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Emerson tells how the mass of men worry themselves into nameless graves, while now and then a great, unselfish soul forgets himself into immortality. One of the most inspiring influences in the life of a modern corporation is the selfless work of the scientists in the laboratories, which it provides for their research.

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THE OPENING OF THE UNIVERSITY YEAR.

The autumn quarter of the scholastic year, 1924-25, at Howard University began for classes on Monday, September 29. An uninterrupted downpour of rain which lasted for two days caused postponement of the formal opening until Wednesday, October 1st, when a vast improvement in weather conditions ushered in a day of clear, crisp air and sparkling sunshine. It was really a golden day when at high noon the Administrative Officers and Academic Faculties of the University, headed by President Durkee, and attired in full academic dress—caps and gowns and varicolored hoods, indicating their degrees and institutions—marched in impressive procession from the Carnegie Library, the point of formation, along a portion of the ellipse, then down the historic long walk, to the Ran-kin Memorial Chapel.

Every available inch of space in the chapel was occupied by the eager and enthusiastic crowd of students, many of whom, awaiting the arrival of the procession, were massed against the walls of the structure. The President and Faculty, at the conclusion of their entrance, were greeted by lusty cheers of approval by the more than a thousand undergraduates who had assembled to witness the opening ceremonies. After the usual devotional exercises, President Durkee delivered the opening address, which is published elsewhere in this issue of THE RECORD, and with the recessional march of the Faculty from the chapel, the University year, 1924-25, had formally begun.

G. M. L.

THE SECOND SUMMER SESSION.

The Summer Session of Howard University, inaugurated for the summer of 1923, was continued during the summer of 1924, in the Junior College, and in the Schools of Liberal Arts, of Education, of Music, of Commerce and Finance, and of Applied Science. The session began on June 23 and ended August 15. The number of students registered in the several departments of study was about the same as that of the preceding year. Though the registration was by no means as heavy as the unusual
advantages warranted, yet the nearly two hundred students who availed themselves of the splendid opportunity for self-improvement and for obtaining additional academic credits leading to graduation clearly indicated by faithful devotion to the scheduled work and by their fine spirit of cooperation in promoting extracurriculum activities that they were abundantly satisfied with the results obtained from the educational and the social viewpoint.

The session was attended by students registered during the preceding quarters of the year and by many teachers from the several States and from the District of Columbia. The work in the classrooms was characterized by unusual thoroughness and, according to the testimony of the instructors, was clearly entitled to a full quarter's credit.

The recreational and social features which are always regarded as a vital concomitant of a successful summer school were by no means disregarded, but, on the contrary, were at no small financial cost to the administration systematically arranged by the same provision on the part of the Director and the Faculty. A picnic at the Zoological Park, a pilgrimage to Cedar Hill Park, the home of Frederick Douglass, a spirited tennis tournament on the campus, in which students and members of the Faculty were eager and enthusiastic contestants for beautiful loving cups, and, finally, an informal reception to members of the summer session and their friends in the spacious new Dining Hall, served as wholesome diversion from the exacting duty of the classroom, as well as a means of promoting good-fellowship among the students and faculty.

In promoting a definite plan for the summer session, Howard University is in line with many progressive American institutions of higher learning in the attempt to make their plants and teaching staffs accessible to those who crave opportunity for higher education at all times, both night and day, winter and summer, within short distances and at long range. This modern tendency among universities, formally styled university extension, to extend educational facilities to those who could secure them in no other way, expresses itself in evening classes, correspondence schools, visiting teachers and even in radio. Howard, through its evening classes and summer sessions, is certainly placing her equipment for higher education within reach of all who are qualified to take advantage of it.

G. M. L.

EUROPEAN SCIENTISTS HONOR DR. JUST.

The reputation of Dr. Ernest E. Just, head of the Department of Zoology in Howard University, as a master in his field is rapidly becoming not only nation-wide but international as well.

There appeared in the June number of The Record an editorial setting forth the signal honor which had been conferred upon Doctor Just and upon Howard University in the form of an invitation extended to him to
contribute an important chapter in a standard scientific work, entitled "General Cytology," to be edited by a group of American specialists in biological science and to be published by the University of Chicago Press.

In August of the present year, Professor Just was asked by Professor Paul Buchner, of the Zoological Institute, Griefswald, Prussia, to contribute a comprehensive treatment upon the Physiology of Fertilization as a volume of an informal series of treatises upon the cell theory. The other aspects of this scientific work which, according to Professor Buchner's plan is to be exhaustive, are to be treated by a number of capable German specialists whose names and subjects have been forwarded to Professor Just by the editor of the series.

The fact that this projected work on the cell theory is intended to include the latest conclusions established as a result of skillful research on the part of the eight or ten men who are regarded as masters in this special branch of biology, and that Dr. Just, through this invitation to collaborate with these outstanding European scientists, is internationally recognized, is full proof of the recognition of the work of Dr. Just and of Howard University.

Through the courtesy of Dr. Just, we are publishing the letters which up to this time have been received in the course of correspondence with Professor Buchner. These letters were written in German and have been translated from the original for THE RECORD by Dr. E. P. Davis, of the Department of German. The letters follow:

Zoological Museum, Greifswald, July 28, 1924.

Dear Sir: I am planning to publish at the Borntraeger Press an informal series of treatises upon the cell theory. The different pamphlets or volumes will be for sale separately and are to appear in good form. I have already secured a number of capable specialists for a series of contributions and should be very glad to be able to number you, too, among the collaborators. I would suggest that you write a comprehensive treatment upon the physiology of fertilization, of course, in English. You are free to include illustrations. The publisher will bear the cost of their production. Fifteen copies will be furnished without charge.

The series is so planned that the individual parts will gradually complement themselves and become a handbook of the cell and fertilization theory. I look forward with pleasure to other suggestions regarding a subject.

For your information I am naming some subjects already assigned. (Here follow names of German authors and subjects in zoology).

I am now about to turn to some foreign investigators in order to make the viewpoints as many sided as possible. The extent of your work would stand entirely at your convenience. I should be very glad to receive a favorable answer from you, even if you could attack the task only after some delay.
I take this opportunity to thank you for your interesting articles and hope to be able soon to reciprocate. Very truly yours,

Prof. Paul Buchner,
Zoological Institute, Greifswald.
Address from August 1 to October 15, Zoological Station, Naples.

Temporarily, Zoological Station, Naples.

My dear Colleague: I am pleased that you are willing to undertake the treatise upon the physiology of fertilization for the projected series. The individual contributions are so planned that they are to form a thorough and exhaustive discussion of our knowledge of the subject, and therefore a kind of summary of what has been attained and a prospect for the future. The different parts will be purchasable as independent pamphlets or volumes in the book trade. Your theme will become, I think, a pretty comprehensive treatment. I am having a contract from the publisher sent to you for your signature, upon which I beg that you place the approximate time for the preparation of the manuscript and your estimate of its size. These two estimates are not absolutely binding on you, but only a guide to orient the press and me.

The press assumes the cost for the production of illustrations and their necessary material.

If I have another reprint of the desired work, I will send it to you after my return to Greifswald. I fear, however, that there are no more on hand. Very sincerely yours,

P. Buchner.

Until the 10th of October, Zoological Station, Naples; then, Zoological Institute, Greifswald.

G. M. L.

Howard University Represented at Famous European University.

In response to an invitation extended to Howard University to be represented at the Fifth International Congress of Philosophy, held at the University of Naples, Italy, in connection with the celebration of the seven hundredth anniversary of that ancient seat of learning and of European culture, May 5th to 9th of the present year, a letter of greeting was sent by Dr. J. Stanley Durkee, President of the University, and Dr. Alain Le Roy Locke, head of the Department of Philosophy in Howard University. This letter of greeting, which was published in full in the June issue of The Record, was read before the Congress at its opening session of May 5th by Signor Doctore de Ryan, of the University of Genoa.

A personal letter by Signor Doctore de Ryan to President Durkee and a report, addressed to the Trustees of the University, of what occurred at the session of the Congress when the greetings of Howard were presented, are published in connection with this statement:
Villino Vittoria, Salita iel Priaro, Recco.

Dear Sir: Your letter of the 11th ult, reached me twenty-two days later and immediately I set to work to find one who would carry on my practice for the few days I would be away.

I left Recco on the 2nd inst., got to Naples on the 3rd and as my bounden duty I am herewith enclosing a report of my stay, etc.

Thanking you in anticipation for the catalogue of the University, which I craved some months ago, and assuring you of my very greatest sympathy and willingness to serve you, I am, yours very truly,

(Signed) Ryan.

11-5-24

J. Stanley Durkee, Esq.,
President Howard University,
Washington, D. C., U. S. A.

P. S.—I beg leave to enclose a summary of my address read before the third session of the Congress on Wednesday last.

The report follows:

To the President and Trustees,
Howard University,
Washington, D. C.

Dear Sirs: I desire to thank you for the confidence you have so far placed in me by asking me to read your letter at the International Congress of Philosophy held at Naples, under the auspices of the University of that city.

I was and am, however, very sorry that you did not notify me of your intention somewhat earlier; or I would have been able to attend not only the opening ceremonies of the Congress but also those of the University.

I had decided to have a paper of mine read by a quondam student, but on getting your letter I decided to attend the Congress in person; I got to Naples on Saturday, the 3rd inst., and have taken part in everything that it was humanly possible so to do, ever bearing in mind that I was there in your behalf.

There were altogether three distinct festivals:—1st, the commemoration of the foundation of the University of Naples; 2nd, the commemoration of the death of St. Thomas Aquinas; 3rd, the International Congress of Philosophy.

From the moment I announced myself on Saturday night, from students and professors, from delegates of the Congress as well as from those who came to the university festival, from foreigners as well as from the Neapolitans themselves, the reception given me was royal. I had beyond all doubt the greatest reception of all the delegates, so much so that by the British delegates I was called "the man of the hour," while the Italians saw fit to name me "la persona più brava."

Now as I am by no means a person of exceptional merit, all these honors...
are due to you, and to the university whose affairs are your sacred trust.

I had written to Professor Durkee saying that he should have sent an address in Latin or Italian, but as I am not an Italian the language is by no means a good weapon to use, and knowing that the English language would have fallen on apparently deaf ears, I decided to turn your address into Latin. During the reading of this, at the opening session on Monday, the 5th inst., I was interrupted I know not how many times by prolonged cheers, and shouts of "long live the coloured University!" (Viva l'universita negra!).

After the reading of this letter I had the singular honour of being kissed by nearly all the delegates on the platform, as well as by a few from the body of the hall; but this was not all, as if to crown the occasion I was taken bodily from the hall of convocation by the students and carried in triumph to the streets of the city. This triumphal march, to the music of continual shouting, by students and professors alike, by people foreign to the soil as well as by those who are native thereto, are honours for you, and I feel it my bounden duty to bring the same to your notice, with the earnest hope that at all future international gatherings you will make it possible to send over one of your own from the United States, who will have the privilege of feeling the thrills of such honours and bring back viva voce information.

As a further honour I was offered the presidency of the sessions, but being by nature a somewhat reserved person, I felt that it would not be fitting for me to occupy such a position while such men as Professor del Vecchio and Professor Ferry, of the Royal University of Rome, were not in any of the presidential chairs. Among further honours showered on me were a free box at the theater on Saturday night, and the most prominent place in another theater on the Sunday night following.

Now for the honours given you (for I was but your delegate), I think the University of Howard ought like some of the older European universities, to do some honour to the University of Naples. Among the universities who have honoured the Neapolitan School are: Oxford, Cambridge, Paris, Bologne, Grenoble, Vienna; etc., and I think, dear sirs, that you would be but doing your share in following in the path of these older institutions.

Finally, I was besieged by civic and social personages for my autograph, by mayor and duchess, to all of whom I tried to tell the story of your school, the which, though unknown to you, has always held some interest for me; but the greatest ordeal of ordeals was the supplying of definite information to the pressmen of Germany, France, Poland, Italy, and India, relative to the coloured school.

In this I regret to say I was not up to date in as much as you had overlooked a letter of mine in which I sent to ask you for one of your journals and a copy of your catalogue. From what, however, I had learned during my visit to America, I told them that there were seven faculties: theology,
law, medicine, music, arts, science, and philosophy; that there were from
twenty to thirty graduates per annum from each faculty; and that the
faculties most frequented were theology, arts, medicine and law.

I have the honour to be, dear sirs, your humble and most obedient
servant,

14 May, 1924.

ABDULL-ALLAH, THE THIRD.

PRESIDENT DURKEE’S OPENING ADDRESS AT CHAPEL, OCT. 1,
1924.

It is a very great pleasure, members of the faculties and of the student
bodies, to express to you this morning, both personally and officially, a
hearty welcome to the work, the joy and the companionship of another col-
lege year. Swiftly these college years pass for us who have drunk more
deeply of the waters of life; more slowly for those of you who are eager
to come to the fountains. But for all of us, the opening of our University
year is fraught with vast significance. New fields of knowledge will be
disclosed to us, new visions of what is the real purpose of human living.
If our new knowledge leads to wisdom, it is ere long revealed to us that all
our knowing has but one aim, and that aim the knowing of self in human
and Divine relationships. Study to show thyself approved by all those
forces which work for human and Divine brotherhood and the making of
this living the real Kingdom of God.

