contribution made by her to his success, in the all too brief period of his stay within her walls. Concluding his remarks with a stirring appeal to the class to fit themselves for yoeman service in the interest of the nation and the race, Mr. Free awarded the first prize to Ernest J. Davis, of Texas, and second prize to Mrs. Mary B. Marshall, of the District of Columbia, and Zilford Carter, of Texas, on a tie grade.

Each winner received a copy of Woodward on "The Law of Quasi Contracts" with an added copy of Woodruff's "Cases on Quasi Contracts" to Mr. Davis as the leader.

Spirit of the Alma Mater.

The Dyer anti-lynching bill did not pass the Congress of the United States, but under the head of the Randolph bill in New Jersey and the Capehart bill in West Virginia, it did pass the legislatures of these two great States, was signed by the governor in each instance and today both enactments are a part of the law of the land as well as monuments to the zeal and industry of two of Alma Mater's boys.

Oliver M. Randolph, '07, of Newark, N. J., not only ended a spectacular campaign by winning his election to the legislature of his State, but he signaled his victory by promptly introducing an anti-lynching bill which, in spite of all the predictions of a jeering, sneering opposition, became a law of the commonwealth.

In an article occupying two columns of the Charleston (W. Va.) Daily Mail, for March 22, 1923, three-fourths of the space is given over to reporting a "hot debate" between Delegate Harry J. Caphart, 1913, of McDowell County, and Delegate J. S. Zimmerman, of Hampshire County, the Democratic floor leader, in the legislature of the State of West Virginia. The subject of the debate was the Zimmerman Bill to repeal the penalty clauses of the anti-lynching law, which, through the efforts of Mr. Caphart, was enacted by the legislature of 1921.

Besides giving a detailed account of the remarks of the two principal debaters, the
Daily Mail publishes Mr. Capehart's photograph, beneath which it places the following words: "Mr. Capehart is the only colored member of the West Virginia legislature. He is a native of Charleston, having been born here in May, 1881. He studied law at Howard University and began practice in Welch, McDowell County. He is known as a finished orator and is held in high esteem by the other members of the legislature."

Where Howard Stands.

The following excerpt quoted from a letter of recent date to a gentleman residing in Oklahoma should do much to lay the ghost of misinformation, which, oddly enough, is still encountered here and there in the reports circulated about the standing of the School of Law:

"There remains to be mentioned briefly your information to the effect that Howard is Class A. Let me say to you, once for all, please, that while the Howard University School of Law is as much 'Class A' as any other law school on earth, the real truth is that here is not, at this time anywhere, certainly not in this country, any such thing as a 'Class A Law School,' for the very simple reason that no authority having the brains and power to consummate a classification of American law schools has ever done it. In 1921, however, the Association of American Law Schools voted unanimously to endorse the proposal of the American Bar Association adopted at its Cincinnati meeting to undertake, by a committee drawn from its own ranks, a classification of American law schools. I understand that the committee that is to do the work has been appointed, but whether they have actually entered upon the task of classifying, I do not know. I rather think they have not. Theirs is a tremendous job and much preliminary work will have to be done before the work of actual classification begins. That committee, however, can be expected to do its work well when it once gets under way, but whether it will group the law schools by letter, as A, B and C, or by number, or otherwise, remains to be seen."

In conclusion let me assure you that the Howard University School of Law will welcome the visit of the committee on classification whether it be set for next week or next year. We are ready. We are conducting a standard law school within the meaning of the American Law School Association's definition of that term and we fearlessly invite investigation. In fact, we enforce here the rules of the American Association of Law Schools quite as fully as if we had membership in that body, and it is an actual fact that on October 1, 1924, the admission requirements at this School will be higher than those which the American Association of Law Schools will demand of its members on that date. It is likely, however, that we also will have applied for membership in the Association by that time.

James C. Waters,
Secretary.
THE RELATION OF THE CLASSICS TO THE STUDY OF LAW.

By Hon. Thomas Patterson

General Counsel for the Pennsylvania Railroad and Member of the State Board of Law Examiners of Pennsylvania.

There is probably no profession in which the study of the classics is so important as in the case of the study of law. When I use the term “study of law,” I do not limit that to the period which precedes admission to the Bar, but refer to a lawyer’s life work, in which he always seeks to extend and improve his information.

