Editorials

Some Cultural Values in Commercial Education
The Evolution of Home Economics
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The Portrait of a Youth

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HOWARD UNIVERSITY
WASHINGTON, D. C.

Founded by GENERAL O. O. HOWARD

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

A University located at the Capital of the Nation, with a campus of twenty acres. Modern scientific and general equipment. A plant worth approximately $1,500,000. A faculty of 185 members. A student body [1922-23] of 2054 from 87 different states and 10 foreign countries. Generally acknowledged to be the outstanding National University of the Colored people of America.

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

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

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The laws of motion that Newton and Halley proved to govern the movements of a comet are used by scientists in the Research Laboratories of the General Electric Company to determine the orbit of electrons in vacuum tubes.
GENERAL O. O. HOWARD
The Founder of Howard University
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We pause to look back down the corridors of Time; we turn the pages of History back fifty-seven years, and, lo! we find recorded what is to all of Howard's children the event of events, the birth of our "Alma Mater." Then we turn the pages forward again, finding, inscribed on each as we go, struggles in her babyhood, trials throughout childhood with the many blessings accompanying them. We see portrayed the lives of her founders and makers, their toils, their sufferings and finally their victory. We see her moulding and shaping the lives of her valiant sons and daughters. So, we come on down the years until we reach this time in Howard's life; she was fifty-seven years old March 2nd, but she is still young. There is yet much for Howard to do; there are yet many sons and daughters to come to her, to leave her ere she has lived her time.

In honor of Howard's fifty-seventh birthday, "Charter Day" services were held in Rankin Memorial Chapel, Sunday, March 2, 1924. A better "birthday party" could never have been had for her.

The choir, singing "The Son of God Goes Forth to War," led in the Processional, followed by the academic faculty of the University. After the invocation by Dr. J. Stanley Durkee, with response by the choir, our Secretary-Treasurer, Dr. Emmett J. Scott, read the University Charter. Then the choir rendered sweetly, Schubert's "Omnipotence." There followed the Scripture reading by Rev. William V. Tunnell. He chose the eleventh chapter of the "Epistle of Paul, the Apostle to the Hebrews," which begins thus: "Now faith is the substance of things hoped for, the evidence of things not seen." It was upon faith that Howard was founded, that Howard has thrived. It is upon that faith that Howard, through the coming years, will stand the tests that come her way.

Mr. James B. Majors sang, in his usual soul-stirring manner, "Ave Maria." After that we sang together "Faith of Our Fathers." Not only our lips sang, but our hearts made a fervent, solemn promise in these words: "Faith of our fathers! holy faith! We will be true to thee till death!"

Next came the address of the afternoon by Dr. D. Brewer Eddy of Boston, Mass. Dr. Eddy spoke in an appealing, impressive way. The theme of his address was "Brotherhood." He made a plea for universal
brotherhood, for the spirit of Christ and of justice in all. The only remedy for the strife that exists throughout the world today is the spirit of brotherhood penetrating every mind and every soul. Those on the hill-top must let their thoughts and their feelings and their sympathies rest with those, less fortunate, living in the valley below them. "We must grow through sacrifice and suffering into the righteousness He won for us," said Dr. Eddy. "Then," he asserted, "we come to the greatest battlefield of all, the battlefield of every heart between the good and the bad, between the best we know and the worst we feel." With Christ in our hearts, the good, the best, will triumph. Dr. Eddy told us later our duty in these words: "He summons us into the service of a kingdom of righteousness, a kingdom of heaven, a kingdom of God. These . . . are your burdens for life." The idea of his last words is that we, in the strength of Christ, must go forth in His name, leaning on His love, trusting in His power, and do His bidding.

Dr. Eddy's address finished, we joined in singing "God of Our Fathers, Whose Almighty Hand." The trumpet sound before each stanza fell upon our ears as a challenge to go forth to the field and work. What a prayer these two lines embody:

"Be thou our ruler, guardian, guide and stay,
Thy word our law, thy paths our chosen way!"

Dr. Durkee offered the benediction. Charter Day was over. How the sons and daughters of Howard, gone on before, must have rejoiced as they looked out over the portals of glory on this her fifty-seventh birthday anniversary.

Monday, March 3rd, there was a continuation of "Charter Day" services. Professor Dyson read a very informative paper on the origin and history of Howard University. He carried us back to November, 1867, when Howard University was first conceived in a meeting of the Missionary Society of the First Congregational Church of this city. The motive was to establish a school for fugitive slaves. He told us how the contract was drawn up for land on which to build without a cent and how the land was divided and sold in plots to liquidate the debt.

At first it was thought to establish a Theological School alone. Later a chair of Medicine was added and then a Normal Department. The first draft of the Charter provided for the College Department alone. The second draft provided for a Normal Department, a College Department, a Theological Department, a Law School, a Medical School and a Department of Agriculture. Later a Preparatory Department was added. Howard University was at first in the county of Washington and flat in the City of Washington. It was situated in a slum and cabaret section for whites. The first school was held in an old dance hall and in a shack behind it.

Then flooded in applications from all sorts of people; men began to speculate; great curiosity arose. The enemies of the University accused her of amalgamation of races because "all races came and sat on the same bench." But their contention had no weight. The purpose of the founders
was a noble one, one destined to win out over all opposition and hardships.

When Professor Dyson had ended, we sang the "Alma Mater." We sang of the "Alma Mater" that we now know and love, realizing that she is the realization of the noble ideas, the fulfillment of the noble dreams of her founders, and we were conscious of the fact that it rests with us and with those to come to carry out their plan and to hold the standard high.

Our President then introduced Dean Cook as a man who has known and known intimately every President of Howard University. Dr. Durkee expressed his hope that Dean Cook will put into book form, some time, the information which he alone possesses and which will be lost forever if he does not record it.

Dean Cook spoke on "Personal Reminiscences of General Howard." He gave us the history of General Howard's aims, his trials, his triumphs and told us of his worthy character and of his Christian life. He said of the founder: "Only a consecrated mind could have borne such a strain." In conclusion, Dean Cook paid this tribute to the man from whom Howard takes her name: "General Howard still lives on this hill and on this hill his spirit walks and shall never die. General Howard's spirit is marching on."

B. C. S.

Dean Cook's observations on the character of General O. O. Howard, quoted from his remarks on Charter Day:

"There were many men of fine character engaged in the bringing into being of this most useful and honorable institution. Among them is one, who, though not the originator of the idea, because of his relation to and fostering of the University must stand out conspicuously in the annals of both the past and the future—parent and founder! He is General O. O. Howard.

"May I ask you students to stand in your thought fifty years distant from the life of General Howard and view him as an instrument of Almighty God for the furtherance of His kingdom on earth.

"I have often had the privilege of talking with General Howard, and on all such occasions have been impressed with him not only as a humanitarian but as a man of altruistic action, Christ-like in that characteristic that leads one man to offer his life for another, for this he truly did when he braved anti-Negro sentiment and lent himself, body and soul, to his dream of education for the freedman.

"General Howard stands out an impressive example of what he professed to be and what he was so affectionately called—a Christian soldier.

"He lost his arm at Chancellorsville. Though maimed and suffering, destined to wear henceforth the empty sleeve, he was no less determined to offer up the remnant of himself for the cause of his country and the emancipation of the slave. With all the disadvantages of physical injury, his indomitable spirit rose to the crest of the wave of bravery and the holiness of self-sacrifice. He, on that first day of the battle of Gettys-
burg bared himself to the fire of the enemy, and, regardless of personal safety, held a check on the Confederate horde at Seminary Ridge, making it possible for General Meade to so form his lines at 'High Water Mark' that victory was assured.

"You will note how versatile a man the General was, and how he appreciated the thing to do, whether in war or peace. Many people do not know that General Howard, in connection with General Fisk, prepared a sort of primer to be used in the education of the ex-slave in the schools for Freedmen. It is a unique text and is similar in conception to some of the texts now used in our Americanization schools.

"Then after Howard University came into being, General Howard set about the task of establishing the permanency of our beloved institution. And here we are today enjoying privileges purchased through the suffering of the man who, because of his work, was attacked by that Congressional Committee, the leaders of whom had determined upon his social, political and military disgrace and destruction. They failed, for with his Christian fortitude, strength of character and purity of motive, he brushed aside their vilifications, came out from their persecutions unscathed and was fully exonerated from any wrong doing by a direct vote of the American Congress. Blessed be his memory.