Everything here is yours to use and enjoy. Immense toil and vast sacri-
fice places this University, with its wonderful facilities, at your disposal.
I have been scanning the years to gain an enlarged sense of that toil and
sacrifice. I would like to call the names and review the struggles of those
men and women who gave of their all in time, talent, sacrifice, consecra-
tion and vision, that there might stand here today such an institution of
learning, a peer with the great institutions of the world, and, in many re-
spects, outranking most in the significance of our tasks and achievements.

But there are laws which must govern you in the use of these sublime
privileges. Laws are necessary for life. Chaos would otherwise prevail
and rank confusion. Laws are necessary for society, whether in America
or Europe or Asia or the islands of the seas. Indeed, all our studying but
reveals laws—laws of nature, laws of the mind, laws of existence. Gaining
knowledge of those laws and obeying them constitute the development of
any civilization. Of course, the laws we make for our own government
and that of our society are imperfect. Only absolutely perfect beings
could make absolutely perfect laws. It is our duty as students to grow
into the most perfect beings of which we are capable, that we may assist in
bringing more perfect laws for our government. Laws which are wrong
or imperfect must be changed by those who see. One of the dangers of
this day is the struggle of those who do not see to overturn constituted law for a fanciful dream, or even to share in universal chaos.

Your attitude toward present law and order determines largely your happiness or your misery. Change laws, college laws, state and national laws, if you have real construction to offer, but, as someone has said, "do not take down the shutters until you have something to put in the windows."

I invite you, urge you, to be happy in your life here. Let laughter prevail and song and good-fellowship. Do not shut yourselves away to brood in loneliness or homesickness. Many of you are here as strangers. The city is strange. The new freedom of University life is strange. Old associates are far away. Your ambitions have led you here, but loneliness and half-understood fears take possession of you. I know of many young men and women who have failed in their first quarter's work and finally lost their college career because of loneliness, homesickness and fears.

Let me say to you, students, every person who has anything to do with the ongoing of the University is your friend. Use these potential friendships. Do not be homesick or lonely or afraid. Our Y. M. C. A. secretary is the friendliest of the friendly. He knows your problems. Seek his advice and counsel. Our Dean of Men and Dean of Women are your friends. If you deliberately do wrong, you will not consider them friends, but life will eventually teach you that in those moments they are your best friends. The deans, the faculty, the officers of the University, are all your friends. We are all here to assist you in reaching the goal of your ambitions.

Know the laws of your University-life. Study your Student Manual. Co-operate with us in bringing the greatest happiness to the greatest number. Where individually you might wish more freedom, always consider the needs of these thousands of students about you and learn to sink your individual wishes into the common good for all.

University life has its peculiar problems. You face conditions here which, though somewhat different from the life outside the University, yet bring a training which will prophecy your success or failure in the great world battle into which you ere long go.

You have your financial problems. Month by month your bills will become due. You must meet your bills in order that the University may meet its bills. While you pay less than ten cents on each dollar expended for the equipment and ongoing of the University, yet your amount often stands between us and bank protestations. Pay your bills promptly. It is a part of your education to master a careless habit of neglect.

Do not make your college course too expensive. Our modern tendency is to place too much stress upon fraternity and sorority functions, social, athletic and other expenses. Too much care and money is expended on dress. Wear plain, inexpensive, serviceable clothing. Never allow your clothing
to cause another of lesser financial income to shrink or seek to hide under false extravagance.

In all things let us be friendly, co-operative, eager to help one another. Ever remember to keep first things first. You are here to gain a place among the cultured, the refined, the trained leaders of the world. All else is secondary. See that you gain your place by the only road open, the road of hard work and cheerful service.

And this word "WORK" leads me to speak of yet another University problem. Your education is really teaching you to be masters of yourselves. You are your only drivers. Your time for study is yours. Your class standing depends upon your own effort. All the courses are laid out for the average student. None are too hard or too long for the hard worker of average ability. At the close of each three months, you are tested as to your knowledge gained. This is a great kindness to you. You are thus able to measure your own advance. Out in the world life beyond you, tests come just the same, but they are merciless, pitiless, final. If you fail in your profession, you fail. If you fail in your finance, you fail. All these know no pity. You are simply marked down as failures. Learn from your examinations in college the lessons which fate teaches those who have never had your opportunities.

Learn, too, that only honest, straightforward work counts. If you cheat or defraud, laws are there to punish you. If you defraud and fail, oh, how far the results carry. A little while ago we received a letter from a former student asking for scholastic and personal recommendations. These letters would mean fine advancement. But we could not give such letters. Here were records of that attempted college career, and they were records of fraud and failure. We could answer only by the record.

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

What you have written, you have written. What you write into the records of these college days of yours will be witness for or against you as long as you live. Oh, be careful what you write.

The friendships of your college days will become one of your greatest blessings in life. You have seen old college friends together. You have noted the hearty greetings and heard the laughter over experiences, the enthusiasm of old conflicts, athletic or forensic, and felt that half-strange love for dear old Alma Mater. Such experiences you desire for your future. You are now creating your future friendships and loves. Choose wisely and well. The best is freely offered you. Be not unwise to choose less than the best. Make good friends of your good classmates, college mates, and teachers, that they may bless all your future living.
In HIS admirable Upton Letters, which he wrote to a friend about to leave England, Arthur Christopher Benson uses these words:

“So it is to be Madeira at present? I had feared it might be Switzerland. I could not live in Switzerland. It does me good to go there, to be iced and baked and washed clean with pure air. But the terrible mountains, so cold and unchanged, with their immemorial patience, their frozen tranquility; the high hamlets, perched on their lonely shelves; the bleak pine-trees, with their indomitable strength—all these depress me. Of course, there is much homely beauty among the lower slopes; the thickets, the falling streams, the flowers. But the grim, bleak peaks look over everywhere; and there is seldom a feeling of the rich and comfortable peace such as one gets in England.”

Many years ago a cousin of mine placed in my hands a copy of Keble’s Christian Year, expressing the hope that I might enjoy the book. His prediction was fulfilled to the letter. Not only did I enjoy the poems, but for a period of years I found them to be a source of great help in the inner life, as I read them on the appointed day. This led to a study of the author as revealed in his published works and in much that has been written about him. In the limited time at my disposal it will be impossible to give more than an outline of the life and times of this gifted man. If, however, I succeed in acquainting you with a character free from worldliness, a mind endowed with rich mental gifts, and a life freely used in consecrated service in an obscure English village, I shall feel amply repaid.

John Keble was born on St. Mark’s Day, 1792, in Fairford, in the County of Gloucester. He was educated by his father, who was the incumbent of the church at Fairford, and by him was prepared for college.

In 1806 Keble was elected to an open scholarship at Corpus Christi College, and entered into residence at the beginning of 1807, while still under 15 years of age. He threw himself heartily into lectures, and 40 years later dedicated his volume of sermons to his tutor, the Rev. W. N. Darnell, “in ever-grateful memory of invaluable helps and warnings received in

* This paper was read before the School of Religion at Howard University, January 31, 1923.
early youth”; he also shared fully the social life of his college, and his letters contain several references to the Common Room parties held at the end of each term, and kept with difficulty within the limits of sobriety.”

“Our Common Room party was yesterday,” he writes once to his brother, “when I had the hardest trial I have yet gone through in Oxford in avoiding intoxication.” However, they were on this occasion much more sober than they have been on former.”

Keble’s life may be divided into three periods: his life at Fairford under his father’s roof, student and professor-life at Oxford, and, lastly, his residence at Hursley vicarage, where the greater part of his career passed as a village pastor. During his college days he formed friendships with some of the most brilliant men in the University, and they lasted through life. It was at Oxford that he became the friend of Sir William Heanhtcote, who appointed him vicar of Hursley in 1835.

The great struggle in the Church of England, known as the Oxford Movement or the Tractarian Controversy, was begun in 1833. Permit me to quote the following extract from Newman’s Apologia Pro Vita Sua:

“I was aching to get home, yet for want of a vessel I was kept at Palermo for three weeks. I began to visit the churches, and they calmed my impatience, though I did not attend any services. I knew nothing of the Presence of the Blessed Sacrament there. At last I got off in an orange boat, bound for Marseilles. We were becalmed a whole week in the Straits of Bonifacio. Then it was that I wrote the lines, ‘Lead, Kindly Light,’ which have since become well known. I was writing verses the whole time of my passage. At length I got to Marseilles, and set off for England. The fatigue of traveling was too much for me, and I was laid up for several days at Lyons. At last I got off again, and did not stop night or day (excepting the compulsory delay at Paris) till I reached England, and my mother’s house. My brother had arrived from Persia only a few hours before. This was on a Tuesday. The following Sunday, July 14th, Mr. Keble preached the Assize Sermon in the University Pulpit. It was published under the title ‘National Apostasy.’ I have ever considered and kept the day, as the start of the religious movement of 1833.”

The Tracts of the Times which made such a stir at the beginning of the Oxford Movement followed an Agreement drawn by Keble. They were short papers, price 1d or 2d, dealing with points of spiritual life or doctrine, attempting to force the world to realize what the Church meant. Forty-six were issued in the course of 1833-34, in addition to eighteen short extracts from Patristic writers. Rose took no part in them at all; Palmer partly contributed to one; Froude was out of England nearly the
whole year. They were all published anonymously, except that Dr. Pusey insisted on attaching his initials to his tract on Fasting—a fact from which perhaps the name of Puseyite grew to be attached to the party. Perceval, J. Keble, T. Keble, J. W. Bowden also contributed, but nearly a third of the volume was from Newman himself. To the second volume, which appeared in November, 1835, Keble contributed four tracts (Nos. 53, 54, 57, 60), and these are closely connected in thought with those in the first volume. One writer consulted on this subject says Keble’s connection with the Tracts was three-fold: as their originator, their writer, and their defender. For a continuation of this subject you are referred to that very interesting biography of Keble by Doctor Lock. This gentleman has made an exhaustive study of Keble’s life, and has contributed explanatory notes to various editions of Keble’s writings. Sir J. T. Coleridge, an intimate college friend, also wrote a highly entertaining biography; but Dr. Lock is a theologian, and to understand the difficult subjects that occupied so much of Keble’s time one must consult the latter authority. Right here let me say that the limits of this paper forbid any comment on abstruse themes. My personal opinion inclines to the belief that detailed examination of them would only interest the student of the Oxford Movement as a whole; one would have to be familiar with the secular history of the period as well as with those subjects that were continually being agitated within the Church, for the State through parliamentary legislation was continually enacting laws that conflicted with the prerogatives and privileges of the Church, and the High Church Party were up in arms against such procedure. There is no doubt, however, that the immediate cause of the agitation proceeded from the irregularities of the clergy in England, and that the storm was precipitated by those leading spirits in Oxford who became thoroughly aroused over what was happening within the pale of the Church.

To the evangelical believer, the great charm of Keble is found in his high poetic gifts. It is to this phase of his character that I invite your attention. In that excellent series entitled the Oxford Library of Practical Theology, there is a book that ought to be in every pastor’s library; it is “Books of Devotion,” by the Rev. Charles Bodington. It treats of the subject in an interesting and exhaustive manner, and is a valuable addition to reading of this class. I often wonder if the present generation is acquainted with “meditation.” A book has been recently written entitled “The Lost Art of Meditation.” Who reads Jeremy Taylor, or George Herbert, or many other worthies who enriched our literature with books read by our fathers and mothers and proved veritable stepping-stones to Heaven? In the class we are now considering, Keble’s “Christian Year” is a “star of the first magnitude.” Publishers vie with each other in the attractiveness of the various editions. In my collection I have a choice copy from the press of John Henry Parker of Oxford, who has printed more editions than any other publisher. Mine is the thirty-sixth of this classic, while the Library of Congress contains a specimen numbered the 97th. The first edition is
out of print, but a fac-simile can be purchased for a reasonable price. In the bibliography furnished by the Library of Congress twenty-one editions are listed. Several books written by Keble on other subjects than poetry are available for consultation in our great library. There are articles by competent critics in the great religious reviews that furnish much that is interesting. It is time well spent to get acquainted with scholarly editors and contributors; and while criticism may seem harsh at times their tribute to the saintly character of the writer is given without stint.

Not far from Keble, in Hursley, lived Charlotte M. Yonge, a gifted and popular writer. The attachment between herself and Mr. Keble was very strong, and there were many conferences on themes literary and churchly.

Here is a glimpse of Keble taken from the writings of one who knew him:

“As vicar of Hursley, John Keble was the personal minister to each individual of his flock, teaching in the school, catechising in the church, most carefully preparing for confirmation, watching over the homes, and, however otherwise busied, always at the beck and call of every one in the parish. To the old men and women of the Workhouse he paid special attention, bringing them little dainties, trying to brighten their dull minds as a means of reaching their souls, and endeavoring to raise their spirits to higher things.”

One of the writers consulted has this to say about the Church Calendar of the Church of England:

“If the only cause of the dissatisfaction of our Puritanical forefathers with the English Church had been the Liturgy and order of service of the latter, we confess that our sympathy with them would have been small. But we do say that a Christian order of the year, according to which each Lord’s Day has its appointed place and its peculiar associations with some event of his life, or some doctrine, parable or precept which fell from his sacred lips, is a beautiful order, a valuable help and incitement to the humble disciple’s memory, and an appropriate disposition to be made of God’s year by the Church of God. We do say that in our opinion, our forefathers, wise as they were in many respects, did an unwise thing when they dismissed this beautiful order, and expunged its holy names and its guiding signs from the book of their Church.”