The English common law is made up of the rulings of generations of Judges upon the customs of the English people and their mutual rights and relations. These men were all well versed in the classics, particularly in Latin, and, as this language seemed to give an accuracy of expression which the English did not have, they frequently quoted from it. In this way certain thoughts that impressed themselves strongly upon the judicial mind became known as maxims and they are all in Latin. The text writers also were thoroughly proficient in Latin and often used these terms for purposes of definition rather than the English. As a result, the body of the law is so interwoven with classical expressions and quotations that it would be difficult for one to have any real knowledge or comprehension of it without a knowledge of the Latin language.

There is still another reason and perhaps a stronger one. The law is preeminently a science based upon reason. All arguments and all decisions proceed upon the lines of logic. All statutes are supposed to be reasoned out in the same manner, so much so that, as one law writer has expressed it, “That which is not reason is not law.”

Now, there is no study so calculated to develop the faculties of the mind, and especially the power of reasoning, as the study of the classics, in which every faculty of the mind is exercised. A mere memory of the meaning of the words is not sufficient. The interpretation and construction of sentences necessarily involves reasoning of a very high character.

From this doubtless it has happened that almost all the public men in England, the Chancellors, the Judges and the Cabinet members, have been thoroughly familiar with the classics.

It was so in this country in the generations past, but the modern education, which seems to have for its purpose the elimination of the classics as a common study, has left us sadly deficient in this respect.

For this reason strong and repeated efforts have been made to abolish Latin as one of the requirements of an examination preliminary to the study of the law; so far unsuccessfully.

My own advice to any young man considering the study of the law would be not to attempt the study unless he has the industry, perseverance and mental ability to master the elements of the Latin language.—Latin Department News Letter, University of Pittsburgh, April, 1923.
Cap and Gown Day.

After the return of the Seniors to childhood on Frivolity Day, April 9, 1923, what an awe-inspiring contrast was presented when the so recently frivolous ones, clad in cap and gown, marched up the aisles to the sad, sweet tones of the "March of the Graduates."

In the absence of the President, Dean Parks, Dean of Men, presided. The address of the morning was delivered by Dean Dudley W. Woodard, Dean of the School of Liberal Arts. Dean Woodard greeted the Seniors as the first children of the newer Howard which had its inception at the time of their matriculation in the Fall of 1919. After the singing of the "Alma Mater" the seniors marched out while the audience, impressed with the dignity and solemnity of the occasion, could only whisper, "Hi iuvenes alumi sunt." (These young people are alumni today.)

The following inspiring address, pointing out the relation of the Class of 1923 to the development of the College under the recent reorganization of Howard University, was delivered to the Seniors on Cap and Gown Day, April 10, 1923, by Dean D. W. Woodard of the School of Liberal Arts:

"It has appeared to me to be worth while to attempt to explain something of the significance of the eventful four years constituting the academic life of the class which now sits before me. It is of importance that you, the members of the class of 1923, should have properly and helpfully oriented among your mental possessions the experiences of this very fruitful period. In a way, I cannot hope fully to succeed. I perhaps may reveal something of what you have meant to the University, but just what the University has meant to you will become apparent only as the events of future years tell their own story. The success of your lives will be a measure of the success of these four years.

The normal member of this class entered Howard University at what might be termed a critical moment of its existence, in truth, a critical moment in the history of the human race. The world, recovering from its mightiest conflict, was reeling in its attempt to resume the pursuits of the normal peaceful life. The period was one of restandardization and readjustment. It was a period of restlessness. Assuredly this restlessness can explain in some part certain of our experiences in the last four years. And the end is not yet. At this time institutions of learning were flooded with an unprecedented influx of students and, in many important instances, found themselves helpless under the circumstances. Educators, facing a critical situation, began to debate a question which at first blush would seem alien to the principles of a thorough-going democracy. I refer to the question of the restriction of the privileges of higher education to an, in the higher sense, educable fraction of our population. Tests, so elaborately used in the war and designed to classify the abilities of the entering students, were devised. The debate is still in progress.