"Only a consecrated mind could have borne such a strain. He had been using his great powers in correcting mistakes—national mistakes of the growth of centuries. He had proved himself not only a soldier, but a statesman. As such he used in the early days to come among us and we were privileged to meet him face to face. How far his great objects have been attained let the annals of Howard University declare and the alumni prove, for the fate of his object and purposes in the future you students of this day must give promise and realization.

"Men and women, General O. O. Howard still lives, and on this hill his spirit shall never die! For his soul is marching on."

The following significant paragraph from Professor Dyson's Charter Day address is also appended:

"When it became known that the University was open, applications came in from all manner of people asking admission. It was impossible for some to believe that Negroes were being permitted to enter college. Many applied, asking if it were true that Negroes could enter. Married men applied to enter, and, if possible, to bring their wives. Many, without money, made application. Many, without preparation, except the ability to read and write, wished to enter. They wrote to learn if preachers only were admitted. Poor white boys from Louisiana applied for admission. White students at Oberlin wished to come; they thought it would be cheaper here. It was a new thing in the country—a university where black and white, old and young, married and single, ignorant and informed—all could enter with or without money. They brought with them in many an instance a pick or a shovel or spade. They came to dig, literally, to dig their way through school. It was they who in a large measure drained this hill, graded it and cut these streets we now enjoy."
HOWARD HOUSE
Formerly the residence of General Howard
erected in 1868.
Special Articles

SOME CULTURAL VALUES IN COMMERCIAL EDUCATION

BY ORLANDO C. THORNTON,
Instructor in Accountancy and Finance.

HERE never has been, nor ever will be, any one universally accepted theory on any subject in any field of human endeavor. Numerous differences of opinion as to the relative importance of various branches of human thought and industry will, as ever, continue to offer big problems for solution. Such is the substance of statements with which we are all more or less familiar. It is pointed out, for example, that the Royalist, the Democrat, the Catholic, the Protestant, the soldier, the patriot, the poet, the scientist, the business man, the farmer, the statesman, and the educator will each continue to seek to prove that the ideas, labors, and contributions of his class have been the chief blessings of humanity in the past, and will be in the future. Just as many disagreements obtain, presumably, within the ranks of each class, if not upon the question concerning which group should occupy the highest office, certainly upon some other important question. Political economy, whether viewed from the standpoint of the statesman or from that of the educator, has been the subject of much controversial discussion. "A large section of thinkers swears by Karl Marx (for instance), and another section swears at him; some believe in Henry George and Single Tax, some are Monarchists and some Democrats, some are Communists and others believe in Capitalism, Greenback Currency, Populism and what not." A similar situation has long existed in college circles on the subject of educational values; and we find arrayed against each other's views on this question a group who would maintain for all time the formal Graeco-Roman learning, and another group who believe in the principle that educational processes should be modified from time to time in order to keep the learner abreast of world affairs. Between these extremes there are many followers of numerous middle positions.

In every case, it must be granted that the proponent's idea as to the aim of education is indicative of what he firmly believes to be the absolute educational requirement of the cultivated man. So that, after all, the lack of agreement here seems to grow out of the many, many shades of meaning given to the word "culture."

Without attempting an exact definition perhaps I may say, without fear of much contradiction, that in the present age we generally understand by cultural education that type which prepares the student to comprehend and enjoy general life interests, and at the same time gives him a measure of mental discipline. This understanding, it seems to me, is inclusive enough to have an abiding worth under the tests of any past, present, or future civilization. "We must allow in our contemplation of the culti-

1 Editorial in "The Washington Times" (of recent date).
vated man a large expansion of the fields in which the cultivated imagination may be exercised"; and since the individual is apt to blunder through eagerness to comprehend quickly and to enjoy changing life interests, it would seem proper that of all the agencies designed for the protection and improvement of the body and mind of the individual, the schools of higher learning are certainly among the best to be found anywhere.

It is only in comparatively recent times that cultivated imaginations have made systematic investigations of the real fundamentals of success in business, owing to the fact, primarily, that vast changes in the character and the volume of business have only recently demanded of its leaders superior ability. These leaders, more than ever before, need a mind educated to think clearly; need the ability to trace accurately effect to cause; and need the preparation that will enable them to understand the true relation between far separated conditions and widely diverse influences. And so, the schools and colleges have attempted to meet these needs by enlarging their curricula with appropriate business courses. For more than twenty years, now, educators have been experimenting with this new type of education. Nor is it surprising that they have made it, too, the subject of extended controversy.

With the statement that "all knowledge has a cultural value," we may not be so satisfied as some schoolmen have expressed themselves as being; but a great many distinguished educators may be quite ready to grant that any subject taught in an approved university in conformity with the standards prevailing throughout the entire institution is no less important, and is entitled to no less value than any other subject in the university curriculum. Wherever, of course, university curricula include subjects designed for students who are preparing to enter the business fields, such subjects, too, must conform to the prevailing educational standards.

At this point it may be well for the teachers of business to keep in mind always the real difference between training for a particular position, and education for business, since no other type of educational preparation has given such confusion of terms with respect to the content, method, and purpose of study. Perhaps this difference could be expressed no more clearly than it is in the words of Dr. Glen Levin Swiggett, of the Bureau of Education, Department of the Interior, who says: "The aim of business training is definite and specific. That of business education is of wide range and may even at first glance seem purposeless in its effort to educate broadly for the understanding of social phenomena and economic management. The element of time is a determining factor in the difference of aim and must condition the when, what, and where of business training and commercial education. * * * It [education for business or commerce] deals with principles and laws that govern commerce; possesses a body of information that might rightfully be called the culture of business; and gives the technique necessary in management of business, simple or complex. It requires years in preparation, whether for domestic or foreign trade; would defer specialization; and implies a reasonable

2 Dr. Eliot, President Emeritus of Harvard University, in "Education for Efficiency."
measure of standardization and sequence of courses in educational practice. On the other hand, one can begin vocational business training in the schools whenever the maturity of the student permits training for the job which it at hand."

It is clear that the function of a university, therefore, is to educate for business or commerce, rather than to train for specific positions which training, preferably, is the function of a business high school. From the university standpoint, the character of business education can thus be given in a way so as to possess considerable cultural value.

The university student who is already pursuing, or who expects to enter upon, the study of commercial subjects, need have no fear that certain surviving aristocratic standards will brand the results of his effort as inferior; for he can personally perceive and point out too many instances to prove true the contrary. While there is some question whether or not the teaching of typewriting, the rudiments of bookkeeping, and shorthand, constitutes a part of a university’s aims, no one should hold the same position in respect of some other business subjects such as economics, sociology, or commercial law. These latter subjects are designed to show the functional relation of business to the life of the community, by first cultivating a proper sense of what comprises true business education, and then emphasizing the fundamental principles of human living together, and the service side of business. Of commercial law it is said further that “it is not founded upon mechanics, but upon the necessities and broader principles of intercourse, with a historical and cultural background unequalled in any other subject. It touches every phase of life and concerns every living person. In the study of this subject the student is necessarily brought in contact with some of the greatest personalities of history. The student learns the value of precise language and the necessity for clear thinking and honorable action; that nothing develops self-confidence and self-assertion more than a knowledge of the law.”

The aim of a course in economics is equally far-reaching. It should teach the student the language of economics in order to convince him that he himself is daily working out economic principles in his own everyday world, and bring him to realize that the laboratory for the science of economics consists of the geographical, industrial, political and social environment in which he lives. If economics, sociology and commercial law accomplish no more than point out the fact that modern business aims are a considerable improvement upon the ethics of primitive warfare, their places in the university curriculum would, nevertheless, be justified.

Other subjects which, unfortunately, have come, here and there, to be regarded valuable for commercial purposes only, but which, in fact, are rich in cultural values and mental discipline are business organization, money and banking, business English, commercial Spanish or French, mathematics of investments, corporation finance, labor problems, insurance, comparative statistics, and accounting.