A book entitled “Kebleland” relates many incidents connected with Keble’s life at Hursley, contains extracts from his poems, and has illus-

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trations of the church built from the proceeds of the "Christian Year." The building was consecrated October 24th, 1848, and is a beautiful specimen of architecture. The poet-preacher preached at the evening service that day and said that "the best fate that could befall the new church was that it should be burnt at the Judgment Day."

In closing, let me recall those last lines of the extract at the beginning of this paper:

"But the grim, black peaks look over everywhere; and there is seldom a feeling of the rich and comfortable peace such as one gets in England."

I recommend for your perusal, young gentlemen, that fine description of famous country parishes in England by Ezra S. Tipple, who in company with his wife visited several of them; the first chapter describes "Hursley," and the illustrations were taken by the author. You will discover as you familiarize yourselves with these saintly men that the quiet of country life is favorable to study and meditation and will minister to you in a way that will be difficult if your lot be cast in a city pastorate. At all events, the subject of this sketch found ample opportunities for service among a flock of "average mental capacity," and wrought valiantly for his Lord and Master in a country of attractive scenery, far from the noise and turmoil of the city. No more apt quotation could be found than the one which appears on the title-page of the copy of the "Christian Year":

"In quietness and in confidence shall be your strength."

A PROJECT TO TEST TESTS.

BY PROFESSOR MARTHA MACLEAR.

That the methods by which high school graduates are admitted to college have not been as efficient as might be desirable is an open secret. Various devices have been tried to meet this condition and to provide a more effective weeding out of those not capable of pursuing college work. The uniform examinations of the College Entrance Board and the comprehensive examination were two recent attempts to make possible a real choice among applicants for higher learning. Then came the World War, which changed the complexion of even the scholastic world. Through working with the almost impossible situation created by the installation of the Student Army Training Corps in various colleges it was found that some other method rather than the traditional examinations must be devised to weed out the wheat from the chaff. Intelligence tests came as an answer to this problem. When the war was over, these tests had proved so valuable that they were adopted, year by year, into the entrance procedure of many colleges.
It seems a peculiarity of the human mind to clothe any interest in the attributes of perfection, and intelligence tests have not escaped this common limitation. To some advocates of the tests, always the most vocal, nothing short of absolute perfection could be descriptive of them. To others, wiser perhaps by original nature, certain obvious flaws and disadvantages made themselves felt as experience was added to theory. Not that the worth of intelligence testing was doubted, but the feeling grew that some differentiation should be made between tests on the market and that some impersonal agency must undertake the task of evaluating tests which were supposed to have proved their worth. This task the American Council on Education has set itself. To quote from a pamphlet sent out by them:

“A co-operative experiment has been organized for the purpose of developing tests that will be of general administrative value to college executives and will also measure probable success in college. As the first step, a combination test has been prepared containing eight tests that have been tried and are submitted as worthy of further trial, by Messrs. H. T. Moore, Dartmouth College; Carl C. Brigham, Princeton University; A. W. Kornhauser, Chicago University; L. W. Hopkins, Northwestern University; Donald G. Paterson, University of Minnesota, and Thelma Gwinn, University of Chicago. It has been edited by L. L. Thurstone, University of Chicago, and will be given to incoming freshmen at the above mentioned institutions this fall.

“The American Council on Education has undertaken to act as headquarters for this co-operative experiment. Instructions will be furnished for correlating the findings of the tests with the regular college ratings of the students. Each institution can thus determine how well the tests predict success in its own college work. The American Council on Education is planning to compile next summer the results from all institutions sending in correlations. This compilation will determine the reliability of the tests as predictive of probable success in college and will serve as a basis for issue of an improved test for further try-out.”

As Howard University was asked to join in this enterprise to test tests, the entering class in the University was given the new test in place of the Thorndike tests for high school graduates, which has been used in former years. Each test will be correlated with the work done by each student in the fall quarter and the various correlations tabulated. By this method the prognostic value of each test can be determined by pooling the results reported by the thirty or forty colleges taking part in the experiment. Tests found valueless will be discarded and other ones substituted, so that year by year there will be built up reliable tests which have genuine prognostic value as to the ability of the student to do college work.
ACADEMIC IDEALS.

(Freshman Lecture, 1923.)

By Professor Leonard Z. Johnson.

THERE is a story told of a young man who, years ago, upon entering college, fastened a “V” above the door of his dormitory room. Four years later he was valedictorian of his class. The meaning of his act then stood plain: the “V” was the symbol of his ambition and of his purpose. The significance of the story as it applies to our subject is apparent: in his symbolic act the young man was declaring his academic ideals. Mark them as they appear.

In those days he who stood highest in his studies throughout his college course won the valedictory. Scholarship was the academic objective of the times, and the valedictory was given as a mark of merit for scholarship and offered as an inducement to scholarship. The college thus established it; the students thus understood and accepted it. The young man of the story entered college in full knowledge of the fact and set himself to win this distinction of academic life. Nailing his “V” above his door, he was setting forth his ideal of a college career. He was going to be a scholar, the best scholar of his class, the best scholar of his college in his day. The first and fundamental academic ideal of the young man was, therefore, scholarship. And first and fundamental as an ideal is scholarship in all academic life. A college is in order to knowledge and skill in the use of knowledge. This is its function. Take from it all its stores of knowledge and developments of skill as offered in its courses of science and art, and what function shall it fulfill, what power exert, what worth show? It is then but a shell, a shadow of itself as an institution of learning—it is nothing. It is evident, then, that knowledge and skill in the use of knowledge are first and fundamental to the very notion of a college life; that is to say. scholarship is first and fundamental, a prime ideal of academic life. It is the purpose, and therefore the business, of the college to make scholars. A college is proving its efficiency and its right to be when, whatever else it does not do, it does turn out scholars; when, whatever else it does do, it does turn out scholars.

All this is, of course, mere self-evident truth, nothing new to any of us; but it has its special bearing here. If, then, scholarship, and the highest scholarship attainable, is the first and fundamental ideal of college life, how obligatory it is that every student who enters the walls of Howard shall make this first and fundamental ideal first and fundamental in thought and intention here! He is here primarily to study, to learn, to know what here is taught of the sciences and arts of civilized life. He is here to go forth at length a personal embodiment of the knowledge and the culture of the course he here pursues, of the training he here receives. This is his vocation here; this is the expectation here concerning him.
Scholarship! It is the password of entrance here. Scholarship! It is the sanctioning word of dismissal from here. He, therefore, is not of the family here; she, not of the household here—no rightful son or daughter of this Alma Mater—who to these walls comes not in the hope and with the will a scholar to be; who within these walls a scholar is not coming to be; who from these walls goes not forth a scholar become.

Now, true sons and daughters thus of Howard—scholars intent to be, scholars endeavoring to be, scholars actually coming to be—we wonder how many such here there are. We will not ourselves venture to judge; we need not, for from among the students themselves judgment has spoken. In a character sketch of the Howard student, a member of the class in the familiar essay wrote: "The Howardite finds no particular enjoyment in academic studies." Does this not strike the point at issue? "No particular enjoyment in academic studies." But just this is the demand and expectation of Howard, as of every college, that her students shall find particular, special enjoyment in her academic studies. How else can one a scholar come to be? What an individual finds no particular enjoyment in, he is not likely to give particular attention to; in consequence, he will have no particular knowledge of and no particular development in. He will but smatter over what he ought thoroughly to master and possess. He will thus become at best a "get-by" student, not a proficient, capable scholar. He may get his degree and carry away his diploma; but he will not carry away what his diploma represents nor embody what his degree signifies. Every Howard student, therefore, might well follow the example of the young man of the story and nail a "V" over the mental, if not the physical, door of his college life. Nail it up, young friends, and keep it fastened there, the symbol of the first and fundamental academic ideal of your college life—scholarship. Without it, your college training will be a mockery; your higher education in vain.

Observe, again, another point of significance in the act of the young man of the story. His "V" symbolized, not only scholarship, but the highest scholarship of his class. The young man purposed to be the scholar of his class and thus lead his class. That was the challenge of his "V" set publicly over his door, thrown out a gauntlet of invitation and of defiance to all his classmates. He would pit himself against all, determined to achieve, confident that he would win his way against every one and be first among all. Day by day, therefore, through all the years of his college life, exerting his powers to the full for the accomplishment of the task he had set, he met every demand and bore every strain the academic life exacted of him. This young man, it is manifest, was of the intelligent spirit and sturdy, indomitable will to strive for that to which he aspired and to persevere until he attained it. Here, then, besides the intellectual ability necessary to the grasp of academic studies, was spiritual ability of kind and force to give sure and full effect to the intellectual powers in their effort toward academic attainment. Here were ambition, confidence, persistence,
endurance; here were unquenchable zeal of application and inexhaustible patience of self-control. Manifestly, therefore, here was one marked for leadership among his fellows. It takes these characteristics of the spirit, these quickening and sustaining powers of heart and will, as well as high powers of intellect, to achieve and hold great place in the struggle of life and win first place among men. Only he should lead, as only he can really lead, who shows within himself the capacity for leadership by proof of superior intellect and will. Let him who would lead first prove his spurs; then cry "On! Follow me!" It was thus the young man of the story was crowned leader among his fellows the day he stood valedictorian of his class. He had won his place as first of his class by the commanding, masterful powers of intellect and heart and will within him. This, then—leadership—is the second academic ideal which the story of the young man's symbolic act presents.

It is in place; for the special function of the college in its field of higher education is to create a special group of men and women of higher capability for the life and work of the world. Who naturally are expected to lead in the world of men? Is it not they who are the highly capable among men? Surely; and the more advanced the knowledge and culture, the more certain the attainment to leadership and the greater the leadership in efficiency and achievement. Leadership, accordingly, is an academic ideal, as fundamental an ideal as is scholarship. He, therefore, who comes to college, if he knows his college aright and knows himself aright as a real college man, comes to fit himself for leadership in the world of men. But let it be remembered, as with strongest emphasis it is marked by the story of the young man and his letter "V," that the leadership here spoken of is no empty title of mere rank. He must lead who goes forth to lead; a real leader he must be, of the ability to lead which men demand before they consent to acknowledge one as leader and follow as one leads. The leader must be qualified; the college leader must be qualified. And the college has, let it be noted, but the one means and method of qualifying—her training to scholarship. As she trains to scholarship, she trains to leadership; she makes men leaders only as she makes men scholars. How wise and worthy a college student, therefore, was he, the young man of the story, who nailed up his "V" in token of his desire for leadership and in token of his will to pay the cost of the exacting effort of highest scholarship, in order to qualify for the leading place! From the start this young man made manifest that he had in him the spirit and the stamina that make for leadership.

And shall we question how many such wise and worthy college students are here within the walls of Howard? There lacks no urging of them who attend a Negro college anywhere, least of all here at Howard, to indulge the hope and the will to be a leader. From first to last, the word "leadership" is dinned into the ear, so that one could not, if one would, overlook or forget the fact that leadership is an academic ideal.
And the urging is not without its fruit in the heart of Howard students. The writer of the sketch on the Howard student, of whom we spoke before, further said: “The Howardite always wishes to distinguish himself in one way or another.” No obscurity for him! No back place for him! He will be out in the light and at the front, where he may be seen and noted. The Howardite would be distinguished—he would lead; always in some way or other he would lead. Well, let him lead; he ought to lead; but let him first be sure that he is fit to lead by the unmistakable qualities of leadership he is revealing and developing in these preparing days of his college life. The opportunity is now before him, the test is now upon him, to show the stuff and temper of a leader within him. Is he willing to pay the cost to qualify? Is he proving his power to fulfill the demand? Young men and young women of Howard, have you the wisdom and the strength of character; are you of the intelligent, industrious, patient spirit, of the hard-striving and long-suffering will to rise to the height and sustain the measure of the highest and fullest demand your Alma Mater makes upon your powers of learning and your powers of doing in the courses of instruction and methods of training to which she here subjects you? She has no other way by which to make you leaders for your people than by the spiritual qualities she is able to awake in you and develop in the course of the disciplining process of her educational work upon you. Mark it—it is the one great word of wisdom for your success in life—he, she, will be a wise and capable leader out there in the world who here in college an intelligent and faithful student is; he, she, will be the most intelligent and effective leader out there who here the best, the worthiest student makes himself, herself, to be. For mark once more: it is not only knowledge that makes for scholarship, but knowledge and culture, and it is culture—the lifting, the broadening, the deepening of the life in the things of the spirit by what one learns and by the way one learns and applies what is learned—that makes especially for leadership. Go, then, young friends, and nail up your “V,” as the young man of the story did, in symbol of your desire and will for leadership, and forget not that the achieving way to it lies through the developing process here of scholarship.