At this time of educational disorder and readjustment and at the moment of formation of this class which we honor today, certain changes were put into operation at Howard University. In the main these were, first, the abolition of all departments of secondary rank; second, the modernization of the office of the Registrar; third, a thorough-going reorganization of the administrative machinery from an academic point of view, that is, the establishment of the Junior College and the Senior Schools; fourth, the introduction of the Quarter System, which will reach its full logical development in the coming Summer Session. The class of 1923 is the
first full-fledged product of the reorganized Howard. This fact has determined the trend of my remarks on this occasion. This class has borne the full brunt of the consequences incident to such profound changes. You, who sit before me, have been the object, and, I might truthfully say, on many occasions, the somewhat reluctant victims, of the inevitable experimentation consequent upon these revolutionary changes.

We are told that education is a science, at least, that it is entering upon the scientific phase. Now, a distinguishing feature of scientific procedure is the high degree of control maintained over methods and materials used in experimentation. However, in education, the chief experimental material, the variable human being, is difficult of control in the scientific sense. You must look upon the last four years at Howard as being a period of rather intensive educational experimentation. I am of the opinion that this statement will apply in general to institutional life throughout the country and, indeed, throughout the world. At times you have been somewhat restive under frequent changes in regulations, but if you will regard the developments of this quadrennium in the light of the circumstances at which I have merely hinted you will realize that in a very real and important sense you have been collaborators with the Faculty in the building of this newer Howard. You have had the privilege, and that, too, to the extent not enjoyed by many classes, of making a distinct and significant contribution to the development of your Alma Mater. For this you are the object of profound gratitude on the part of the University.

Howard has long enjoyed a characteristic uniqueness. The Thomas Jesse Jones report of the first and only comprehensive survey of modern Negro education indicated its position of leadership. The Medical School has for some time been recognized as the single first-class institution belonging to our group. In your own day the distinction has come to the University of being the first institution of its kind whose non-professional department has been approved by a recognized standardizing agency. But the uniqueness of this latter distinction is now a matter of history. In the next few years a similar recognition will be the common property of a considerable number of our institutions. It is only a question of a short time before the Medical School shall lose its unique position. It is probable that for some time the Law School may enjoy an undisputed leadership. No similar institutions maintained for our group are on a parity with our schools of Commerce and Finance and of Applied Science. This is true, certainly as to organization, of the School of Education.

But the University loses one distinction only to embrace another. On the occasion of the celebration of the recognition of the University by the Association of Preparatory Schools and Colleges of the Middle States and Maryland, I made the statement that a University was not only a center for the dissemination of knowledge, but must of necessity be a focal point for the discovery of new knowledge. In the modern connotation of the word University, research is a necessary and distinguishing phase of the activity of the institution. No institution has awaited the perfection of its secondary work before undertaking work of collegiate grade. Nor did Howard. No institution has awaited the perfection of its undergraduate work before establishing graduate instruction. Nor has Howard. In fact, in no institutions do we find greater dissatisfaction with undergraduate work than in those that have reached the highest development in their graduate departments. In recognition of these facts your Alma Mater has become the pioneer in its class in its attempt to develop graduate work. That four distinct investigations of a serious character are being prosecuted by graduate students at this University is a historical fact of no mean significance for the higher education of the Negro race. From Connecticut in the North, North Carolina and Texas in the South, California in the West, from Japan across the ocean, has come the demand for this work.

I have mentioned this phase of our development, first, because it is only in this
connection that your institution can rightfully retain its formal designation as a university, and secondly, because I am fully confident that the next great advance at Howard will be along these lines.

In this brief and totally inadequate survey of developments at the University during the life of the class in whose honor we have gathered today, I have time to mention only a few of many other accomplishments: material improvements in grounds and buildings, the establishment of the positions of Dean of Men and Dean of Women; very considerable extensions in the courses of instruction, the inauguration of the evening classes, the development of certain phases of extra-curricular activities—in particular the work in dramatics, in which we recognize the possibility of a notable contribution on the part of the University.

But a period of four years is a short time in the history of Howard University. In reality I have been talking of the culmination of the labors of many men and women who throughout the years have given of their lives to this work. This large class of 1923 is but one in the procession of many and much smaller classes who have passed over this same road and have made possible the Howard in which we take a justifiable pride today and for whose glorious future I am quite certain we are willing at this time to pledge a "full measure of devotion."