3 Education Bulletin, 1921, No. 43.
“We give courses in money and banking not so much to train a man to run a bank, but rather to give him a knowledge of the world forces that determine prices, a knowledge of banking systems and as to what constitutes correct banking theory,” says Dr. Wiest. “The most important service that is rendered the business student by the university,” he further says, “is acquainting him with business facts and theories. He is made familiar with much of the technique; he is introduced to big things; his mind becomes flexible and plastic; and he is prepared readily to adapt himself to the new situations that come to him continuously and in rapid succession after he leaves the university halls.”

The opinion that a course in business English is a part of the general preparation which every student should receive is voiced by some of the most distinguished educators of the present day. A committee appointed some time ago to look into the question of the “Reorganization of English in the Secondary Schools” recently reported the results of their survey, and they sum up by saying: “Literature is not really assimilated by a pupil until its message comes home to him, until it has been connected with his own life. Shakespeare may really gain most cultural value for boys and girls through their attempt to parallel his characters and situations in modern commercial life. Not only may Julius Caesar throw light upon salesmanship, but salesmanship may illuminate Julius Caesar.”

Even the study of high school bookkeeping (which is to be sharply distinguished from accountancy) is not at all without its aesthetic aspects. But the study of accountancy particularly recommends itself, independently of its prospective pecuniary rewards, as a means of intellectual and moral culture, ingeniously and beautifully illustrating, as it does, an inexorable law, the harmony of numbers. A most careful scrutiny of facts and a most exact process of reasoning are to be found among its chief assets. Mr. P. W. Robertson, formerly Professor of Accountancy in the Columbian University, says concerning the study of accountancy that “It taxes the ingenuity, trains the intellect, solidifies the understanding, perfects the reason, quickens the moral perceptions, and balances the judgment of him who practices it. Such a one, knowing every inch of the ground he treads upon, bears himself with confidence and manly dignity.”

Surely, there is little wonder, then, that Goethe refers to the scientific method of record-keeping as “one of the fairest inventions of the human mind!”

Any university subject is cultural that will develop a person, make him better, make it possible for him to enjoy life to the fullest, and make him a citizen of the highest type. As to just what degree the above-mentioned subjects produce these very desirable qualities, there may be wide differences of opinion. I must state my own belief to be, however, that in no other field of education today is there more real opportunity to acquire these very attainments than there is in commercial education properly administered.

7 “Science of Accounts.”
THE EVOLUTION OF HOME ECONOMICS IN RESPONSE TO THE NEEDS OF SOCIETY

By MADELINE R. WAND, Instructor Household Arts

SOME ECONOMICS in schools is not an innovation of today. Some phases of these arts have for many years found a place in the curriculum for girls in many parts of the United States. The early organization of household arts in schools took place with the development of industrial education and its introduction in the schools in the '80s, shortly after the Centennial Exposition in Philadelphia, which was an impetus to the movement. In the early domestic economy movement great interest was shown in scientific problems relating to the household. One of the world's greatest physicists, Count Rumford, devoted much of his time to the study of heat in its relation to domestic problems. He thought the household well worthy of study and helped to place all problems of heating, ventilation, etc., on a more scientific basis. Others have also contributed to this work. Scientific foundations of this field of education are yearly growing stronger and more interesting.

The colleges have played a very important part in the development of Home Economics. As early as 1872, the State College of Iowa gave lectures in this field. Courses followed in all the leading State colleges until practically every State college of today has a well attended department in Home Economics. These schools are now continuing the development of these studies in response to the needs and demands of society.

In proportion to the size of the student bodies and ages of the schools, Howard University has a building and means of maintenance equal to that of Cornell University, which has one of the best developed and best attended departments in the country. Why is the department at Howard University not better attended? Can it be that our college girls and professors do not realize what an important part these arts should have in their courses?

Perhaps the term Home Economics is not clear to them. Let me define it. To the educators in this field, Home Economics means a study of all problems which center around the home and the individual; it includes a study of food, shelter and clothing viewed from the standpoint of hygiene, economics and art; and a study of the relations of the members of the family to each other and society. This is a broad conception of the meaning of Home Economic studies. So often they mean to the layman merely cooking and sewing. Of course, they are two studies among the many if one desires to take them. Other studies contributing to this field are mathematics, biology, chemistry, art, history, economics, sociology and other sciences.

There are also two objectives in this field of work. There is the vocational objective for wage-earners, and the general objective of education for appreciation. It is the general objective which concerns us here.

The question now arises, What are the needs of every girl of today? She
needs primarily to know the principles governing healthful living for herself, her family and her community. This knowledge will prove to her the relation of health to happiness and to the well-being of the individual and society. She needs to learn to make plans for daily living through right opportunities for work, amusement, education, wise saving and spending.

Also the Home Economics in the schools of today should endeavor to work towards the maintenance of the best types of home and family life, because they are vital forces in the establishment of a sound community. All the arts relating to the home and its efficiency should form an important part of the school work, if we as a race are to live more sanely, healthfully, and intelligently. There has been brought about during the recent years a recognition of the well-ordered home because of its social and civic value. This is due to a rising appreciation of the effect which a well-ordered home has on healthful living, to an increased appreciation of science to everyday household affairs, and to the very recent appreciated necessity for thrift and economy in daily living.

Therefore every girl in the schools of tomorrow should have some training in Home Economics. The needs of tomorrow are reflected in the life of today. We find ourselves today in a whirl of life more complex than ever before because of changing conditions. The increased cost of living and numerous complications involved, the problems of labor, the changing conditions of home life, the place of women in industry are all indications of some of the changes which the future will bring. The responsibility weighs heavily upon the further development of Home Economics in our schools.

Women, and yes, men, too, must know the relationship of the home to life and progress. They must realize that the highest good to be attained in life is through service, and that there must be other interests besides the selfish ones of individual life.
CAN EDUCATION BE PROFESSIONALIZED?*


Madame President, Ladies and Gentlemen:

The elaborate division of labor incident to an ever-increasing complexity of civilization has created a multiplicity of various fields into any one of which an individual may enter if he intends to make a worthy career. These fields are generally classified on the basis of their social esteem. Those which society holds in high regard are called the professions. Those not regarded with such high esteem are generally referred to as vocations. For several centuries certain fields have been regarded as falling almost automatically into the first division. These are Theology, Law and Medicine. One reason and perhaps the only one for which these have enjoyed universal prestige as professions is that their devotees are able to prove that they possess a special kind of knowledge which the rest of society does not have, and which they use for the purpose of advising, instructing, and in other ways serving the public. A peculiar characteristic of each of these professions is a certain progressive standard to which every newcomer must conform. This is true especially in the case of medicine, and only in a lesser degree in the case of law. The physician and the lawyer have so firmly convinced the public of their importance that no one under ordinary circumstances would be so reckless as to substitute either of them, even though it is known that Medicine and Law are often shamefully abused.

In considering the field of education, one naturally wonders why it has not always been recognized as a profession, at least on par with the ones I have mentioned. Many reasons may at once be offered, but the most plausible one seems to be that the teacher has failed to impress society with his real importance. When one measures the responsibility that devolves upon the teacher, and observes how great has been the discount placed upon him, the inevitable conclusion presents itself—the trouble lies in the extreme paucity of teachers, real teachers, teachers of power and devotion, who are able to leave their impress on young lives. Without such teachers all the rest is as sounding brass and clanging cymbals.

Professor Betts of Northwestern University describes two types of teachers: one type good enough to be forgiven only after years have softened the antagonisms and resentments associated with them; the other to be thought of with honor and gratitude as long as the memory lasts. Between these two is a third and larger group: those who are simply forgotten, because they failed to stamp a lasting impression on their charge. It seems strange that evolution has been operative in every phase of activity except education, for manifestly it has not shown the degree of development evidenced in other fields. It would appear as if the teachers are themselves to blame for waiting till some agency or influence from without comes in to dignify and improve their calling. The professional

* A paper read before the Pestalozzi-Froebel Society of the School of Education.
spirit can no more be imported into education than it can be into medicine. It must be indigenous or not be at all.

This idea suggests that the teachers themselves must recognize their field as a profession and then by united effort raise it from the valley in which it now exists and exalt to the peak of universal recognition. This means that the individual teacher is responsible for more than merely retailing facts. His whole heart and soul must be bound up in his work in order to produce maximum results in his generation. I agree with Simon F. Patton in his opinion that a teacher whose business it is to see that children learn to spell dough and not to say ain't is not worth more than five hundred dollars a year. Such a teacher is really a liability to the profession, and a properly organized teachers' association should rule him out of business. It seems evident that the work of increasing the prestige of the individual teacher devolves upon all the teachers.