Yet, again turning to the young man of the story, I would have you note another side of the significance of his symbolizing act. Observe that the valedictory in his day went to him who made the highest mark in his academic studies. Recitations, tests, examinations were the standards of judgment as to student ability. The question of determination was “What do you know?” As the student spoke and wrote what he knew, the college rated his ability in terms of percentage—60, 70, 80, 90, 100 per cent, as the case might be—and ranked him accordingly in his class. The judgment was that he who made the highest mark and ranked first knew most, and rightly should be held the scholar of the class. To him, therefore, the honor of highest scholarship went—he became the valedictorian of the class. Now, as evident, there reveals in the idea here the basic ideal
of the education of that day of years ago. "What do you know?" being the test of scholarship, the end of education was conceived to be the getting of knowledge. "How much do you know?" being the test of scholarly rank, the end of scholarship was considered to be extensive information, wide knowledge. Education, thus, was knowledge; scholarship was erudition. The college aimed to make men know, know the most they could learn and retain. When she had done that, she had accomplished what she conceived the highest possible for the student and the greatest needful for the world of men. For ran not the adage of old: "Knowledge is power"? The more knowledge, of course, the more power. And who has power, shall he not lead? And he who has most power, shall he not greatest leader be? The nature of scholarship thus determined, the next consideration was as to the method of inducing and stimulating students to greatest effort to attain scholarship. No method seemed so best adapted to the case as the setting of student over against student in a rivalry of intellect, with a crown of honor for him who won out victor in the struggle. Valedictorian—honor man! leader of his class! This the victor should be, with all the high distinction of academic authority conferring it and with all the great applause of an admiring world acclaiming it when, commencement time, by distinguishing place and part on the program he stood singled out from all his fellows for superior merit. Mind against mind; will against will—this was the path to high scholarship, the path of competition.

Who shall wonder, then, that under stimulation of competition for honor the scholarship of the day tended to defeat itself? It fell out as a result that the honor place of the valedictory came to be looked upon simply for the glory that was in it, sought merely for the personal distinction it conferred. The student became a high scholar for the high glory of leading his class. It was not so much the great benefit of scholarship as the great distinction of leadership that led him into the struggle for the valedictory and on to its achievement. It was specifically thus that the young man of the story nailed his "V" over the door of his room. Why else the publicity of his intention to win the valedictory? Why mark his door that all might know what his ambition and will at college were to be? Why challenge all others in such self-assured flaunting of his ability and fling of defiance in bid to contest for first place in the class? It is manifest that what he desired was the glory of the "V." He valued high scholarship only as it led to leadership. However much he valued high scholarship, he valued more, valued especially, the glory of the personal distinction it conferred. The true significance of the story of the young man and his letter "V," therefore, is now before us. The academic ideals for which his symbolizing act stood were, after all, more apparent than real. To him, scholarship was but incidental; leadership was the all-essential. His "V," in the last analysis, meant competition for a prize that would be a crown of personal glory.

In the significance lies the application. The point of view of the valedic-
tory of the days of old was wrong. Scholarship is not erudition; leadership is not distinction; neither is the way to them by the path of competition. They hold a more fruitful significance and are won by a more vital process of training and development. Hear a competent voice of today speak the truer modern conception of education. "There are," says one, "three things which life demands of every normal individual, and which, therefore, education aims and attempts to develop:

1. Usable knowledge—either to function in the gaining of other knowledge or to serve as a guide to action, conduct, character, service to others.

2. Right attitudes—fruitful interests, high ideals, worthy loyalties, spirit of artistry in work and in achievement, inclination to serve, such standards of value as give a true philosophy of life.

3. Skill in living—power and will to carry knowledge gained and attitudes developed directly over into daily life and conduct, thus transforming them into action, building them into habit, character and achievement.

"No element or factor of the life is to be omitted from the educational ideal; no fundamental need is to be neglected, no power, physical, mental, social, or spiritual, is to be left out. This is in brief a definition of the purpose of education as we conceive it in the modern sense."

Usable knowledge; right attitudes; skill in living—here are an immediately and a wholly practical bent and end of educating. There is here no mere scholastic method of education, but a vital process of development: no aim of mere academic supremacy and honor, but a purpose of self-realization and social usefulness. The true point of view of the function of college life, therefore, here reveals: college life is not an arena of competition whereon to show one’s powers and gain ascendancy over one’s fellows in test and pledge of what one great shall be and do in the world; but a field of co-operation wherein to develop one’s powers in mutual study and effort with one’s fellows in preparation for the fittest and fullest life and service one can live and render in the world of men. College life does not aim to crown a man, but to develop him; it does not seek to send him forth in the glory of mastership over his fellows in college to the glory of mastership over men in the world; but to send him forth in the full mastery of himself to masterful efficiency and service in the world of men. College life aims to enable a man to find himself, his true self, his full self, and fit himself in full for the fittest place for him in the work of the world. This is education, true education; this is scholarship, real scholarship.

It is apparent, then, where leadership comes in. Its place in the educational scheme is not primary, but incidental. Whether one leads is a matter of no importance in itself, if one be but serving in the work of the world. It is the service that counts, not the leadership. What the world needs is not the distinction of the worker, but the efficiency of the work; not the glory of the person, but the fitness of the worker. The world is not looking for him whom it may admire and applaud, but for him upon
whom it may depend to serve its need. And the world today has a need in the light of which all other considerations to which it might give heed are lost to view. The structure of its civilization is menaced with collapse; if it shall endure, it must straightway be fashioned anew, before of itself it come toppling down to utter destruction. Fashioned anew, we say, for that the old fashion of its building is just the thing at fault that has brought it to threatened ruin. We know today—sense it as never before so clearly and intensely—that our world civilization has been built upon the too narrow foundation of competition, upon the too shallow foundation of selfishness, upon the too weak foundation of materialism. The need presses that competition give way to co-operation, selfishness yield to love, materialism subordinate to spirituality. In the face of this need, this imperative need, the call today is not for leaders, but for servers; not for brilliant ones to shine, but for efficient and consecrated ones to do and bear in the work of building the world into its true life of righteousness and fellowship and peace.

Young men, young women of Howard, have you also in effect put up your letter "V," as the young man of the story, in token that you would leaders be, drawn by the glory of the personal distinction it means? Take it down, young friends, take it down, and put up instead the letter "S"—seek to be servers, saviours in the needy, perishing world of your day. Leadership is not a thing to seek; leadership comes of itself, the natural, free gift of men to them who by fullest realization of themselves and fullest consecration of themselves show themselves fittest in the world of men to guide human destinies. Across the centuries still the word speaks and the example shows at the lips and in the life of Him at once the greatest and most glorious leader and the lowliest and most consecrated server among the sons of men—Jesus, the Christ: "He that will be chief among you, let him be as your servant; and he that will be greatest among you, let him be the servant of all."
GLEANINGS FROM THE TEACHERS' APPOINTMENT BUREAU.

As usual, *The Record* is pleased to give the information contained below with reference to some of our graduates now teaching. These items are collected from correspondence held during the past summer and indicate the location of many of our graduates of 1924, as well as those who have been longer in the service. A more complete catalogue of the location of our teachers will appear in a later edition of *The Record* after the returns have come in from a questionnaire which we send out in November for the purpose of bringing our records up to date.

The Teachers' Appointment Bureau will be very glad to receive information at any time concerning Howardites engaged in the teaching profession. Former graduates and friends can assist us very greatly in keeping our files up to date by notifying us of any change in the position or location of our graduates in the field.

It is gratifying to note first the administrative positions held by our graduates.

**President T. R. Davis** still has charge of Walden College, Nashville, Tennessee.

**Dean Howard H. Long**, formerly of Paine College, Augusta, Georgia, and during the past year in charge of the Department of Education in Knoxville College, Knoxville, Tennessee, comes to Miner Normal School, Washington, D. C., and takes charge of the work in Tests and Measurements for the colored schools of the Capital City.

**Principal T. W. Grissom** has been for some years at the head of the Manual Training High School of Muskogee, Oklahoma.

**Principal Henley L. Cox** holds an important educational position in Kansas City as principal of the large Wendell Phillips School.

**Mr. J. T. Fox**, who for many years has been a very prominent member of the faculty of the Dallas High School, goes this year as principal of the Colored High School of Cairo, Illinois.

**Principal Jacob L. Jones**, after a successful experience as principal at Columbia, Missouri, begins his second year as principal of the Bartlett High School of St. Joseph, in the same State.

**Mr. Guy S. Ruffin**, who succeeded Mr. Jones at Columbia, has made a fine record during his first year as principal of the high school.

**Mr. Madison E. Tignor** went to Downingtown, Pennsylvania, Industrial School to take charge of the Academic Department.

**Mr. Phillip H. Nash** succeeded Mr. Tignor as head of the Academic Department at Dover State College for Colored Youth, Dover, Delaware.

**Mr. James L. Harris** continues as principal of the Lincoln High School, Fort Smith, Arkansas.

One of the most gratifying promotions which we have to report is that of Mrs. Myrtle R. Phillips, who went to the Lincoln High School, Paducah, Kentucky, as a teacher and who, because of her splendid work, was made principal at the end of the session. In the reorganization of her school she sent to the university asking for the recommendation of persons to fill five positions.

**Professor W. B. Jason** is now Director of the College Department of Lincoln University, Jefferson City, Missouri.

**Mr. Fleming Jones** dropped into the office during the summer looking for a teacher and announced that he has been appointed principal of the Excelsior High School, Welch, West Virginia.

**Mr. Reginald Lynch** has been made Dean of the Academic Department of St. Augustine's School, Raleigh, North Carolina.

**Mr. George W. Mitchell** continues as principal of the Colored High School of Cambridge, Maryland.

**Mr. Louis E. King**, of the class of 1924, former president of the Student Council,
Students and Faculty of Summer Session

varsity debater and all-around student of value, has been appointed principal of the Colored School of Grafton, West Virginia.

PRINCIPAL W. L. SMITH is entering upon his third year of unusual success as principal of the Dunbar High School of Washington, D. C., possibly the largest school of its kind in the country.

MR. S. MARCELLUS BLACKBURN continues as principal of the Booker T. Washington High School, Dover, Delaware.

MR. HOWARD W. BROWN has been a successful principal for several years at the John G. W. Whittier School, Camden, New Jersey.

MRS. MABEL LEE O'BEN-CARROLL, of the class of '18, Teachers' College, is principal of the Concord School, Seaford, Delaware.

MR. OLLIE GARFIELD WEAVER, of the class of '23, is now principal of the Denton High School, Denton, Maryland.

The following list will give the location of other teachers as we have them to date:

MISS CLARICE J. BROOKS is now doing social work in Fort Wayne, Indiana.

MISS RUTH E. BUCKINGHAM is teaching Home Economics at the Hillside Park High School, Durham, North Carolina.

MISS HARRIETT DESJOURNETTE is teaching Home Economics at the Excelsior Colored High School, Welch, West Virginia.

MISS ANITA B. FOREMAN is teaching French at the High Point Normal and Industrial School, High Point, North Carolina.

MISS ELEANOR JOHNSON is the teacher of foreign languages of the Junior High School of Winston-Salem, North Carolina.

MISS JOSEPHINE F. JOHNSON was recently appointed as teacher of English and Home Economics at Logan, West Virginia.

MISS MARGARET LAWRENCE is having much success as teacher of biology in the Booker T. Washington High School of Norfolk, Virginia.

MISS FLORENCE V. McNORTON has returned to the Dubois High School of Mac-
Donald, West Virginia, to continue another year of successful work as teacher of Home Economics.

Miss Jessie Motte is teaching French at the Voorhees Normal and Industrial School, Denmark, South Carolina.

Miss Helen Talbot is teaching the eighth grade in the Cambridge Colored High School, Cambridge, Maryland.

Miss Althea Chapman, Miss Zelma Tyler and Miss Gladys Warrington, who received fellowships to the University of Cincinnati last year, are now teaching in the Cincinnati Public School System.

Miss Sara E. Williams has been recently appointed as teacher of Home Economics in the Bramwell Colored High School, Bramwell, West Virginia.

Miss Edna Hoffman is having much success as teacher of science in the Dunbar High School, Fairmont, West Virginia.

Miss Arizona Cleaver is teaching in the public schools of her home, Hannibal, Missouri.

Miss Roberta A. Dabney has obtained a position at Kittrell College, Kitrell, North Carolina.

Miss Bessie M. David is a teacher of Spanish at the Eastern Industrial Academy, New Bern, North Carolina.

Miss Julia B. Hubbard is now teaching at the Warren County Training School, Wise, North Carolina.

Mrs. Julia Marks has been recently appointed to teach Home Economics at the State Normal School of Elizabeth City, North Carolina.

Miss Ethel E. Jones is a teacher of English in the public schools of Baltimore, Maryland.

Miss Martha J. Jones is now teaching at Riggs Roanoke Institute, Parmele, North Carolina.

Miss Eunice E. Matthews is teaching mathematics at the State Normal School, Fayetteville, North Carolina.
MISS VIRGINIA L. RUFFIN is now teaching at the Downingtown Industrial School, Downingtown, Pennsylvania.

MISS HARRIET V. STEWART is teaching Latin at the West Virginia Collegiate Institute, Institute, West Virginia.

MISS MAE LEE HARDIE has been recently appointed to teach Home Economics at the Western High School of Owensboro, Kentucky.

MISS THELMA HILL is now teaching history and English in the Booker T. Washington High School, Norfolk, Virginia.

MISS NATHALINE ANDERSON, teacher of Domestic Science at the Howard High School in the day and Principal of the Howard High School at night, Dover, Delaware.

MISS ROBERTA E. YANCEY is teaching in the graded school at her home in Charleston, West Virginia.