Howard University and Our Band.

It is a most interesting thing to look over, in retrospective mood, the many factors which have operated in a vital manner to form "the Greater Howard University" of the present. Most of these same influences have taken their incipiency from the ending of the Great Conflict which enveloped not only the Old World, but this New World of ours, socially, economically, and educationally.

America, with its recognized standards of efficiency, has somewhat enlarged and liberalized its views especially with reference to educational programs. Due to the horrors of war, vocational efficiency has been instituted as the minor watchword in the curricula of most of the great American universities.

The age when one could advance by aid of the intricate sciences, and profound literary research alone, is, at least, evanescent and the student has been given an opportunity to improve his academic rating by his interest in the arts, such as music, histrionics, and the like.

Even the study of war, the art of handling troops, in battle has been officially rated as a science and is now being studied in all its aspects.

Howard University has intensively liberalized its views since the war and as a result a goodly number of opportunities are offered for practical and cultural self-improvement.

For instance, it is no longer necessary for one to take physical training in the prescribed manner of former years, viz., laborious calisthenics or other monotonous forms of drill, but the student may qualify for academic recognition by his interest in tennis, baseball, boxing, etc.

This has given to the members of the undergraduate body a purpose and interest otherwise unattainable, along the lines of minor scholastic endeavor.

Hand in hand with the marvelous accomplishments of the "Howard Players," in their efforts to establish a race theatre along with the performances of the choral group of the University in their endeavors to found a National Negro Operatic Center, along with and as a leaven to the whole mass of internal activities at Howard, has advanced the University Band under the direction of a most accomplished and enthusiastic leader.

For the enthusiasm of Mr. Dorcy T. Rhodes has welded a heterogeneous medley into a smoothly running musical machine highly symphonic in character. His rare accomplishments as a musician have enabled him not only to coördinate the finished
product, of which the University is justly proud; but also to instruct in elementary fashion most of the individuals composing the whole and to train them to a useful maturity in the field of music.

Mainly by the same ideals and tireless energy by which he was able to train and to equip a complete military band of one of the most famous Negro fighting units of the war at almost his own expense, our music master has accomplished this herculean task of organization upon the Hilltop.

Coming to Howard less than three years ago, Mr. Rhodes found neither equipment, music of this kind or interest. Coming to the University along with the establishing of the Reserve Officers' Training Corps there, one who was there cannot help but feel that our bandmaster encountered not only apathy but even a certain kind of stolid opposition in his efforts to point out the advantages which should accrue to Howard with the building up of a symphonic group.

At no time in the history of any university has a band composed exclusively of students, held together largely by their love of music and ardent appreciation of their genius—leader, approached in artistry and perfection of performance the renderings of this musical group. Its progress has been little short of phenomenal.

The programs which have been rendered have been of genuine classical quality, wonderfully enriched by finished technique and superlatively sympathetic native interpretation. As the attendance has shown, these symphonic band concerts have become true events in the musical life of the campus.

Among the genuine masterpieces rendered have been such scores as "The Barber of Seville" (Rossini), "William Tell," "Atlantis" (Safranek), "Wedding of the Winds" (Hall), "My Old Kentucky Home" (Fantasia) (Dolby), "Stabat Mater" (Rossini), "Lucia Di Lammermoor" (Donizetti).

Of the soloists who have contributed individually to the success of Mr. Rhodes' organization, special mention should be made, at this point of the notable work of Mr. Clinton A. Walker, who has mastered compositions for the bass which are very difficult of execution, Mr. John F. Wood, in "Slidus Trombonus," Mr. Dumas Dean, "Trumpet Solo," "Scenes That Are Brightest," by Henton. Mr. Joseph Thomas is to be mentioned for his masterly rendering of Rossini's "Stabat Mater."

Another very outstanding feature of the musical activity upon the Hilltop has been the forming of the Student Symphony Orchestra, consisting of brass, wood, wind and stringed instruments. This has been directed by Mr. Rhodes, assisted by Mr. Wesley I. Howard of the faculty of the Conservatory of Music. This organization is open to all students of musical ability and has in its membership registered scholars of the College Department of the School of Music and of the R. O. T. C. band.