An important weakness in the business of education is indicated by the comparative ease with which a teacher can be substituted. By far the greater number of teachers in the field are women who are generally unstable. In the majority of cases they are but temporary incumbents of their positions, and their extreme restlessness necessitates a regular flow of unprepared material. In some sections of the country such a condition prevails that whole communities are insured to inadequate teachers. One fact that is true in currency is singularly true in the business of teaching, especially in some communities where a high standard of education is depreciated: a force of poorly prepared and therefore semi-ignorant and dogmatic teachers generally rule out an occasional desirable specimen. Such a force always persists in preserving a low grade of efficiency, and keeps the profession on the lowest level.

Permit me, if you please, to quote an extract from a report on the condition of rural teachers, prepared for the United States Bureau of Education by Miss Mabel Carney of the Teachers' College, Columbia University, and published in the School and Society for September 1, 1923. She says:

"Of the 300,000 rural teachers in the United States, fewer than three per cent are Normal School graduates. One-third or more have no professional training whatever. Fifty per cent or 150,000 have not completed high school, and ten per cent have finished only the elementary grades of the common school course. More than one-fourth of the rural school teachers or about 90,000 leave the ranks annually to have their places filled by wholly inexperienced beginners; while at least two-thirds remain not more than one year in the same school. Salaries for rural school teachers run commonly from $325.00 to $900.00 per year, which is considerably less than the average annual income of unskilled labor."

Of course, the city teacher will claim that the condition here described is limited to rural teachers, but when we observe that 6,000 such teachers are in the State of Texas alone, the matter becomes more serious. If teachers face the fact squarely they will probably admit that in the same country a teacher is a teacher, and it is of just as much interest to the superior urban teacher to be classed along with the inferior rural teacher.
as it would be to a New York physician if he were classed along with a primitive medicine man.

It is of interest to note that in the United States and especially in the South, where there is a sharp division between colored and white schools, the victims of inadequate teachers are generally the colored schools. This does not mean that there is perfection in the other schools, but when we measure the needs of the Negro race in comparison with the efficiency of other races, and consider that the delinquency in the former is largely due to a lack of education, we must conclude that the best type of teachers is absolutely necessary for Negro schools. It must be remembered, too, that the few educated men and women in our race fall into insignificance when compared with the mass of illiteracy which drags them, as it were, backward. According to present conditions, there is little improvement in sight, and the slower the improvement, the heavier the weight of illiteracy will become, and as the needs increase on either hand, the longer will we have to be content with the chaff of teachers. The only remedy I can suggest is for the teachers to co-operate among themselves to maintain professional pride and efficiency in their sphere, and to keep the number of competitors in such a way that only the most highly qualified additions are made to their number, and thus preserve the prestige of their group and safeguard the interest of their social clientele. This applies no less to the college professor than to the kindergarten teacher and to the urban than to the rural teachers.

The ideal of every teacher, regardless of grade or sex, should be to see his calling exalted to the highest degree of professionalism and holding supreme sway over every phase of educational activity. This is the standard set and maintained by the medical profession, which, be it known, would lose half its prestige were it not for the laxity and inefficiency tolerated in the field of education. Let the teacher realize the fact that society is dependent on him more than on any other individual; that he is vested with authority to make or mar civilization; that it is his duty not only to transmit the accumulated stock of social and intellectual ideals from generation to generation, but he is obligated to the state to furnish the best possible citizenry.

The question of professionalizing education then resolves itself into a question as to whether the body of teachers in the country can organize themselves into a homogeneous group, having a common purpose, a common aim, and a common standard. The gradual development of the scientific spirit in education is tending to arouse a concomitant degree of professional consciousness, but there is still much to be done. Every teacher needs to be conscious of the fact that he is a vital factor in the progress of society; that he is a member of a body, the strength of which depends upon his efficiency. When such an ideal is realized, and every teacher is inspired by a love of teaching for its own sake, society will recognize the importance of the teacher and education will enjoy a durable prestige.
THE PORTRAIT OF A YOUTH

BY ALPHEUS BUTLER, '25.

AWARE that there is nothing novel in my early personal history, I pass immediately to the day I was cast unawares into the broad life stream, bewildered at outset, only gradually attaining "the beginning of wisdom."

Inheriting a vast accumulation of spiritual and intellectual treasures, privileged to select from the production of the ages, to create an individual life conception, I stood at the beginning of the journeying, confident yet prepared. I was spared the curse of ignorance; my self-confidence was abundant and carried with it a not uncertain hint of jauntiness. Knowing that for the young nothing is impossible, certain of an inherent perceptive power, I was also aware that I approached a hardened and wise world. The journey would not be a prose poem.

Indeed, frustration, defeat, death, were inevitable ends; yet, as a youth equipped with weapons of the mind, it was my privilege to set out upon the journey towards Parnassus, and paradoxically, on the day of beginning, I was deliriously happy, "drunk with a divine philtre," amazed at the "rosy" promise of life.

I did not discover my profound ignorance of life until the end of my second year in college. I knew nothing of the hidden inner springs motivating the lives of men and women. I had never attended the "school of experience." I had failed in an effort to conquer my own egotism. I played with the appearance of things, sunned myself in the ephemeral warmth of a herd instinct, had jolly companions by the score, and enjoyed a brazen and vigorous life. I firmly believed that the "market value" of philosophers was negligible; but at certain odd moments I was troubled and made uncomfortable by the intrusion of an inner necessity removed from the world in which I moved.

Vivid visual pictures came to me; I would plunge into the turbulent stream of experience. I would live on the borderland between the past and present. I would discover, interpret, remold, forecast. Certainly I lived in an age when action was the crying need; from the pulpit the ministers of the Great Religion plead with me; from the more secular pulpit of the daily press came troubled queries. Clearly a lesser intelligence could perceive that the waters were far from calm, that restlessness was pervading the land, that evidence of an uneasy inner life was already beginning to appear on the countenance of scores of people I was careful to observe and question. Certainly I should step forward in all sincerity, throwing all the life I possessed into the undertaking and fulfilling of some great mission.

Selecting Florida on account of a passion for tropical climates and the seashore, I journeyed there, impelled by the promise of a clearer life. The burning sun, gulls lazily encircling overhead, palms along the shore, the frothing surf, the tinted shells, the coarse white sand, the endless movement of the ocean, the sense of vast infinity excited deep-rooted admira-
tion within me. When I was not reclining on my back imagining the sky
the interior of a big blue bowl, I was plumbing speculative depths, indulg-
ing in delightful journeys along little traveled mental roads, glorying in the
freedom to cast about for an individual soul-pattern. It was one of those
mornings that, in a quite unheralded and on that account startling manner,
Inspiration came from the clear, clean air. Triumphantly I was introduced
to myself.

Inspiration itself came from the clear, clean air of the gulf atmosphere
on that early morning, but the causes of the renewed vision were men well
known to the world at large, masters of the art of literature and of think-
ing, who have long held something of a spell over me. It was not until I
knew them in the solitude of the Florida gulf coast that they pointed out
to me my own road. First, I put Rabelais, with his three remarkable
giants; Graugosier, Gargantua, and Pantagruel. The large, jovial, blus-
tering, carefree adventurings of these men; what could delight more the
heart of youth? And what more fascinating than the curious escapades
of Panurge? Or Pantagruel's treatment of the abysmal Limousin? What
more stimulating for a searching mind than the symposium of wit and
learning and irresponsibility and freedom that is Rabelais? I shall never
forget the first frenzy of my acquaintance with Rabelais which took the
form of an unbridled outburst which, fortunately, occurred on the lone
gulf shore near Passa-a-Grille, Florida, and not in the presence of men.
Previous to that time I had been interested primarily in the Eighteenth
Century English prose writers and was a devotee of Turgenieff, the
Russian master. When I met Rabelais my rational intelligence swiftly and
ignominiously vanished; I assumed the formerly detested garb of the hero-
worshiper.