MISS CLAUDIA GRANT has returned to her school in Phoenix, Arizona, to continue another successful year as teacher of Home Economics.

MISSSES WILHELMINA A. BUTLER, MARY K. KIRK, LOUBERTA MOORE, DOROTHY GILLAM and LYDIA CRAWFORD were recipients of this year's fellowship to the University of Cincinnati. They can be found now at the university and on the job.

MISSSES NELLIE M. HUBERT, MAGGIE SAMUELS and EMMA MACK can be found among Mrs. Myrtle R. Phillips' faculty of the Lincoln High School of Paducah, Kentucky.

MR. WILLIAM R. CHAPMAN is teaching science and mathematics in the New Orleans College, New Orleans, Louisiana.

MR. GEORGE L. EGGLESTON has received an appointment to teach in the public school system of Raleigh, North Carolina.

MR. HOWARD HULES is teaching science in the Harrison High School, Roanoke, Virginia.

MR. JENNINGS NEWSOM is substituting in the teaching of Latin at Dunbar High School, Washington, D. C.

MR. JULIUS T. A. SMITH is teaching at the Eastern North Carolina Industrial Academy, New Bern, North Carolina.

MR. HARRY B. THORNTON is teaching mathematics at Lincoln University, Jefferson City, Missouri.

MR. ARTHUR E. BURKE is enjoying his work as teacher of history and English at Tuskegee Institute, Tuskegee, Alabama.

MR. JAMES A. CLARKE is instructor in science and director of an orchestra at the Huntington High School, Newport News, Virginia.

MR. WEBSTER SEWELL is teaching science in the Philander Smith College, Pulaski, Arkansas.

MR. THEODORE O. SPAULDING is teaching at the Colored High School of Logan, West Virginia.

MISS RUTH BUTLER, Class of 1923, has been appointed instructor in Latin in the Columbia, S. C., High School.

MISS EDITH BUTLER, Class of 1924, is teaching English in the public schools of Charlotte, N. C.

D. O. W. HOLMES.

Just as we are going to press, the announcement comes to the editor of THE RECORD that MISS MARY K. KIRK, of the class of 1924, who during her senior year was a university scholar in Latin, was appointed as instructor in Latin, History and Civics in St. Augustine's School, Raleigh, N. C.
OBITUARY.

J. THOMAS HEARD, of the 1901 Law Class, a member of the bar of the District of Columbia, and the bar of the State of Georgia, died September 27, 1924, at his Washington, D. C., residence. He is survived by three daughters, Misses Harriet G. and Agnes Heard and Mrs. Lillian Heard-Dansby. Interment at Athens, Ga., October 1, 1924.

Mr. Heard founded the Heard School at Athens, Ga., which was operated until three years prior to his death.

UNIVERSITY NOTES.

Howard University
Distribution of Students
1924-25

AUTUMN QUARTER

<table>
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<th>School</th>
<th>Day Class</th>
<th>Evening Class</th>
<th>Totals</th>
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<tr>
<td>Liberal Arts</td>
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<tr>
<td>Junior College</td>
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<td>97</td>
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<td>Education</td>
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<td>12</td>
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<td>Applied Science</td>
<td>62</td>
<td>7</td>
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<tr>
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<tr>
<td>Religion</td>
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<tr>
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Professional Schools

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<td>Religion Correspondence</td>
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<tr>
<td>Music Special</td>
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<td>22</td>
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<tr>
<td>University total enrollment up to Oct. 17, '24...</td>
<td></td>
<td></td>
<td>1,933</td>
</tr>
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</table>

NEW MEMBERS ADDED TO FACULTY.

Among the various departments of the University having new members on their teaching staff are: The Department of Art, with Miss Gwendolyn Bennett, holding the degree Bachelor of Science in Art from Columbia University; the Department of Romance Languages, with Miss Elizabeth West, a graduate of Wellesley College and a member of the Phi Beta Kappa honor society, as instructor in Romance Languages; the Department of Music, with Miss Cleo Dickerson, a graduate of Chicago Musical College, with the degree of Master of Music, as instructor in piano; the Department of Sociology, with W. H. Jones, holding the Master of Arts degree from the University of Chicago, as Instructor in Sociology; the Department of English, with M. Franklin Peters, a graduate of the University of Michigan, with
the degree of Master of Arts, as Instructor in English; the Department of Psychology, with Albert S. Beckham, holding a Master of Arts degree from Ohio State University, as Instructor in Psychology; the Department of Architecture, with Hillard R. Robinson, a graduate of Columbia University, with the degree of Bachelor of Science in Architecture, as Instructor in Architecture; the Department of Engineering, with Lewis K. Downing, a graduate of Howard University and a graduate of the Massachusetts Institute of Technology, with the degrees Bachelor of Science in Engineering, as Instructor in Engineering.

In the School of Religion, William S. Nelson, a graduate of Howard University and a graduate of Yale Divinity School, with the degree Bachelor of Divinity, and who has also pursued courses at Union Theological Seminary, New York City, the University of Paris and the University of Berlin, is Instructor in Religious Education, and also Instructor in Philosophy in the School of Liberal Arts.

In the School of Law, Charles H. Houston, a graduate of Amherst and a graduate of the Harvard Law School, and who has also done post-graduate work in law in Spain, is Professor of Law.

New life has been injected into the University activities by the presence of these young scholars who have been added to the University Faculty.

PROFESSOR LOCKE has been elected to foreign corresponding membership in the French Colonial Academy (Academie des Sciences Coloniales).

GEORGE W. HINES, A.B., M.B.A., Associate Professor in Finance in the School of Commerce and Finance, received the degree of Master of Business Administration in August, 1924, from the University of Washington. His thesis was: Branch Banking in the United States.

RESIGNATIONS FROM THE ACADEMIC FACULTIES.

THE RECORD announces with regret the retirements of the following members of the teaching staff and expresses the sentiment of the entire Howard constituency in wishing them joy and signal success in their new fields of service:

Dr. Thomas W. Turner has resigned as Professor of Botany to take up his new duties as head of the department of biology, Hampton Institute. Dr. Turner will organize the collegiate work in biology for the college department. One-third of his time will be given to independent research in botany.

Professor Montgomery Gregory, Professor of English, has been appointed supervisor of colored schools in Atlantic City, N. J., to succeed the late J. Paul Brock.

Assistant Professor James H. N. Waring, Assistant Professor of German, succeeds his father, the late Dr. James H. N. Waring, as principal of the Downingtown Industrial School, Downingtown, Pa.

In Science for September 12, there appeared an article by Miss R. A. Young, instructor in Zoology, on "The Excretory Apparatus in Paramoeicum." This article is a preliminary account of Miss Young's original investigations on excretion in one-cell animals of microscopic size. Her conclusions are of importance because they are based on new findings and give new interpretations of wide biological application.

RECOGNITION of Dean George W. Cook's connection with Howard University covering a period of fifty years, dating from October 7th, 1874, was taken by the officers and students of the University at the noonday Chapel exercises on Tuesday of this week. President Durkee, in fitting terms, referred to the long continued connection of Dean Cook with the University as student, teacher, as Secretary, and now as Dean of the School of Commerce and Finance, and to the spirit of service which has prevailed throughout all of the years of his connection with the University.
Dean Cook made a very feeling reply to President Durkee's remarks, and thanked the assembly for the ovation which greeted the President's remarks regarding his long connection with the University. He pledged anew his determination to continue in co-operation with the Trustees and Officers of the University to bring about a Greater Howard.

At the conclusion of Dean Cook's remarks, President Durkee asked Doctor Scott, Secretary-Treasurer of the University, to make a presentation to Dean Cook. This took the form of a basket of rare flowers, bearing an expression reading:

"Congratulations—From Officers, Teachers, and Students of Howard University to Dean George W. Cook, on the Fiftieth Anniversary of his connection with the University—October 7th, 1924."
Doctor Scott, in presenting the basket of flowers, referred to the fact that Dean Cook had represented in all of his life the vigor of youth, and that since youth is the all-pervasive thing in the universe, it was thought that the presentation to Dean Cook should take the form of a basket of flowers, symbolic of the youthful enthusiasm which he still shows in all that is of interest to Howard University.

Dean Cook was also presented with a gold fountain pen by the Chamber of Commerce.

Funeral services of the late Haywood M. Johnson, Howard football player, who died at Freedmen's Hospital at 11:30 o'clock Monday morning as result of injuries sustained on Friday, October 3rd while participating in a game played by Howard against the Agricultural and Technical College of Greensboro, N. C., on the University Campus, were held in the Andrew Rankin Memorial Chapel Thursday afternoon, October 9th, at 3 o'clock. Out of respect for the memory of her fallen son, all classes in the University were suspended at noon on Thursday. The remains of young Johnson were in the University Chapel from 12:30 Thursday afternoon, where they lay in state until the services began, so that his fellow-students and friends might have the privilege of a last view. The funeral services were conducted by Dr. J. Stanley Durkee, President of the University. G. Smith Wormley, representative of the Phi Beta Sigma Fraternity, of which Johnson was a member, and Emory B. Smith, Field and Alumni Secretary, made short talks regarding the high character and splendid promise of young Johnson.

The following letter on behalf of the University was sent to the family of young Johnson by the Secretary-Treasurer of the University:

October 6, 1924.

Mr. Thomas A. Johnson,
1916 Thirteenth Street, N. W.,
Washington, D. C.

My dear Mr. Johnson:

"It is a source of inexpressible regret to all of us connected with Howard University that your son Haywood should be the victim of an unfortunate accident and should pass away on the threshold of promising manhood.

"I am directed by Dr. Durkee, the President of the University, to convey to you the sincere condolences of the University and to express to you our willingness to be of any service whatsoever in your great bereavement.

"I am also directed by Dr. Durkee to say that we shall be glad to have the funeral exercises conducted from Howard University upon such date and at such hour as you may decide.

"I am also directed to advise that the Academic Council was called in special session this afternoon, and it was voted that all day classes adjourn during the afternoon, according as you may decide the funeral hour.

"I cannot attempt to assuage the great grief which has come to you and Mrs. Johnson, but I do wish you to know how sincerely we sympathize with you in this hour of trial and grief.

"Your son's splendid record here at Howard University, his manly bearing and his dauntless courage in his sports as well as in his academic work, commended him to officers, teachers and students alike. The flag on the main building of the University will remain at half-mast in honor of your son until after his burial."

Young Johnson was graduated from the School of Liberal Arts of Howard University last June and entered the School of Medicine on October 1st, just two days before the accident. He was regarded as a good student by members of the academic faculty. He was also a three-letter man in football, basketball and baseball, and was one of the best-loved students of the University.
SCHOOL OF RELIGION.

The School of Religion opens auspiciously, with every prospect for a successful year. The formal opening exercises were held on Friday, October 3rd, in the theological rooms. Dean Pratt welcomed the students and pointed out some of the advantages which Howard School of Religion offers to them. The President of the University, Dr. Durkee, also spoke, dwelling on the great need for trained religious leaders. An informal reception, given by Dean and Mrs. Pratt, followed, giving the opportunity for the students to meet the members of the faculty and their wives in a social way.

The entering class is the largest for several years. It is gratifying to the faculty that several men of advanced standing are coming to Howard to continue their studies. The Evening Class also is holding its own and proving its worth.

Dr. W. O. Carrington, pastor of the John Wesley Zion Church, who has freely given of his ripe scholarship as instructor in the school for the past three years, was honored by his denomination in being appointed the editor of its leading review and to our loss has been removed from the city. The other faculty members remain, one being advanced to a full-time instructor, Chaplain O. J. W. Scott, D.D.

Another full-time instructor has been added, Mr. William Stuart Nelson, A.B., Cum Laude Howard, 1920. After a splendid record in college, Mr. Nelson continued his studies in Paris and Berlin. Returning to this country, he studied in Union Theological Seminary, New York, and in Yale University Divinity School, graduating from the latter last June. Mr. Nelson has specialized in Religious Education and will give instruction in that subject.

The Eighth Annual Convocation of the School of Religion will be held on Tuesday, Wednesday and Thursday, October 28, 29 and 30. The general subject for discussion will be “The Christian Ministry.” Among those having prominent places on the program will be Bishop George C. Clement, D.D., Louisville, Ky.; Rev. L. K. Williams, D.D., President of the Baptist National Convention, Chicago, Ill.; Rev. Robert J. MacAlpine, D.D., Central Presbyterian Church, Buffalo, N. Y.; Dr. William Pickens, Secretary N. A. A. C. P., New York City; Bishop Reverdy C. Ransom, D.D., Nashville, Tenn.

Dr. James H. Dillard and Dr. H. L. Shantz, who accompanied Dr. Thomas Jesse Jones on his African survey, will speak on “Missions in Africa.”

Dr. Robert L. Kelly, Executive Secretary of the Council of Church Boards of Education, New York, who has recently conducted a survey of Negro Theological Schools, will lead a Round Table discussion each afternoon on “The Education of Negro Ministers.” The sub-topics for the successive days are: 1. Standards and Methods; 2. The Relations of the Church and the Seminary; 3. Tendencies in American Theological Education. No feature of the Convocation promises to be more helpful than these Round Table discussions under Dr. Kelly’s leadership.

The Convocation Sermon on Tuesday evening will be preached by Rev. W. S. Abernethy, D.D., pastor Calvary Baptist Church, Washington, D. C.