Plans are now being laid to present weekly musical programs in the chapel, and the policy of continued cooperation with all branches of the University receiving musical assistance will be zealously continued.

Mr. Dorcy T. Rhodes is one of the few colored graduates of one of the largest and most widely known schools of music in this country. His knowledge of all makes of instruments, their care and use, is only equalled by his most complete and thorough knowledge of the art itself. Official Howard has come to recognize more and more his works and its far-reaching influence in the campus life and its effect upon the University morale.

W. Jennings Newsom, '23,
Associate Editor.
The Melting Pot—Things in General.

At the annual meeting of the Colored Intercollegiate Athletic Association at Raleigh, N. C., on March 10, a clause was inserted into the constitution which limits the intercollegiate activities of student athletes to four years of varsity competition. The rule seeks to eliminate “tramp athletes” and to balance the playing strength of the seven members of the Association, which includes Hampton Institute, Va., Normal and Industrial Institute, Va., Theological Seminary and College, West Virginia Collegiate Institute, Lincoln, Shaw and Howard Universities. Howard opposed this rule on the ground that the term, intercollegiate, as applied to several members of the Association is a misnomer since a majority of the athletes who represent the school in question are registered in the preparatory departments and as such cannot be rightfully termed “varsity players.” The discussion raised a very interesting question, to wit: “When is a college not a college?”

MISCELLANEOUS evolutions, from whoop-skirts to knee-dresses; from flowing-locks to curly bobbed-hair; from Puritanic modesty to modern “flapperism” indicate the emancipating effect of physical culture upon womanhood. The tomboys of yesterday, who climbed trees and played marbles with their fellows, were branded with scarlet letters by a hypocritical populace. It was so unbecoming. Holy Moses, what a sacrilege! Yet, Tessie and Sallie were veritable pioneers in the realm of liberal thinking—as potent and efficacious as Galileo or Roger Williams. Basket-ball, tennis, soccer, and field hockey have supplanted the cosmetic exercises and dumbbell drills among the ladies. The Female Olympic Games in Paris during August of last year included events almost as complete and elaborate as the Revived Olympic Program. Girls compete between themselves in public exhibitions at Madison Square Garden without losing one iota of their modesty. Aileen Riggens, a fifteen-year-old girl, is the best plain high diver in the world today. She has a close rival in Helen Wigglesworth. The Smith Twins and Helen Bleibtrey have records which compare favorably with the best male swimmers. Colleges like Vassar, Wellesley, Bryn Mawr, and Smith have athletic teams the same as institutions for men. In fact, some form of exercise is compulsory at these schools. Howard University is contributing its full share towards removing the mental cobwebs from the masculine eyes. Compulsory physical training at Howard applies equally to male and female. All of our old fogyism is being shipped to China.

When you read this article, the twenty-ninth Annual Relay Carnival of the University of Pennsylvania, at Franklin Field, April 27, 28, will have become a matter of history and the record of the most formidable team which Howard has sent to these games will be known. Howard has named a relay team in the mile championship against West Virginia, Brown, Colgate, Bucknell, Wilberforce, Bates, and the University of Montreal. She also has two entries in the open field events. The result of the competition for places on the team has been so keen that to predict the winners at the present writing would be pure guess-work. The scribe has a hunch, however, that the team, whatever the personnel, will prove the greatest all-around combination ever brought together by a Negro organization and will acquit themselves most creditably.

The University of Pennsylvania Carnival has grown by leaps and bounds until this year one hundred and thirty-two schools and colleges are represented in the competition. These games have a peculiar significance for Howard in that they give
Our boys a chance to compete on a parity with representatives of the leading white colleges, from which competition, a basis of comparing our virtues and weaknesses can be reckoned. Athletics is the universal language. By it and through it we hope to foster a better and a more fraternal feeling between the races in America to destroy prejudices; to learn and be taught; to facilitate a universal brotherhood.