From Rabelais, I plunged into Nietzsche, accepting his challenge to
"Become hard," and entering his mental country with the sense of begin-
ing high adventure. His mountain-top perspective and relentless in-
quiry into the platitudes of the crowd dove-tailed with a mental inclination
of my own. I accepted his definition of the good, "the Will to Power." To
his doctrine of strength, of antagonism to the weak, to his reductio ad
absurdum of the sentimental virtues I became a fervent devotee. I had
had enough experience to know that "the name of an iron man goes far;
it takes a long time to forget an iron man," and that in a secular world
strength almost invariably secures the high places.

With Wilhelm Meister I confronted a vast canvas. Calling into play all
my curiosity and avidity, I entered the work to analyze and comprehend
it. An overflowing intelligence, an outpour of mind, disquisitions on
everything under the sun; love and life and an understanding and inter-
pretation of love and life, I found, and the picture of Wilhelm Meister
going the way we all go. What a memorable experience!

These, then, are the three men who have given me courage, strength,
inspiration. I have entered forbidden ground, dared to drink forbidden
nectar, but the venture has by no means proven fruitless. Rabelais,
Neitzsche, Goethe; not a religious group. But their doctrine discounts
everything that obstructs the free spirit, and that is the road of youth. For youth there is no wisdom unless it leads to life. Youth can never value highly a philosophy that informs it that only death, frustration, defeat, await at the end of the life road. These things may be true, but youth’s chief glory is in the possibility of a high, clear journey. Youth prefers to look upon life as an ascent pregnant with possibilities, a journey towards Parnassus. Scrapping pedantry, scrapping useless impediment, youth sets out with the spirit of Pantagruel; happy, lively, with a thirst for usable learning, a passion for classical knowledge, coupled with the practical cultivation of finer cultural felicities, but forever leveling a Gatling gun at pedantry and the road to Cimmeria!

TO MY SISTER


Forbear, Sweet Flowers, your perfume to distil! Hush, Giddy Larks, suppress your carols gay! Your warbling notes no joy in me instil Since my sweet sister lifeless lies today.

Toll, Fun’ral Bells, knell forth your solemn strain! Not high nor shrill, but in notes somber, deep! Toll, Direful Bells, your woeful dirge sustain! That all the world may for my sister weep.

Lament, Ye People; add your wails to mine! Bow down with me before this fresh-made mound, Nor dry your tears, nor try them to confine: For here my sister sleeps beneath the ground.

Yet rise! Here let me weep for her again! Cease wailing, Birds! Bells! stay your tollings dread! Ye Winds and Waters, your laments restrain! For grief o’ercomes me for my sister dead.

Jan. 2, 1924.

LORENZO J. GREENE, '24.
THE COLLEGE ALUMNAE CLUB

On March 11, 1910, ten women graduates of various colleges met in the home of Mrs. Mary Church Terrell, at 326 T street, to discuss the wisdom of forming a college women's club. At that time everyone was in favor of the idea, and that evening a permanent organization was effected.

It was decided that the club be called the College Alumnae Club.

The purpose of the club was three-fold:
To promote a closer union among our women graduates.
To give incentive and opportunity for individual activity and development, intellectually and socially.
To enhance our influence and usefulness in the various movements for the civic good.

"Such," said the present president, Miss Bertha McNeill, in an address to the Conference of College Women, called by the club on the 6th and 7th of April, 1923, "was the beginning of the College Alumnae Club."

Since that time the membership of the club has increased to more than one hundred women, representing at least sixteen colleges. It is now limited to graduates of those colleges and universities appearing on the lists of accredited schools. The organization was incorporated in 1920.

While the College Alumnae Club has done something for the promotion of a "closer social union" and for "individual development," its largest effort has been directed toward the "movements for the civic good."

Letters and resolutions have been sent to the President and Congress on various occasions; contact has been established with the National Women's Party; contributions have been made to the Social Settlement and to the Young Women's Christian Association; to the Juvenile Protective League and to other institutions. The club has always shown its interest in local and national welfare.

As the College Alumnae Club is made up of women, it is only natural that it should see first the need for work among girls. Clubs of various types were formed among high school girls and members of the club were enlisted as advisors to these girls. Other members were asked to give inspirational talks to the girls that they might see the need for a larger number of trained women. Furthermore, a scholarship fund was instituted in the Armstrong Technical High School and in the Dunbar High School for the girl who should be recommended by the principal of each school and by the scholarship committee of the club. The four girls who have already received the awards from the club have registered at Howard University. With a view toward increasing the fund, the club has given several entertainments, the most recent of which was a lecture-recital. It is hoped that it may be possible to increase the awards for the current year.

At the present time the College Alumnae Club is setting out to bring about the establishment of a federation of colored college women. On the 6th and 7th of April, 1923, at Washington, was called a conference at which several college women met and discussed the aims and possibilities of such an organization. A temporary organization was effected, with Miss Lucy D. Slowe as president. Plans have been made for the next meeting of the conference; proceedings of the conference have been edited by the secretary, Miss Mary E. Cromwell, and published by the association, and the movement has been launched.

In such a way, the College Alumnae Club is striving to shed its influence afar and thus do its part in solving the problems of the future.

G. C.
MINER HALL
which from 1868 to 1870 housed both men and women of the University.

CLARK HALL
Dormitory for men erected in 1870
Ernest Medley Pollard.

Ernest Medley Pollard, assistant Professor of English in Howard University, passed quietly and peacefully into the Great Hereafter on Saturday, February 23, 1924, in Washington, D. C., after a lingering illness. Funeral services were held at St. Augustine Episcopal Church, Raleigh, N. C., where his late father was arch-deacon and where the deceased was born.

An honor graduate of the college department of Howard University in the Class of 1910, and subsequently a post graduate student of Chicago University, Mr. Pollard was appointed instructor in the Department of English at his Alma Mater, which he served faithfully and well, until a month before his death, for a period of fourteen years. Never seeking the encomiums which are derived from extra-curricular activities, he bent his energies untiringly and patiently to the tasks of the class room; and although he never reaped his reward in the form of public acclaim, he must have felt the personal satisfaction which comes from the knowledge that one has given his all to his profession and has performed his task well. He was known as a strict, exacting and thorough teacher; the numerous students, who obtained under him the foundation for their subsequent careers, attest to the efficiency of his instruction.

In June, 1917, Mr. Pollard enlisted in the R. O. T. C., at Fort Des Moines, Iowa. The vigorous army work was too severe for his constitution and he was forced to resign. Later he was drafted into the army and served for nearly two years at Camp Merritt, N. J., until he was honorably discharged in June, 1919, with the rank of sergeant.

In the passing of Mr. Pollard, the University, the English Department, and a host of friends have suffered a deep loss.

UNIVERSITY NOTES.

The following letter of condolence was sent to the relatives of Mr. Pollard by his co-workers in the Department of English:

Howard University, Washington, D. C., February 25, 1924.

To the Relatives of Our Deceased Colleague:

We are deeply grieved to hear of the death of our colleague and friend, Mr. Ernest M. Pollard. In his passing, the profession of teaching has lost a truly devoted, loyal, and congenial worker. We, his colleagues in the Department of English of Howard University, who have known him so intimately and have enjoyed his acquaintance so keenly, share in your loss, and assure you of our profoundest sympathy.

Sincerely yours,

(Signed) L. D. TURNER
T. M. GREGORY
L. Z. JOHNSON
C. E. BURCH
L. D. SLOWE
G. COLEMAN
J. C. GRANT
M. F. PETERS

Inasmuch as death has removed from us Professor Ernest M. Pollard, an alumnus of this University, for thirteen years one of its faithful instructors, and our esteemed associate and friend; therefore, be it
Resolved, That we, the Academic Faculties of Howard University, have received with profound grief the intelligence of his death.

Resolved, That in his passing the profession of teaching and Howard University have lost an agreeable and devoted teacher.

Resolved, That we tender to the grief-stricken family of our deceased associate and friend the expression of our profoundest sympathy.

Resolved, That, as an indication of the high esteem in which we held Professor Pollard, these resolutions be recorded in the minutes of this body.

Resolved, That a copy of these resolutions be sent to the family of the deceased, and also to the Howard University Record for publication.

THE ACADEMIC FACULTIES OF HOWARD UNIVERSITY.

Frederick Douglas Memorial.