The Convocation Banquet on Wednesday evening promises to be a notable occasion. President J. Stanley Durkee, D.D., Rev. M. W. D. Norman, D.D., and Dr. William Pickens will speak and important announcements regarding the campaign for $500,000 will be made.

Sessions will begin at 9:45 a.m. and 2 p.m. daily. Tuesday at 8 p.m. and Wednesday at 6:30 p.m.

The University students will be addressed at Chapel on the successive days of the Convocation by Dr. R. J. MacAlpine, Dr. William Pickens and Bishop Reverdy C. Ransom.
SCHOOL OF MEDICINE.

The enrollment in the School of Medicine to date is: College of Medicine, 249; College of Dentistry, 94; College of Pharmacy, 48.

Of our 1924 dental graduates the following have passed State Board examinations:
North Carolina—Dr. James H. Barnhill.
Kansas—Dr. David R. Magee, Turner P. Ransom.
Maryland—Drs. Edward M. Peck and Nelson Williams (D. '23).
Illinois—Dr. Ezekiel C. Smith.
Dr. H. M. Proffitt, D. '24, has passed both the Illinois and Arkansas Dental Boards.
Dr. William T. Grady, Dental '23, has passed the District of Columbia Board.
Messrs. Robert E. Black and William H. Vanhook, Pharmacy '24, have passed the West Virginia Board.
Mr. Hiram H. Gibbs, Pharmacy '24, has passed the Maryland Board.
Messrs. William C. David and Wayman E. Johnson has passed the District of Columbia Board.

Our College of Pharmacy has been thoroughly renovated and much needed equipment has been added.

EDWARD A. BALLOCH, Dean

"SETTIN' PRETTY" IN FIFTH STREET.

Time's whirligig brings us once more to the opening of a new educational cycle. It finds our ranks somewhat depleted as compared with a year ago, but those who remain and the new ones who have come to pitch in their lot with the Old Guard are making no apologies to anybody. In addition to believing that after all it is quality that counts in the end, they are also convinced that it is a good thing to come over into Macedonia, for the Lord hath spoken well of the work in that field. Two years of standard college work: that is the requirement—a fact as to which even those who now complain will be proud in the years to come.

"LIBERTY UNDER LAW."

Using the words in the caption for his subject, President Durkee addressed the faculty and students at the annual opening of the School of Law Wednesday evening, October 1st, at 8 o'clock.

"Perfection approaches as the people become more nearly perfect," declared Dr. Durkee. He spoke of the various types of emancipation which have signalized the achievements of mankind since the beginning, but pointed out that the final emancipation of the human race was yet to come. Emancipation from notions of race, creed, and color would be followed, the speaker declared, by that political emancipation which finds its highest and truest exemplification in liberty under law.

President Durkee felicitated the School of Law upon its retrospect-prospect, and assured his hearers of the continued support of the high command. He was accorded an ovation.

Short addresses were made also by Dr. Emmett J. Scott, Secretary-Treasurer; Mr.
Andrew F. Hillyer, '84, and Dr. M. O. Dumas, both of the Board of Trustees, and by the new baby member of the faculty, Prof. Charles H. Houston.

Dean Booth presided in his usual happy vein and injected into the proceedings the high tone, coupled with simplicity, which invariably marks everything he does.

NEW MEMBERS OF THE BAR.

The semi-annual three-day assault on the bar of the District of Columbia was met in June by the usual enfilading fire on the part of the hard-boiled examining committee, but it didn't make a "diff o' bitterness" to Ern Dickson and Dick Lewis, of the fledglings of 1924. Both returned shot for shot and when they counted noses at the end these two stalwarts were still on the firing line ready for the worst. They were admitted to practice on Wednesday, October 15th.

Down in the Tar-Heel State, when the Court Crier announced that "all who had business before this Honorable Court should draw nigh and give their attention, for the Court is now sitting," a certain Henry S. Penn was among the host who drew near and signified that their particular business was taking the bar examination. When it was over, about two-thirds of the line-up had departed into the Never-Never-Land, but Old Man Penn was still on hand and he's there yet, Counsellor Penn, of the North Carolina bar, with offices at Winston-Salem. "In closing," writes Attorney Penn, "let me say that any student who conscientiously gets what is given him at the Howard University School of Law and who will shun the mere 'get-by' notion which sometimes plays too big a part, should have no difficulty when he comes to take the bar." This sentiment was echoed by both Messrs. Lewis and Dickson.

IN PERSON AND BY LETTER.

June was the graduation month. It witnessed also the calls of a number of interesting people whose interest in the School of Law is a thing worth while. Among these was Counsellor Chesley E. Corbett, '08, of the Oklahoma bar, en route to Newport News on legal business; Attorney Emory B. Cole, '23, of the Baltimore bar; Mrs. Ethel Skinker-Lowry, wife of Dr. John E. Lowry, of New York; Lieut. William H. Burrell, '13; Mr. William E. Hill, a teacher in the Charlotte, N. C., High School, who had come up to witness the graduation of his cousin, Mr. Clarence R. Malone, Jr., checked in by phone and announced his arrival into this pig iron world. Mrs. Lillian Skinker-Malone, '22, mother, and Mr. S. R. Malone, of the Middle Class, father, staged a lot of chest work while the check-in was being recorded, but for this The Citizen was not responsible.

On July 28th came Attorney Lloyd M. Gibson, '22, and Mrs. Gibson, formerly of Indiana, but now of Chicago. They were the picture of health and prosperity.

Two days later Jim Neill, '98, came in and got bawled out for being in Washington a whole stack of years without paying a call on his Alma Mater. He 'fessed up and promised to do better hereafter.

August 12th brought W. F. Shellman, Esq., '10, of the West Virginia and Ohio bars, with offices at Wheeling and Steubenville. Shellman, who never looked better in his life, had some interesting things to tell of his experiences since he succeeded Dick Graham at Wheeling. He wants to hear from the old crew. Address: 113 N. 7th St., Steubenville.
Promptly at 9:30 next morning, who but W. Arvey Wood, ’22, of New Haven, with “Greetings to the Chair from the Nutmeg State and my compliments also to Miss Ollie when she returns.” W. Arvey was in town for one hot minute, but he found the way to Fifth Street—an example of which others please take note!

Fleming A. Jones, A.B., LL.B., Attorney at Law, Notary Public, with offices in the Hutson Building at Welch, stopped in long enough on August 14th to let it be distinctly known that he had not abandoned the “profesh,” for that he had become the owner of a Ford, the father of a bouncing young hopeful—Miss Marian Elaine, if you please—and the principal of a high school, all of this in the single State of West Virginia. Meanwhile, Mrs. H. P., said the counsellor, was doing splendidly in her new setting and sent her best wishes to all who remembered her at No. 420—which means everybody.

August 14th further distinguished itself by fetching this piece of insolence from a chap by the name of Baylor, ’23, out in Cleveland, Ohio: “Yes, it’s now J. Richard, the Nickel-Note Getter, and I don’t have to come by the ‘Chair,’ either. And if any ‘Chairs’ come monkeying around here with broom handles, we’ll shoot him with Quasi Contract shot.” Gentlemen of the jury, I axe youse in all candor and earnestness, can you beat it? Incidentally, Joe tells us that Henry J. Fugett, ’23, is now set up at Youngstown, No. 37 Central Square.

August 18th, not to be outdone, brought a dandy letter from H. Augustus Guess, ’03, 524½ East Archer St., Tulsa, Okla. In our next number we are going to quote from this letter (ain’t got time nor space today), for it contains much that will interest the Old Guard of twenty years ago. Attorney Guess reported good news from the West and incidentally said he knew of a good opening in a hustling city of 40,000 people. If you are interested, write him—but don’t do it unless you are sure you are the right sort.

Delighted and charming callers on August 19th were Mrs. Myrtle B. Robinson, wife of Sidney F. Robinson, Esq., ’22, of Detroit, Mich., and Miss Ressa Thomas, of Elkhorn, W. Va.

August 25th bulks large in the record because of the hearty greetings registered by three visitors from two important States. The first was President W. C. Chance, of Parmalee Institute, N. C. Chance shipped with that gallant crew which finally passed out as the Class of 1911. Though interested in the law, he heard the wilderness cry down in North Carolina and from that moment decided to lay his course in the field of education. In this he has succeeded beyond his fondest dreams, having actually made, not two, but a thousand blades of grass grow where, not one, but none at all, grew before.

Dr. Benj. T. Withers and James S. Watson, Esq., topped the afternoon with the greetings of Little Old New York. Benny Withers is no stranger to Washington, for ‘twas here that he spent his boyhood. In New York he shares a lucrative practice with the veteran, Dr. Charles H. Roberts, particularly prominent at this moment as candidate for Congress from Harlem. Attorney Watson, who is assistant corporation counsel in New York City, is hand and glove with the incomparable Ben in boosting the fortunes of Candidate Roberts, was profuse in his praise of what he heard and saw of the Law School. In this he was joined by Doc Denny, and both promised to become Howard Law boosters from now on.

Other callers during August included T. Gillis Nutter, ’99, lawyer, capitalist, former member of the Legislature of his State and now grand mogul of Pythianism in West Virginia, and Mr. Lacy B. Ellis, whose brother, Percy L. Ellis, was a member of the class of 1918.

September was not rich in numbers, but she had plenty class. She brought in Theophilus J. Houston, ’21, of Bluefield, W. Va.; Jacob L. Reid, ’13, of Roanoke, Va.; T. Renfroe Eaton, ’23, of the North Carolina and Massachusetts bars, en route
to Chicago, and last, but not least, Robert Queen, '15, of Trenton, N. J. This last named chap is the same Queen who, besides shedding luster on the scutcheon of the Alma Mater by making good on his own account, has distinguished himself by lending in an uncommon degree a helping hand to other Howard men who have knocked at the door of the hard-boiled Jersey bar.

The Masons—Duane B. and Roger Q.—of 1426 East 18th St., Kansas City, registered by letter the greetings of the Missouri bar, while the newspapers of their State told of their qualifying as counsel in two suits for damages aggregating $66,000.

Elijah J. Graham, Esq., '10, also checked in by letter from Charleston, W. Va. Same Old Dick Graham; hasn't changed a bit. Same line of good stuff mixed and commingled with plenty of bunk. Although known to be one of the busiest practitioners at the bar of his State, this keen Howardite finds time to be a top-liner in the political hustings.

**EVANS OF WACO.**

If October had done nothing more, she had perfected her title to distinction by bringing on the reopening of the Law School, the inauguration of the Master's Course in legal study and the visit of Evans of Waco.

Dick Evans, '12—down in the Lone Star State they call him R. D. Evans, Esq.—looks scarcely a day older than he looked that fine morning in 1912 when, after passing thirteen examinations one after another to prove that he was entitled to an LL.B. degree at the hands of Howard University, he telegraphed back to Texas that he had met the enemy and if they were not his, at least he was not theirs.

From that day until this Evans of Waco has been pinch-hitting all over the Southwest with an average well up toward the coveted 1000. But that wasn't enough. On October 6th he argued the unconstitutionality of the Texas primary election law before the Supreme Court of the United States. It appears that in Texas they have “solved” the problem of the colored man as a voter by adopting a system under which the primary (in which the colored brother cannot vote) has become to all intents and purposes the election. “See how easy it is?” they asked; but Evans couldn't see it that way. The result promises to rank with the famous “Grandfather Clause” cases from Oklahoma and Maryland some years ago.

Attorney Evans is the father of the dapper Robert L. Evans, '22, with whom he stopped while in Washington. On the evening of the 6th they came in, Pere et Fils, and inspected the new Law School from cellar to roof, and left singing louder than ever before the praises of their Alma Mater—but not before Waco Dick had delighted Prof. Imlay's class with some sage, practical advice drawn from a wealth of experience gained in a land where it takes nerve to practice law: "In Texas, down by the Rio Grande!"

**BENEFACTORS OF THE LIBRARY.**

Some months ago it became our privilege to report a donation to the library of the Law School of 190 volumes, the gift of Mr. Jackson H. Ralston, Mr. Wm. E. Richardson and Judge Frederick L. Siddons. Since that time up to October 10, 1924, other gifts have been made by benefactors, to whom grateful acknowledgement is made, as follows:

- Dion S. Birney, Esq. 119 Volumes
- John Byrne & Co. 25 Volumes
- James P. Schick, Esq. 19 Volumes
The gifts recorded above would be welcome in any event, but they are all the more so for that the donors include two members of the Faculty of Law and one of Alma Mater's own boys. Moreover, the volumes given by Prof. Birney include a large number from the library of his father, the late Prof. Arthur A. Birney, who for almost forty years was the associate of the late Dean Leighton in the work of the very Law School which now falls heir to so large a part of his great library.

HARRIS-SETTLE-ALEXANDER-EVANS PRIZE.

On September 30, 1924, four graduates, Mortimer M. Harris, '16; Joseph T. Settle, '16; Fritz Alexander, '22, and Robert L. Evans, '22, joined in tendering $100.00 in cash to the Howard University School of Law as a prize for excellence in the law of real property.

That the gift should go to the classes in real property is neither strange nor selfish. The field of real estate is one of endless intricacy, and yet it is one in which these four men have all won recognition and financial success. They know what it calls for, and, as stated in their letter, it was in the spirit of a desire to offer some degree of encouragement to the young men who are still in school to become proficient in this concededly difficult line of endeavor that their tender was made. The prize has been accepted in the name of the Faculty of Law. The details of the basis upon which the prize will be awarded are now being worked out by Professor Imlay, who will make his announcement in a few days.