The result of the invasion of the South by our baseball team leaves us with more hope than faith for a successful year in baseball. The year is young, however, and all the boys have complete confidence in the ability of Major Allen, the coach, to turn out a winning combination. Most of the regulars of last year's squad, with the exception of Payne and Keene, are in uniform as well as all the members of the championship Freshman team of 1922. The team which made the southern trip during the Easter holidays included Clark, Taylor, Downing, J. Long, pitchers; Young, Higgins, catchers; Johnson, Langrum, Bryant, E. Long, infielders; Donoghys, Walker, Reid, Robinson, outfielders. The results of the contests were as follows:

- April 2—at Lawrenceville—Howard, 12; St. Paul, 9.
- April 3—at Lawrenceville—Howard, 2; St. Paul, 5.
- April 5—at Richmond—Howard, 4; Union, 4.
- April 7—at Petersburg—Howard, 5; Va. N. & I. I., 14.

T. J. A.

Howard in the Spring—Campus Scenes.

To see Howard in its true cosmopolitan sense is to see it in the spring. There are activities going on upon the campus of Howard University that are seldom seen on the campus of any other college in America belonging to our group. Located, as we are, upon a high hill looking down upon the city at our feet and overlooking McMillan Park and the beautiful Reservoir Lake, we have surroundings at Howard which are of highly cultural value. The soft, balmy breezes that come to us over the rippling waters of the lake, with the mild scented fragrance given up by the flowers and freshly-cut lawns make the place extremely pleasant. The long-walk from the Main Building to Clark Hall becomes a perfect bower, the trees on either side of the walk overlapping to form it.

The campus is a turmoil of activities throughout the spring. Here are a group of students under a shady oak reading the Romantic Poets. A little farther away is another group delving into the mysteries of science and mathematics. The shady nooks take the place of our reading rooms in Carnegie Library. Occasionally, a senior, attired in academic cap and gown, is seen to pass in and out of the various buildings, including the chapel, giving the campus something of a monastic dignity which tends to off-set the hilarity of youth as exemplified upon other parts of the school grounds.

On the northeast end of the campus there are very spirited games of tennis in progress. There are six courts in use at all conventional hours. A tennis tournament is in progress. The mixed doubles are up. Very stalwart and robust gentlemen with women of an athletic build whose bodies are beautifully turned show their prowess for the coveted honors.

There are games of golf in an abbreviated form. Fellows in their sport suits with "knickers" and variegated stockings stroll leisurely across the campus, playing at this very aristocratic game. There are men in "sprinting suits" "working out" for
the great Relay Track Meets. Some move with the fleetness and grace of a "wild stag." Others move heavily and awkwardly along. There are others taking the high and low hurdles as gracefully as the Grecian youths at the Olympics. Their muscular bodies and the enormous physical force exhibited by them speak well for their manly qualities. We see the "hammer," "discus," "javelin" speeding through the air, falling at great distances which demonstrate the tremendous physical power behind them. The pole-vaulting and sunning broad jumps are done with much ease and skill. In early morning hours the girls' hockey teams are in progress.

The greatest enthusiasm of all seems to be near the young men's dormitory. Here we see going on the national sports of two nations, that great American sport, "Baseball," and one from merry old England, "Cricket." We have been able to assimilate our foreign-born students into all of our activities in the University except in our national sport. They hold to theirs with "bulldog" tenacity. The enthusiasm demonstrated by these English gentlemen and ladies approach that of our baseball. On the cricket side we have represented all of the great nations of Europe through students from their island possessions, the British, French, Spanish, and South Americans predominating. The students from Africa and Czecho-Slavakia cast their lots with the Americans. There are enthusiastic "fans" on the baseball side, which is attended by those from the "states" chiefly. At this game is heard the accents of all of the four sections of the country: the slow drawl of the New Englander, the boisterous flat tones of the Southerner, the hale and hearty laughter of the West harmonizing pleasingly with the accelerated speech of the Northerner.

There is a lull in the activities. Every one prepares for dinner. After dinner the campus is again exuberant with life; usually the R. O. T. C. Band gives a concert. The concert is over. Study hour begins. Good-night.

E. J.

The Class of '25 found itself assembled in its first meeting of the Spring Quarter, Thursday evening, March 22, 1923, in Library Hall. The almost super-abundance of enthusiasm was accounted for by the fact that the Sophomores had met to elect officers for the Spring Quarter. At the end of a spirited meeting, Miss Isabelle Washington stood as President. This is the first time in the history of '25 that such an honor has been conferred upon a woman. It is just another evidence of the equality of women which is making itself felt at Howard.