On Thursday, February 14, 1924, Howard University honored the birthday of one of the greatest men of the race,—Frederick Douglas. At the Chapel Service, Professor Francis Gregory of the Miner Normal School, gave the main address. He spoke from personal knowledge, for as a boy, he was a frequent visitor at the Douglas home. The program was concluded with the singing of the "Alma Mater."

The following letter, addressed to the editor from the dean of the School of Liberal Arts, is self-explanatory:

March 8, 1924.

My dear Prof. Lightfoot:

I am writing to call your attention to the following telegram received by Prof. Syphax from his son, C. Sumner Syphax:

Ann Arbor, Michigan, March 5, 1924.

Prof. Chas. S. Syphax:

Full senior standing granted me on basis of work done here.

C. SUMNER SYPHAX.

This telegram derives its significance from the fact that the University of Michigan was unwilling to grant full credit for work done at Howard University. After considerable correspondence and personal interviews on the part of Mr. Syphax, with the Dean of the College of Literature, Science and Arts of the University of Michigan, Mr. Syphax was permitted to enter upon his courses with the understanding that his final rating would be based upon the quality of work done. The telegram indicates the result. This is an achievement of importance not only for Mr. Syphax, but, in my opinion, for all Howard students who might attend the University of Michigan in the future.

I am quite sure that this information will afford an interesting item for THE RECORD.

Very truly yours,

D. W. WOODWARD.

SCHOOL OF RELIGION.

The Right Reverend James E. Freeman, D. D., Bishop of Washington, has been elected president of the Advisory Board of the School of Religion, in place of the late Bishop Harding. It is gratifying that such men realize the worth of our work and give of their time to promoting its welfare.

The annual meeting of the Advisory Board of the School of Religion, will be held at the University on Friday, March 28th. This Board is composed of over one hundred influential Christian leaders representing the great denominations in the larger cities in the country.
Correspondence with our theological alumni reveals that as a rule they are prospering and rendering valuable service to the communities in which they live. It is gratifying to note their appreciation for what Howard did for them. It leads to the conclusion that a consecrated and prepared man entering upon the Christian ministry has a rare opportunity to serve his fellows. As these accounts are read, the statement is often made "My people have just given me a fine new automobile to assist me in my work." The autos are not all Fords, either.

D. B. P.

SCHOOL OF MEDICINE.

Dr. Fred D. Morton, Dental, '23, in company with Dr. Ballou, who is in charge of the dental preventive work in Virginia, and Dr. C. R. Boyland, who is director of the school dental clinics in Arlington County, Virginia, recently paid the school a visit. Dr. Morton is working under Dr. Ballou. Dr. Ballou was very enthusiastic concerning the superior work which Dr. Morton was doing and is very grateful to us for recommending such a high-class man.

Dr. Paul Bartch has been in Omaha representing the Medical School at the meeting of the Association of American Medical Colleges and also in Chicago at the meeting of the Council on Education of the American Medical Association.

Dr. Andrew J. Brown, Vice-President of the College of Dentistry, has gone to Chicago to represent the Dental College at the first meeting of the newly formed American Association of Dental Schools.

Dr. Peter M. Murray, Medical, '14, made a flying visit to the city to do what he could in the interest of the new medical building. Dr. W. H. Washington, Medical, '08, was also here as a member of the Athletic Committee, and reported that the North Jersey Association was doing what they could in this line. Dr. Stephen J. Lewis, Dental, '09, has also been putting all his energy into this work and deserves a great deal of credit for his active and intelligent efforts.

Dr. Kraker and Dr. Hall, of the Children's Bureau, recently consulted with the Dean with a view to securing one of our woman graduates to serve the Bureau as an Instructor to Mid-Wives.

Dr. Percy S. Richardson, Medical, '23, recently attained the highest average of all the applicants for examination before the Georgia State Medical Board.

The American Child Health Association recently presented to the Medical School all of their files of medical journals.

The Georgia State Medical Society has extended invitations to different members of our Faculty to hold clinics in Surgery, Oto-Laryngology, Ophthalmology, Venereal Diseases, and Operative Dentistry, at their annual conference to be held in June.

Dr. Lloyd H. Newman, Medical, '21, who is working in the Laboratory of Dr. Folin of Harvard University School of Medicine, under the direction of the National Research Council, has written a very interesting account of the work he is doing. It is quite evident that the Council made no mistake in selecting him for this scholarship.

Dr. Walter I. Delph, Medical, '22, paid us a visit last week and reports that he is meeting with marked success in New York and that Dr. Ross, of the same class, is also doing very well. He states that the Howard organization in New York City is a strong and solid one and that they have a great deal of influence in the community.

Edward A. Balloch,
Dean.
Studies in performance constitute the highlights of the news since our note of a month ago. They were staged in widely separated sections of the national domain, but were of uniformly splendid character and are well worth recording. Meanwhile, alumni and friends continued to look in to the mutual gratification of all concerned.

Tidings From the Front.

Earle H. Gray, '23, in a two-day test that sought to out-Herod Herod, cleaned up for the Illinois bar (and incidentally the District of Columbia bar as well, for the two reciprocate) and immediately opened offices at Glencoe.

"Just a line as to the details of the examination," writes the intrepid Earle. "I had at least heard of all the principles involved in the questions except in a single instance, to wit, question 3, section 3. I used your special plea in that instance by telling the Examiners: I have never heard of a mystic will. The whole thing is a mystery to me. I promise the Honorable Examiners, however, that I shall look it up, etc., etc. I cited or rather recited for Professor Birney, last spring, the case from which the 61st question was taken. I met Professor Cobb in the 68th while Professor Richards bobbed up in the 64th. Real Property and Common Law Pleading questions were a frequent reminder of Professor Shreve. My preparation for the examination consisted of a review conducted by myself."

Isn't the foregoing enough to be chronicled about one man named Gray for the short space of time he has been at the bar? Apparently not, for we find the Waukegan Daily Sun, of March 6, 1924, making a noise like this:

Earle H. Gray Opens Office.

"Earle H. Gray, colored, the attorney who argued the city council of North Chicago off their feet when it was reported that the city was planning to segregate the colored people of North Chicago, has opened a law office at 701 Sheridan road in Waukegan and plans to carry on business here for his Waukegan clients. Attorney Gray is a graduate of Howard University in Washington and is a former newspaper man. He resides in Waukegan and Glencoe."

Dennis Henderson, '23, passed the bar of Kentucky, was admitted in January, 1924, and is now engaged in the practice of his profession with offices at 632 West Walnut Street, Louisville. Counsellor Henderson writes: "Your old school friend, Judge Buckner (James E. Buckner, '14), is here also, and of course we are holding up for the White and Blue." Thus Louisville loses Al. Andrews, '12, but she takes on Dinny Henderson, so she should worry.

Thomas R. Eaton, '23, not content with passing while still in school, the bar of North Carolina, has now passed also the bar of Massachusetts. At the line-up, they counted 470 noses, but when it was over the fittest who survived numbered 144. Among these was Mr. Eaton. Besides paying a personal tribute to the secretary of the law school far in excess of anything that individual could ever be entitled to, T. Renfo writes in part as follows:

"In preparing for this examination I did not take any quiz course or special course for the purpose of preparing students for the bar examinations. My preparation for the board merely consisted in a thorough review of the work done by me at Howard University. The Massachusetts State Board merely examines applicants on the laws which are peculiar to the state. I am proud to be able to state that the knowledge of the general principles of the law which are taught at Howard University, without reference to the laws of any particular state, are so sufficient.
that they enable one to easily become versed in the laws of any State."

At New York, the firm of Dyett & Hall, Howardites of 1920 (William L. Patterson, of counsel), won in a sensational trial, before Judge Platzeck and a jury. "The court complimented the jury," says a news item, "and in turn judge and jury both complimented Attorney Patterson, of the law firm of Dyett, Hall and Patterson, with offices at 2303 Seventh Ave., who represented the plaintiff."

At Washington, D. C., Mortimer M. Harris, '16; James A. Cobb, '99, and Whitefield McKinlay combined in the purchase of a modern office building, at 613 F Street, N. W. The basement is given over to real estate offices of Mr. Harris. The first floor, front, accommodates the steadily expanding legal business of Mr. Cobb and his able associate, George E. C. Hayes, '18, while the remainder of the building has been made available for office purposes and includes the palatial suite newly fitted up by Josiah T. Settle, '16, formerly of Memphis, Tenn., whose accession to the local fraternity was announced in these notes some weeks ago.