HENRY CLARENCE ROSS.

There remains the sad duty of recording the passing of Henry Clarence Ross, who died at his late residence, 1945 Vermont Avenue, N.W., on September 19, 1924. Mr. Ross was a member of last year's Middle Class. He was an earnest student, who got results. He passed in all his subjects for the first two years and would have taken his degree at the graduation next June had it been so willed. The death of Mr. Ross at this time is a source of very great sorrow to all his associates in the Law School, who, in so far as such a thing is possible in human affairs, share with the surviving mother and sisters the loss which is theirs. Resolutions of sympathy and respect, adopted by members of the Senior Class who were in the city at the time, were sent to the family of the deceased and published in the local press.

JAMES C. WATERS, JR.
THE ASSEMBLY OF OCT. 7.

The mystery of life and death, with its hopes, promises and fears, and its joys and sorrows, is one that we could not overlook if we would. Every day we see it in an old or in some new phase; sometimes it touches us as parts of the great world, sometimes as individuals; but it does not often touch our group at Howard so poignantly as on Tuesday, October 7. The majority of us shall forget this date, but not one will forget the day, that day on which the spirit of life and the spirit of death so strangely dwelled together in our little thronged chapel. The group which crowded the chapel at noon was expecting to hear some word of their deceased classmate and brother, Haywood Johnson. No one of us knew what was to be the nature of the service. An air of hushed expectancy, of sorrowful waiting, held the assembly.

The President did begin the exercises by speaking of Haywood Johnson—but not at length; this was not the purpose of the meeting. It was to be a tribute to the living. A university's expression of love and esteem to one of its dead was to come later. There was, however, one remark of the President which struck deep into our hearts as a message of support and consolation. That thought was that despite Johnson's youth, his opportunity had come—and he had taken it.

This assembly of October 7 was to honor the living in the person of Dean George W. Cook. This date marked the fiftieth year of his service to Howard as student, teacher and friend, with special emphasis on FRIEND, for no one stays at Howard long without knowing the little Dean of the bright smile and the cheery greeting. The little affair was a surprise to him for whom it was planned, and it was also a surprise to the students. He was touched; so were we. All that a fond group of college students can do to show appreciation and affection to a teacher was done for Dean Cook. The climax of the ovation came when Dr. Emmett J. Scott presented the Dean with a basket of beautiful, rich autumn flowers.

Dean Cook attempted to express a gratitude beyond the depth of words. He told of his entrance to Howard fifty years ago. When he reached here, he said, "there was no Chapel, no Library, no Applied Science building, no Science Hall, no Dining Hall." The question unspoken and murmured ran through the assembly: "What was here?" His answer came: "Spaulding Hall was here." For Dean Cook's sake, may Spaulding Hall's venerable life be unmolested yet a while longer by those for whom it holds no sacred memories. We knew that Dean Cook, before ending his impromptu talk, could not refrain from expressing his devotion to his Alma Mater. That expression came in the words: "Although I entered Howard fifty years ago, I am as much a Howard man now as I was the day I entered."

Perhaps more than one in that assembly wished that the tribute accorded Dean Cook could have been one of abandoned joyfulness, untinged by the sorrow of death. And yet how characteristic—life and death, joy and sorrow. After all, we had before us youth alive and youth departed, and after all the spirit of youth living or dead: is eternal. Haywood Johnson gave up his life for his University; Dean Cook has given and is still giving his life for his school.

The President, in the prayer which closed the exercises, thanked God for sorrow, which makes the heart tender. Sorrow does this and more. It teaches us to hope, it teaches us faith, it binds our hearts, one to the other. So it is the mother of the Trinity, Faith, Hope, and Charity. Yes, we thank God for the sorrows as well as for the joys of life, for the joys make life worth living and the sorrows make it the beautiful thing it is.

M. C. H.
TRULY A MARTYR.

By Percy E. Newbie.

The entire student body mourns the loss of our much-loved gridiron warrior and friend, Haywood ("Speed") Johnson. The news of his untimely death shocked us all and left a sore spot in our hearts, which can be removed only in the faith that our good and merciful God must have seen fit to deprive us of him who was so true a gentleman, sport, and loyal Howardite.

At the request of Dr. Durkee, services were held in Rankin Memorial Chapel,
Thursday, October 9th. Dr. Durkee cancelled an engagement to attend the inauguration of the president of Western Reserve University in order that he might express his deep and heart-felt sympathy for the survivors and to pay his personal and official respect to one who had given his life for the honor and glory of his school.

An inexpressible solemnity and calmness hung low o'er the campus that day. At noon groups gathered here and there around the chapel, where his body lay in state, and whispered expressions of sorrow and grief. No one spoke above a whisper and few found themselves able to withhold tears.

Throng of students stood outside of chapel waiting for the opportunity to get the last glimpse of the deceased. The men with uncovered and bowed heads stood motionless and still, as did the women.

The services began at 2 p.m. Standing room was at a premium. The funeral march was played by Prof. Roy Tibbs. The choir and Glee Club sang “Lead, Kindly Light.” Dr. Durkee rendered a prayer which touched the soul of every one of the saddened students, friends, and relatives of the deceased. Then he read the Scripture lesson and delivered a short sermon.

Mr. William D. Edelin read an eulogy in behalf of the Phi Beta Sigma Fraternity, of which “Speed” was a member. The faculty and student body were represented by Prof. W. V. Turnell and Mr. Arthur Brady, respectively.

After a rendition of “Deep River” by the Glee Club, Rector Brown, of St. Luke’s Episcopal Church, spoke briefly upon the character of the departed student, congratulating the parents upon having had such a son.

Mr. Emory Smith, Alumni Field Secretary, who was at the bedside of “Speed” as his spirit passed into a higher sphere, made the final remarks. He said in part: “I have heard and read many dying declarations, but never one more appropriate as a challenge to his fellows than that uttered by ‘Speed’ in his mother’s arms just before he breathed his last: ‘Don’t leave me, fellows! I am late. I thought I could make it. We must win. We will win. We—have—won!’”

Johnson’s body was guarded by his fellow-football men from the time it was brought up to the campus until it was carried beyond the University grounds.

Now that our fellow-student is gone, we hear of his qualities and virtues. In the case of “Speed” they were not hard to find. A man’s character is always manifested in his sports. From the mouth of Capt. Dokes it is learned that Johnson was a true sport and a well-loved fighter. When interviewed by a reporter, Capt. Dokes said of him: “There never was a more earnest and courageous fighter on the gridiron. I played alongside of ‘Speed’ for the last three years, and during that time I found him to be a fighter and always in the game, letting up at no time. He was a fearless man on the gridiron. He was loved by all his teammates.”

Much has been written and more has been spoken of Haywood since his untimely death. Nothing seems to be so significant as the words of Mr. Brady, who said in part: “His memory through many generations should stand as a guiding star to all those who shall enter Howard. His love for his Alma Mater and the tremendous sacrifice which he has made in upholding her honor have placed him first among her sons and daughters, and when in years to come we shall see his picture foremost among the heroes of dear old Howard, we shall be able to point to it with a spirit of mingled pride and sorrow and say without apologies: ‘He was indeed a Howardite and gave his all in honor of his Alma Mater.’”
EULOGY ON HAYWOOD McPHERSON JOHNSON,
PHI BETA SIGMA.

As Delivered by Brother WM. B. EDELIN, A.B., October 9, 1924.

Brother Haywood McPherson Johnson, fellow “Greek” of Alpha Chapter, Phi Beta Sigma Fraternity, was born May 8, 1904, and departed this life October 6, 1924.

His early education was attained at the Lucretia Mott School, Washington, D. C., from which he was graduated June, 1916. Entering the Paul Lawrence Dunbar High School of this city in the Fall of 1916, he became a member of the “Famous Class of 1920,” the first class to graduate, after having completed four full years of study within the sacred walls of the new school. Here was destined to be the planning table of both his scholarship and athletic achievements. A brilliant scholarship was attained by our brother, which won him the respect and admiration of all of his classmates. Aside from that, his wonderful athletic ability stood out prominently.

Early during his high school career he showed evidences of being a wonderful basketball player, and represented the school in many of its games. Tennis and baseball were his other favorite forms of sport, and it was these that later placed him in the eyes of all as being a “wonder,” a “marvel,” and a “star.”

Finishing his high school career in June, 1920, Brother Johnson entered Howard University in the Fall of the same year. Reporting to the “Gridiron Squad,” under the tutelage of our own Coach Morrison, Haywood won the admiration of the coach, his team-mates, his classmates and his associates by his obedience, tenacity, perseverance, determination, zeal and affableness. Later during the year baseball called and found Brother Haywood ready to answer the call. With his same spirit, he won a place on the varsity team as first baseman. It was about this time that because of his agility, quickness of thought, alertness, and lightning-like rapidity that he was given the name of “Speed Johnson,” by which he was known and loved by all.

Phi Beta Sigma quickly saw the honor of having such a man in her ranks, and on the 17th of November, 1921, Johnson became Brother Johnson, after having been duly initiated into the Alpha Chapter of Phi Beta Sigma Fraternity.

To the Fraternity, Brother Johnson attempted to bring honor and praise by being outstanding in athletics. This he did. The soldier of the World War could not have done more than our beloved Haywood, who gave all to his Alma Mater.

Continuing in athletics, he was a prominent character on both the Fraternity and Varsity basketball teams. I need not mention his football career; we Howardites have time and time again seen our beloved Haywood on the “Gridiron,” fighting that Howard should be on top, reigning in supreme majesty.

The Fraternity joins with Howard in saying that never was there a more studious, a more courteous, a more noble gentleman than was our “Friend and Brother”—Brother Johnson. In all he was a “Regular Fellow.” Though tranquil and not turbulent, he was always prominent among all of his associates, winning his way with his congenial and affable nature.

At the end of four years’ study at Howard and after having given himself that Howard might glory in his worthy deeds, Brother Johnson was graduated from the School of Liberal Arts, June, 1924, with the degree of Bachelor of Arts.

Matriculating in the Medical School of the University in the Fall of this year, he returned to the “Gridiron” having another year of eligibility—even then, doing so at a sacrifice because of his confining classes in medicine. It was here that he became a martyr. Was there ever a more loyal Howardite? Were not his actions those of one born with that spirit that Howard must be first and on top always,

It is in this respect that we, the Alpha Chapter of Phi Beta Sigma Fraternity, do
extol the name and honor of our fellow "Greek"—Brother Haywood Johnson. We
mourn our loss, for in his death, Howard loses a valiant and noble son, Phi Beta
Sigma a valiant and loyal Brother.

"Rest on, O Noble Soul, rest on,
In that bright, happy land,
Till we on those Great Shores shall stand
With you, around Christ's throne."

WHAT THE STARS SAY TO A HOWARDITE.

One night as I knelt on the window-seat and looked out on the dark blue sky
studded with millions of diamond lights, I thought of the days when I first came to
Howard. I was a scared freshman and those days seemed so hard. As I stared up
at the stars, I began to think of the pleasant hours I had experienced. I gazed and
gazed as happy experiences of three full years filled my mind. Each star seemed to
be a record of some hour of pleasure spent in Howard. On that night there came
to me a more vivid realization of Howard spirit. Before, I was accustomed to
dwell on the troubles and the "rough deals" I had experienced, but now I saw how
few had been these travails as compared with my joys. I began to understand the
feeling of pride and joy which comes to the alumni when the strains of the Alma
Mater are wafted through the air.

I am glad I came to Howard and I shudder to think that the speeding hours are
fast sweeping me to the time when I shall be under the protection of the Alma
Mater no longer.

TO THE FRESHMEN.

Dear Freshmen:

How far removed you are from your life of a few months back! You have
suddenly been transported from a place where you were boys and girls to a place
where you are considered men and women. I wonder who is unable to measure up.

You have come to old Howard, the Alma Mater of many of your parents, an in-
stitution which has written its name on the roll of scholarship over half a century
before. Join in with those who have already experienced her blessings and work
ever for a great Howard. Do not do little things which you think might not be
found out, for when they are, you drag down the name of your school with your
own reputation.

Faculty, administrative officers and student body are your friends. Yes, even the
Sophomores are friends when you know them. Remember that you are a part of
the machinery and if anything goes wrong with you, the whole mechanism is
affected.

Start right and you will be bound to end right.

Yours for a Greater Howard.

A SENIOR—H. A. D.

WELCOME, "BABY FRESHMAN."

The beginning of this year, as the beginning of all other years in her history,
brought to "Mother Howard" another darling little babe. And that babe is the class
of 1928.

You have come to a dear, good mother, "Baby," and we only hope that you will
grow to be a fine, grateful, obedient child.
Of course, “Mother” will scold when you are naughty. She will spank you, too, but you must not mind the spanking, since she does it all through love. Like all other mothers, she will call you oftentimes long before you have finished your play, and she will make you study when you would rather have fun. But all play and no work will make you a silly child. “Mother” knows best; you must always listen, for she will tell you nothing wrong.

“Mother” will not let you have too many sweets, either. Sometimes she will ignore your cries for candy, and instead will give you some good, wholesome food, because she knows that too much candy isn’t good. And, “Baby,” she will give you medicine, too. You must not mind this, either, because, as we said before, “Mother” knows best.