Mr. J. O. Thomas, as Vice President, will help Miss Washington wield the scepter of government. The position of Secretary, that all important but thankless office, is held by Miss S. Elizabeth Brown with Miss Vietta Williard as her able assistant. The funds of the class have been entrusted to Mr. Lloyd Burrell, who also serves as yell leader. All possessions of value have been given into the safekeeping of Miss E. Ophelia Settle, the custodian. The Sophomores, believing the truth of the old adage, "all work and no play makes Jack a dull boy," have chosen Miss Anita Turpeau and Mr. Fleming Norcott to supply the fun at the meetings in the form of a journal. A position as necessary in the lives of the Sophomores as that of President, namely, the office of Chaplain, is held by Mr. Peter Helm, the class Theologian.

With each new administration, the Sophomores stamp the name of their class a little more indelibly on the annals of the Alma Mater. Under the present regime, the Class of '25 looks forward to achievements even greater than those of her past experience.

The Class of '25 regrets the death of one of its members, Adolph D. Edmonds, who departed this life, April 10, 1923, at Freedman's Hospital, a victim of a brief illness. Mr. Edmonds entered Howard in the fall of 1921 and remained an enthusias-
tic worker in his class. His sudden passing has left a vacant space which no other can fill, not only in the ranks of the Class of '25, but also in the heart of Old Howard.

H. A. D.

Howard Players Appear at Douglass and Give Intelligent Interpretation of “The Pagoda Slave” and “The Death Dance” Before a Large Audience—Writer Shows Promise—Student-Authoress Reveals Potential Talent as Writer of Serious Drama.

The Howard University Players, directed by Prof. T. Montgomery Gregory, came to Baltimore last Saturday evening and presented two one-act plays, “The Pagoda Slave” and “The Death Dance,” before a large and appreciative audience. The performance was under the auspices of the Alpha Kappa Alpha Sorority.

In approaching the presentation of the Howard Players from a purely professional standpoint of criticism, there are several elements that enter into the estimate which, when taken into account, must of necessity offset the pointing out of the more technical flaws.

The first consideration is the fact that the Howard Players are not only amateurs but students, and must divide their time, or rather their talent, so to speak, between study and histrionism.

And then there is the fact that the purpose of the taking up of dramatic art at the school is an effort to establish a Negro drama, national in scope and fostering a Negro theatre and Negro playwrights. This last fact alone is sufficient to set the seal of unmodified approval upon the work of the players.

But the foregoing is not meant to imply that the work of the players Saturday evening calls for an apology. On the other hand, it was not only commendable, as in the case of “The Pagoda Slave,” but rose to a climax that was well-nigh inspired in “The Death Dance.”

The latter was written by Miss Thelma Duncan, a student at the University, and who incidentally plays a violin in the Howard orchestra. The scene of the play is laid in a village of the Vai tribe in the republic of Liberia, and the story tells of the attempt of a medicine man to poison the lover of Azumana, a beautiful dancing girl, and take her for himself.

Players Win Approval.

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Medicine Test Saves Lover.

The young lover has been accused of stealing, and the curtain rises on the accused standing in the midst of the natives who are clamoring for his death. Proclaiming that he can make medicine to determine the guilt or innocence of the prisoner, the medicine man mixes poison. The prisoner is saved, however, by Alihu, the medicine man’s assistant, who changes the ingredients.

Miss Duncan shows a keen sense of dramatic values, and a felicitous gift of writing dialogue that germinates in the theme and moves swift and sure to the climax. We prophesy a future for her in her chosen field.

Fine Training Showed.

The group of players that presented this play showed fine training, and time and again aroused enthusiasm by their life-like characterizations of the antics of uncivilized Africans. A special word must be said for Joseph Nicholson, who enacted the role of the medicine man; Kathleen Hillyer as the dancing girl! Bernard Walton, as the medicine man’s assistant, and Theodore Spaulding as the First Native.
The local color was effected by special lighting arrangements and settings that drew a round of applause.

First Play Indian.

"The Pagoda Slave," which was the first to be presented, is the work of Charles Keeler, with the scene laid in India. A different group of players presented this play and the action was rather slow, and it seemed that the players were none too familiar with either their lines or the "business."