Considering that the Harris menage is featuring besides the incomparable Mortie himself, such pinch hitters as Fritz Alexander and Bob Evans, '22, and chief shekels-grabber (cashier) Francis M. Settle, '21; one is almost persuaded to call the place the "Howard Law Building." Anyway, the Alma Mater has an interest in this new project which is peculiarly her own and of it she claims full right to be proud.

**Hill and Davis Award Prizes.**

An event which promises to become a classic in the annals of the School of Law had its third anniversary on Saturday evening, March 8, 1924, when the William Waters Memorial Prizes were awarded to members of the senior class. These prizes, established in 1921, by the secretary of the law school in honor of the late William D. P. Waters, who died at Baltimore on January 25, 1910, are presented to the two members of the senior class who attain the highest general averages in the law of quasi contracts.

The first prize consisting of one volume each of Woodruff's Cases and Woodward's text on "The Law of Quasi Contracts," won by Ernest C. Dickson, of Orangeburg, S. C., was presented by Charles S. Hill, Esq., '06, of the District of Columbia bar.

The second prize, a volume of Woodward's treatise, won by Daniel W. Ambrose, of Lexington, Miss., was presented by William O. Davis, Esq., '03, also of the District of Columbia bar.

Of Hill and Davis, little need be said at this late day. They won their spurs years ago, first as yeomen of the guard in the practice of their profession and later as spot-lighters in the fraternal circles of the District. Indeed, there's a legend which declares that one day Will wanted to know what was the matter with Charlie. "I want to be District Grand Master of the Odd Fellows," answered Charlie. "All right, we'll arrange it," replied Fixer Will and—the rest is history! Followed then that triumphal tour of the local lodges by the D. G. M. and Fidus Achates, which, though years have passed, is remembered and talked of to this day. Incidentally it may be remarked that the enduring personal and professional friendship of these two men has frequently been noted as in striking contrast to the jarring note which is all too often sounded in the daily life of our group in this, as in other, communities.

It was a pleasure to have Attorneys Hill and Davis with us, and they were kind enough to say as much to us. They inspected the plant from top to bottom and left singing a new song of praise to the spirit of their Alma Mater.

**Dick Richardson of Richmond.**

Down Indiana way, where he actually presided as *ad interim* judge of the county court for a number of weeks, they call him "Judge" Richardson, and more recently with his designation as a member of the Commission to Investigate Conditions in...
the Virgin Islands, he has taken on a new title and become "Honorable" Cornelius R. Richardson, but to Dave Jenkins, Ben Jackson, C. S. Williams, Pedro Santana, and the rest of us, he is and will always be plain, old Dick Richardson, of the Class of 1911, who could peddle more "jazz" and make more motions that were out of order (barring Aaron Smith!) than all the rest of the class put together.

Mr. Richardson dropped in on February 20th, and maybe we didn't have a feast talking over old times, not forgetting also the new. Spick and span, and stouter by fifty pounds, our old classmate looked, if anything, younger than he did at the graduation thirteen years ago. He had many interesting things to tell us, but the best of all was his comment of delight at the new order of things in the School of Law. Councillor Richardson says he has always been proud of his Alma Mater, but he is prouder of her to-day than ever before. Incidentally, Mr. Richardson declared that it wasn't a Howard University commission with which he went to the Virgin Islands, but it might just as well have been, for of the six men who composed its personnel, one was a Wilber forcean while the other five were Howardites.

Attorney Chesley E. Corbett, '08, of Oklahoma, called on February 15th, and renewed the greetings of the Muskogee bar. His message was one of prosperous achievement in the present, and of unalloyed confidence in the future.

On February 18th came J. Gordon Dingle, '18, of New York, whose "Don't kid yourself!" is a note of warning to those who would enter the law school and leave it without getting that which the law school has to give. Mr. Dingle who, with his wife, formerly Miss Annie McCary, of this city, has built up a flourishing law and real estate business in New York City, did not forget to mention the heiress of the house. Mother and babe are both in fine fettle and accompanied Mr. Dingle on his trip to Washington. Before leaving, just to show that he had been here, according to a front page note in The Washington Tribune, of March 8th, he swung a modest real estate deal in the 1800 block on 8th Street to the tune of something like $100,000. If he did this during a five-minute visit to his wife's parents, what would he do in a visit that lasted a month? He'd probably own half the town.

Meredith H. Thompson, '23, of the Asheville, N. C., bar, although in the city for the purpose of seeing his sister comfortably housed for an indefinite stay in our midst, was not too absorbed in that important event to find an hour to spend with us down in Fifth Street. Counsellor Thompson said that although he had been at the bar in the Tarheel State only a few months, he had no disposition at all to complain about not getting "his"; and if appearances count for anything, he certainly looked the part.

Other callers during the month included Attorney J. E. Hunt, '85, of 411 Florida Ave., N. W.; Mrs. Marie A. D. Marshall, '97; Miss Mabel Jackson, Rev. John D. Moates, A. N. Scurlock, and Thomas L. Robinson, of Washington, D. C.; Mr. W. A. Simpson, of Keystone, W. Va., who was shown through by his friend, Stewart A. Calhoun, of the Middle Class; C. Lee Beverly, of Hampton, Va.; Nathaniel C. Marcus, of Orangeburg, S. C., and Wm. L. Bayless, of Sharon Hill, Penna., whose son is a member of the Junior Class. Mr. Bayless is prominent in the business and political life of his State. He was a candidate for township commissioner for the Township of Darby at the general elections last November.

The Library Carries On.

The New Library continues to serve and grow while serving, as more fully will appear from the following additions:

The Budget, F. Y. 1925.
Annual Report, American Historical Association, 1915.
Thirteen volumes of Notices of Judgment (Nos. 1 to 4,000) under the Pure Food and Drugs Act, donated by Dr. F. Regis Noel, of the District of Columbia bar.
Boletín oficial de la Secretaría de Relaciones Exteriores, Estados Unidos Mexicanos (three numbers).

These volumes are the gift of the publication division of the office of the Secretary of State, Republic of Mexico.

One hundred and thirty copies of "Legal Bibliography—The Citation Phase," published by The Frank Shepherd Co., of New York, and donated by the publishers to the School of Law for use of the students. These books are designed to aid the students in running down authorities, in establishing the status of particular cases as cited by courts and counsel and to give them experience in the use of citation books. The books are loaned on memorandum receipt upon application to Mr. Daniel, special assistant.

**Bar Association Banquet.**

The annual banquet of the Washington Bar Association (composed almost entirely of graduates of the Howard University School of Law) was staged with considerable éclat at the 12th Street "Y" on Thursday evening, January 17, 1924.

After disposing of a tasty menu which ran the gamut from cocktail (oyster, not liquor!) to mints (candy, not julep!), the committee passed around Havana's, best in Sumatra wrappers, whereupon the diners settled back to the enjoyment of an additional feast in the form of responses to the following toasts:


"Remarks," by the President, George E. C. Hayes.

"Legal Ethics," by Prof. William H. H. Hart.

"Our Bar Association," by Hon. Perry W. Howard.


The brilliant Ben Gaskins acted as toastmaster and introduced, besides the speakers of the evening, Hon. Geo. W. Harris, editor, of New York City, Detective Sergeant Casey, of Atlantic City, Dr. J. Eli Taylor, physician and surgeon, John T. Rhines, mortician, S. H. Dudley, capital and showman, and Jesse B. Mealy, contractor.

The officers of the association are Geo. E. C. Hayes, president; Benjamin L. Gaskins, vice-president; Louis R. Mehlinger, secretary; Charles S. Hill, treasurer. Executive Board: John H. Wilson, Walter A. Pinchback, Hon. Perry W. Howard and Walter H. Mazyck.

William O. Davis, Henry A. Brown and U. S. Garnes, as committee in charge, were voted Class A on the managerial side for having engineered a completely enjoyable evening.
UNDERGRADUATE LIFE.

Tourgee DuBose Is Presented in Recital.