“Mother” asks only that you obey her, that you honor her, that you love her. And, “Baby,” dear, we, your brothers and sisters, will be good to you, too. Quite naturally, naughty “Little Brother” Sophomore will tease you and pinch you and slap you for a while, but “Mother” and we others will not let him hurt you much. He would not really hurt you, anyhow! He’s only a little peeved because he couldn’t always be the baby. Even he is glad to have you around, for with your coming, came more hopes, higher aspirations, greater endeavors to make “Mother Howard” live on, and on, and on. And we all love “Mother.”

Be sweet, dear little “Baby”; we love you—we, your “Mother’s” other children.

B. C. S.

**SUMMER SCHOOL TENNIS TOURNAMENT.**

“AN OUTSTANDING INNOVATION,” declared Miss Lucy D. Slowe, dean of women, in commenting officially upon the summer school tennis tournament, which was run off on the Howard University courts from August 1 to 2, inclusive. Preliminary rounds uncovered some remarkable racquet wielders among the faculty and members of the summer school colony. The lure of eight loving cups, donated by Professor William J. Bauduit, director of summer session, attracted a select entry list of twenty-three tennis enthusiasts, of which eight were representatives of the fair sex. Professor Lightfoot opined later that this unlucky number might have been responsible for his springing a “charley horse” in the finals of the men’s doubles, at a time when he and his partner, Dr. E. P. Davis, were outguessing their youthful opponents, Lee and Warfield. The latter won, 8–6, 6–2.

After Dean Slowe and Dr. Mary Watkins had defaulted in the early rounds, Miss La Verne Gregory volleyed her way to a spirited victory over Miss Eva Hilton in the finals of the ladies’ singles, 7–5, 6–1. Paired with her uncle, Professor Montgomery Gregory, in the mixed doubles, this combination scored an uphill victory over the team of Wesley and Watkins, 6–0, 4–6, 6–1. Miss Gregory was the lone double winner of the tournament.

Mr. Walker Savoy won the feature match of the men’s singles by taking “Billy” Warfield into camp, 6–0, 9–7. After playing listless tennis in the first set, “Billy” came to life suddenly and carried the game to deuce three times before losing on a double fault.

Misses Hilton and Watkins exhibited plenty of teamwork in winning the ladies’ doubles from Misses Hall and Slow, 4–8, 6–2, 6–2. Dr. Watkins’ play in the back court was superb and Miss Hilton at the net killed off many rallies started by the ex-national champion.

Silver loving cups were presented to the winners at a reception in honor of the summer students on the evening of August 9, in the new Dining Hall. Dean Kelly Miller made the presentations. Summary:

Ladies’ Singles—La Verne Gregory defeated Eva Hilton, 7–5, 6–1.
Men's Singles—Walker Savoy defeated William Warfield, 6–0, 9–7.
Ladies' Doubles—Eva Hilton and Mary Watkins defeated Norveleate Hall and Dean Lucy Stowe, 4–6, 6–2, 6–2.
Mixed Doubles—Montgomery Gregory and La Verne Gregory defeated Charles Wesley and Mary Watkins, 6–0, 4–6, 6–1.
Men's Doubles—William Warfield and Howard Lee defeated G. M. Lightfoot and E. P. Davis, 8–6, 6–2.

FOOTBALL PROSPECTS FOR 1924.

As we go to press, on the eve of the Howard-West Virginia Institute game, the football outlook at Howard may fittingly be described as “up in the air.” How the
vades the campus at this hour in time to get together for the big games, as well as to buoy the morale of the squad, is, at best, a conjecture.

This much is certain: If there is a possible outlet to this chaos, Coach Morrison is the man of the hour for the job. Never has a coach faced a more stupendous problem than that which stares the present mentor squarely between the eyes. Were the malady confined to the squad, the remedy would be simple. The football material, though new for the most part, is unusually good. Howard's team will trot out on the gridiron on Thanksgiving Day in as good physical condition and with as great a knowledge of football lore as any gridiron team in this neck of the country. Make no mistake about that. But the rabbles—there's the rub. Shades of Dean Cook, Holmes and Oliver!

Spirit on the "Hill" is as warm as an iceberg. Many of the old-timers, like "Herb" Marshall and "Jimmie" Long have gone or are engaged otherwise. Their successors are having a hard time trying to inject college spirit into the new student body. A new Gideon is needed to invoke flesh upon the dried bones. This survey, you will remember, however, is written in October. Many things can happen to transform conditions between now and Turkey Day.

The eleven showed enough potential power in the initial skirmish with Agricultural and Technical College of Greensboro, N. C., on October 3rd to justify hope for a championship eleven. Although the game ended in a scoreless tie, the result was not a criterion of the relative strength of the two teams. Howard made nine first downs against none for her opponent. Costly fumbles and penalties at critical moments robbed the Bisons of at least three chances to score. The line proved to be a veritable stonewall. From end to end, the combination excels the 1923 undefeated team, which, as you know, was nobody's foot-mat. Several changes will undoubtedly be made in the backfield before a final combination is selected. "Sam" Peyton has returned to the squad and "Bip" Brooks has been shifted to full back in order to get added weight into the back field. Secret practice has begun already. Lincoln, read about it and weep!

T. J. A.

FOOTBALL SCHEDULE 1924.

October 3—A. and T. College, at home.
October 11—St. Paul Normal School, at home.
October 18—Open.
October 25—West Virginia Institute, at home.
November 1—Wilberforce University, at Columbus, Ohio.
November 8—Virginia Normal and Industrial Institute, at Petersburg, Va.
November 15—Hampton Institute, at home.
November 27—Lincoln University, at home.
OF GENERAL INTEREST.

1924.

THE JEANES FUND, for the improvement of Negro Rural Schools, co-operated during the session ending June 30, 1924, with public school superintendents in 289 counties in 15 States.

The 302 Supervising Teachers *, paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,928 country schools, making in all 41,312 visits, and raising for the purpose of school improvement $302,972. The total amount of salary paid to the Supervising Teachers was $292,574, of which the sum of $144,423 was paid by the public school authorities and $108,151 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into the small county schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds, and to organize clubs for the betterment of the school and neighborhood.

* Including nine State Supervising Teachers. Five counties had two Jeanes Teachers, and one county had three. Two teachers worked in two counties.

SIDELIGHTS ON THE OLYMPIC GAMES.

"It was the most successful invasion that America has ever accomplished," chirped Lawson Robertson, head mentor of the United States Olympic team, upon his arrival in New York from Paris in August. For the eighth successive time since the modern revival of the ancient Greek games at Athens in 1896, the Stars and Stripes have been victorious in these quadrennial championships. For the first time since Uncle Sam secured a toe-hold on the world athletic supremacy, Negro athletes took an active part in swelling the point total. Altogether, our representatives accounted for 18 of the 255 units pocketed by Uncle Sam. Forty-three nations were contestants. Twenty-nine scored points. Finland finished second, with 166 points, by virtue of the activities of her two super-athletes, Parvo Nurmi and Willie Ritola. By scoring 85½ points, Great Britain annexed third place, just 12 markers ahead of France, who finished in fourth position, well ahead of the balance of the field.

To DeHart Hubbard, University of Michigan athlete, goes the distinction of being the first American Negro to win an Olympic title. Hubbard leaped 24 feet 6 inches to beat out his team-mate, Ned Gourdin, former world record holder, who led up to the final jump with 23 feet 10 inches. In making his victorious hop, Hubbard sustained an ankle bruise which incapacitated him from further competition. Hubbard was America's chief exponent in the running hop, step and jump event, in which he was expected to swell appreciably America's point total. A story is going the rounds that both Ned and DeHart were somewhat upset the day before the competition when they got the report that Bob Le Gendre had jumped 25 feet 6 inches for a new world record in the pentathlon contest. Gourdin's mark was 25 feet 3 inches. Le Gendre had never jumped more than 24 feet before, and for him to get a record all at once somewhat upset our boys. Anyway, neither of them slept a wink that night and so were in bad shape for jumping the next day. However true the story may be, you may take the writer's word that Hubbard, who has bettered 25 feet on six different occasions, more often than all other broad jumpers combined, will break that new mark before another year passes, else we promise to bite the head off of a ten-penny nail. Le Gendre deserves credit for his super-
effort. He has sprung so many surprises in his long and brilliant career on the track that critics are not surprised to see him spring anything.

According to Walter Camp, Gourdin followed his Olympic jump by leaping 25 feet 8 inches on the next day, in an exhibition for the movies. However, exhibition jumps are not accepted as official records. Later, Gourdin won the “London Olympics” with a leap of 24 feet 6 inches. His participation in the recent National Championships at Newark was reported to be Ned’s farewell performance in open competition. If true, this will end one of the most brilliant careers in track and field history. Sharing with Howard Drew and Binga Dismond the distinction of being the three Negroes to hold world records in track and field sports, Gourdin brought many honors to himself and the race, both as a sprinter of national prominence and as an all-around athlete. He was the only Negro to have won the national pentathlon contest. He accounted for this title in 1921 and 1922.

The greatest single achievement at the Paris Olympics from a racial point of view, however, was the running of Earl Johnson, veteran Pittsburgh athlete and champion long-distance runner of America. After finishing fourteenth in the 10,000-meter event (incidentally being the first American to cross the finish line), Earl came right back two days later and ran a “banged up” race in the 5,000-meter cross-country event to finish in third place, right on the heels of Nurmi and Ritola, the great Finnish athletes. Somewhat of an idea of his performance can be gleaned when it is mentioned that 24 of the 39 starters failed to finish the long grind. It was this same Earl Johnson who, a few years ago, compelled Howard Valentine, sporting editor of the New York Globe, to modify his opinion that Negro athletes had not the “guts” to compete successfully in the long-distance races. At that time Earl was representing the Salem-Crescent Club of New York City. He recruited around himself a group of young athletes who soon made their presence felt in the metropolitan district. In his long career on the cinder path, Earl Johnson has held five national titles, 31 district titles and has won 24 marathon races.

Charles West, Washington and Jefferson stellar athlete and intercollegiate pentathlon champion, was the fourth race member of the 1924 Olympic brigade. Although injured before the tryouts, West was taken over sea with the squad, where he returned to such superb form that Lawson Robertson made every attempt to enter him in the competition. The application was not honored by the Olympic Committee, and West saw the games from the sidelines. West accompanied the U. S. contingents to Rotterdam, Holland. In the international games at the latter place on July 22, he heaved the javelin 189 feet 11 inches for new record for Holland. Incidentally, this is the longest heave ever made by a Negro athlete and was good enough to have placed in the Olympic games.

T. J. A.
COUNTERWEIGHTS.

A CONFESSION.

Howard is a lovely place—  
We admit it.  
The center of the Negro race—  
We admit it.  
Although we'd hate to knock or rap,  
The other schools are heaps of scrap;  
They're simply absent from the map—  
We admit it.

SCANDALOUS!

First College Student—"I think I'll sue the English instructor for libel."  
Second College Student—"What for?"  
First College Student—"He wrote on my English essay, 'Your antecedents are bad and your relatives are very poor.'"

Sims—"So you cured your wife of the antique craze. How did you do it?"  
Jones—"Gave her a 1914 car for her birthday."

Mrs. Newife (as husband prepares for swim)—"Don't go farther than the horizon, darling, will you?"

Gentleman (taking out pocketbook)—"Did you say the suit was fifty dollars?"  
Clerk—"No, sir; forty-five."  
The Boss—"Why, James, I'm surprised at you! You know our slogan is 'The customer is always right.'"

She (tearfully)—"You know, I feel dreadfully responsible about losing that football game."

He—"Why so?"

She—"I cheered once at the wrong time."

"It's no use," said the girl, explaining her ruined bob to her friends. "I tried to tell the barber the way I wanted it, but he cut me short."

Diner—"I say, Miss, I'm in a hurry."

Waitress—"Don't let me detain you."

Senior—"Do you like Kipling?"

Freshman—"Why—I don't know. How do you kipple?"

AGGRESSIVE YOUTH.

"What are you going to do with your boy Josh when he gets through with college?"

"I hadn't thought of that," replied Farmer Corn tossel. "I was wondering what the college was going to do with itself when Josh gets through with it."
<table>
<thead>
<tr>
<th>1. Name</th>
<th>(first name)</th>
<th>(middle name)</th>
<th>(last name)</th>
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</thead>
<tbody>
<tr>
<td>2. Present Address</td>
<td>(City)</td>
<td>(State)</td>
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<td>Street Address</td>
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<td>3. Permanent Address</td>
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<td>Street Address</td>
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<td>4. Date Entered Howard University</td>
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<td>5. Number of years at Howard</td>
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<tr>
<td>Department Entered</td>
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<td>6. Other Departments Entered</td>
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<td>7. Degrees Conferred, if any</td>
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<td>8. Year of Graduation</td>
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<tr>
<td>Year Discontinued Course at Howard</td>
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<td>9. Occupation or Profession</td>
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<td>10. Business Relations (i.e., connection with business enterprises, banks, etc.)</td>
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<tr>
<td>11. Schools Attended Before and After Attending Howard</td>
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<tr>
<td>If You Do It Today, You Won't Forget It.</td>
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</tbody>
</table>

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