The story tells of the mistaking of a princess, who has run away from home, for a slave girl and her marriage to a wealthy young man. The custom is that when a man marries a slave girl, he also becomes a slave.

Horace Scott Stars.

The charge that the incognito princess is a slave girl is disposed of by a blind priest, and when the young husband hears the accusation he goes into the temple and commits suicide before the altar of Buddha. It is here that the young wife discovers him when she has proved that she is of the royal blood by showing that she does not bear the brand of a slave girl on her body.—The Afro-American, Baltimore, April 14, 1923.

On Saturday, April 14th, "The Pagoda Slave" was given its initial performance in Washington in the University Chapel at 8 o'clock. Accompanying this drama was an example of the Yiddish Theatre in the form of a play by Samuel Pinski entitled "Forgotten Souls." The Yiddish Theatre is playing an important part in the dramatic development, both in America and in the Old World. This was the first opportunity for the patrons of the Players to witness the work of the best known of the Yiddish playwrights.
COUNTERWEIGHTS.

Life Is Real.

He was one of those men who never work. He was always fat and healthy, eating three meals a day.

At last the “Work or Fight” slogan came along, and one of his enlisted friends, home for a few days’ leave, happened to meet him. At a glance he noticed his haggard face and loss of weight, so the following conversation took place between them:

“Hello, Bill! You’re looking puny. What’s the matter; been sick?”
“No, it’s work, work, nothing but work from morning till night.”
“How long you been at it?”
“Start tomorrow.”

Clear as Daylight.

Two men met and exchanged notes.
“I certainly doubled my money easy yesterday,” said the first man to the second one.
“How so?” came the query.
“I had a five-dollar bill, and I doubled it when I folded it to put it in my pocket, and when I took it out it showed in creases,” replies the first.

Faster Than the Fastest.

Orchestra Drummer—“I’m the fastest man in the world.”
Violinist—“How’s that?”
Orchestra Drummer—“Time flies, doesn’t it?”
Violinist—“So they say.”
Orchestra Drummer—“Well, I beat time.”

Teacher—“If I cut a steak in two and then cut the halves in two, what should I have?”
Johnnie—“Eighths.”
Teacher—“Cut those in quarters?”
Johnnie—“Sixteenths.”
Teacher—“Twice again, what then?”
Johnnie—“Hamburger.”

Why He Flewsseau.

A lady who purchased her trousseau
Now thinks she was foolish to do so;
For the man she would wed
That is why the poor maiden bade—
Has bolted instead!
Hoosseau.
Teacher—“Gravitation is the power that pulls all things down. All that goes up must come down.”
Tommy—“There are exceptions, teacher.”
Teacher—“What is it, Tommy?”
Tommy—“Rent, Pa’s rent went up and didn’t come down.”

What Could Abner Do?

Gallant Rooter to Fair Damsel at Football Game—“That fellow playing as guard will be our best man next year.”
Fair Damsel—“Oh, Abner, this is so sudden!”

Noah and the Mules.

It was a hot day on the border. The regiment had been ordered to move, and for more than an hour a soldier had tried to get his mule into a box car. The chaplain came along and began to laugh at the soldier’s discomfiture. The poor soldier turned as he wiped his perspiring brow and said:
“Chaplain, how did Noah ever get two of these things into the Ark?”

It Can’t Be Done.

Dorothy liked to play hookey, but had difficulty in doing so, because every time she was absent from school, the teacher sent a note to her mother. One day she decided to see if she could not do away with this. So she got teacher on the telephone, and, disguising her voice as best she could, said: “Dorothy will not be at school today. She is not well.”
“Oh, that’s all right,” said teacher. “Who is this speaking?”
Poor Dorothy, surprised by the unexpected question, said: “This is my mother.”

When Shakespeare intimated that there’s nothing in a name, he knew nothing of Poland’s president, M. Mieczyslaw Wojciechowski.

Free and Easy.

“Why have ‘Scotsmen’ a sense of humor?”
“Because it’s a gift.”
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5. Number of years at Howard ........................................

6. Department Entered ................................................

7. Other Departments Entered ......................................

8. Degrees Conferred, if any ........................................

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