On Thursday evening, March 6th, the Conservatory of Music presented Tourgee DuBose in a piano recital in Rankin Memorial Chapel. The program was well chosen and began with Bach’s “Chromatique Fantasie and Fugue.” In the rendition of this piece the artist showed both temperament and skill. The third movement, (Adagio con espressione) of the Beethoven “Sonata,” opus 27, no. 1, displayed Mr. DuBose’s sympathy and feeling. It was well played and brought forth much applause.

The second group included “Scherzo, opus 4,” by Brahms, and the spirit of the German composer seemed to be literally imbied by the audience, under the execution of the pianist.

Debussy’s “Etude” and “The Girl with the Flaxen Hair” were the first two numbers of the third group. These were followed by “Minstrels” and “Maynight” by Palmgren, the first of which was a characteristic piece, and its distinctive execution was indicative of the artist’s versatility. Chopin’s ever welcome “Valse in E minor,” concluded this group.

The last group was given over entirely to Liszt. Following “The Nightingale,” by Alabieff-Lisz, came the famous pianist and composer’s “Etude in F minor.” “The Erlking,” Schubert-Lisz and “Gondoliera” (Venizia e Napoli) by Liszt were the next two numbers, “La Campanella,” Paganini-Lisz with its difficult left hand technique, was brilliantly played by Mr. DuBose.

Tourgee DuBose is without doubt an accomplished pianist. His technique is thorough and he exhibits genuine sympathy and feeling in his playing.

The Alumni-Senior Dinner.

The Local Alumni Association was host of a reception to the graduating classes of the University, Wednesday evening, March 5, in the University Dining Hall. Every Senior Class in all of the departments was represented. The affair, which was the first of its kind in recent years, was thoroughly enjoyable. Mr. Justin Carter, President of the General Alumni Association, acted as toastmaster, and introduced the President of each Senior Class as he arose and pledged the allegiance of their classmates to the interests of Howard. Dr. Durkee addressed the assembly and the University Symphony Orchestra furnished music for the dinner, and dance that followed.

Among the special guests invited to the dinner were Mr. W. Justin Carter, Dr. and Mrs. J. Stanley Durkee, Dr. and Mrs. Emmett J. Scott, Mr. Andrew F. Hilyer, a Trustee of the University and Mrs. Hilyer, Dr. M. O. Dumas, a Trustee of the University and Mrs. Dumas, Dr. Eva B. Dykes, Professor James A. Cobb, Vice-Dean of the School of Law, and Attorney Walter L. Mazycz.

Credit for the success of the reception is due Mr. Emory B. Smith, Alumni and Field Secretary. Seniors of the University appreciate very highly the interest shown them by the alumni. This is a new era for Howard and the classes that leave her now know her needs and will be faithful to her cause. They will be willing ever to cooperate with those who already have left her folds, and who still show that irrevocable interest in their Alma Mater.

H. P. K.

Student Recital of Conservatory of Music.

The following program was rendered by students of the Conservatory of Music, at the regular chapel hour, Wednesday, February 27th:
1. Dance of Desire ...........................................Dett
   MISS CARDWELL
2. [a] Improvisation .........................................MacDowell
   [b] The Eagle ............................................MacDowell
   MISS LASSITER
3. I've Been Roaming ...........................................
   MISS MARGARET SMITH
4. Barcarolle ...............................................Dett
   MISS HOLDEN
5. Sonata [for two violins and piano] ....................Handel
   Andante
   Allegro
   MESSRS. DEAN, BURGESS, WALTON

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Sgt. Rhodes Lectures in Chapel.

On Wednesday, March 5th, at 12 M., Sgt. Dorcy Rhodes gave a lecture on "Wind Instruments," in the University Chapel. Using the R. O. T. C. Band of which he is director, he demonstrated various tone colors and musical effects produced by different instruments in the Band. At the conclusion of his talk, the Band played several selections, including the overture to Rossini's opera, "Wilhelm Tell."

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R. O. T. C. Band in Concert at Dunbar High School.

The Community Center Department of Dunbar High School presented the Howard University R. O. T. C. Band in a concert, on the evening of February 22nd, in the auditorium of the high school. The program was as follows.

1. March—Suffragette ......................................J. S. Tailor
2. Overture—William Tell ..................................G. Rosini
3. Clarinet Solo—Air Varie ................................H. Painpare
   ALFRED E. SMITH
4. Waltz—O Sol Mio ........................................Capua and Curtis
5. BBb Bass Solo—Barberossa ...............................Barnhouse
   CLINTON A. WALKER
6. Suite in Four Parts—Atlantic ................................V. F. Safranek
7. March—Governor's Own ..................................A. A. Adams

Says the Washington Tribune:

Rhodes Proves Giant of Music in Howard Band Concert.

Dorcy T. Rhodes, in his own inimitable style, and the Howard University Military Band, was heard in concert at the Dunbar High School, Friday evening, February 22nd, under the auspices of the Community Center Department of Public Schools. In a program of well chosen and beautifully interpreted works, Director Rhodes and his band played delightfully upon the emotions of their hearers. There was not a heavy moment. That glorious little group, shamefully true, of music lovers that ventured to attend the band concert undoubtedly left with a feeling that they had been in the presence of a great musician, an artist whose palette was opulent with romantic hues. And who is this genius? None other than Dorcy T. Rhodes, the conductor, hailing from Topeka, Kansas, whose achievements at the Institute of Musical Art, New York City, where he won a competitive musical scholarship in 1916 with high honors; organized and trained the 351st Field Artillery Band which saw service at the front during the World War in France; and for one year prior to going to Howard University, was musical conductor of the Crescendo Club in...
this city, has won the heartiest praise from critics who are usually circumspect in their commendation. Mr. Rhodes is a musical giant. Yes, but he is a rather remarkable giant. We knew he was big when the band concluded the first movement of William Tell's overture, but our eyes popped when this remarkable conductor appeared to grow in stature throughout the balance of the program. Possessed with keen dramatic imagination, of infinite detail in quietude, of heroic mold in full instrumentation, and over all with a real humanity in his reading of scores, Dorcy Rhodes attained such immensity he dominated everything, showing a master hand in color and shading. He plays upon his band with all the moods in the various instruments. He is undoubtedly one among the really few great colored conductors of our time with the most graceful wielding baton.

Safranek was chosen as the heart of the evening's presentation, with the "Suite in Four Parts—Atlantis," from the composer's virile pen, breathing a joyous yet soulful message, deep-hued throughout. It was dignified, full of strength and rich in tone color. Musician Alfred E. Smith made his debut as Soloist, playing "Air Varie" as clarinet solo. He exhibited remarkable command for a student with only three years' training. It might be said that he possesses qualities of marked musical aspects as a clarinettist, should he continue his success. Mr. Clinton A. Walker was the other soloist of the evening, performing in a masterly manner the difficult BB flat bass solo, "Barberosso," entitling him to a place in the front ranks of the foremost bass players of the race. Special mention should be made of the march, "Governor's Own," composed by Alton A. Adams, U. S. Navy bandmaster, stationed at St. Thomas, Virgin Islands, and the only colored man of such rank under the Stars and Stripes. This march has been played and commended by the U. S. Marine Band in Washington and by other noted musicians. It is a wonderful martial air by this talented composer of the Islands. The march, "Suffragette," and waltz, "O Sol Mia," were other selections rendered. A fresh, free spirit romped through the entire program with a twinkle of gorgeous beauty here and there.

The Maynard Prize Debate.

The annual Prize Debate of the Maynard Literary Society was held on Friday evening, February 15, 1924. The subject for debate was, "Resolved, that the United States should become a member of the World Court." The speakers were Messrs. Roulach and Parker, on the affirmative, and Messrs. Stanley and Harris, on the negative.

Considering other engagements on the Campus, the attendance was good. Music was rendered by Mr. Bacchus of the College Department. The oratorical combatants appeared on the stage almost on time, so there was no great delay of arms. From the rumors about the debaters, most of whom were seasoned, the audience was led to expect great things, of which there was no disappointment.

Mr. Roulach was the first speaker on the affirmative. His speech showed consistent preparation. In arguing that the United States should become a member of the World Court, he contended that such a court was a long-cherished ideal of the American nation, and that the United States was morally bound to enter the court. His argument was deliberate. He showed a fair degree of familiarity with his subject and his general behavior was very commendable.

Mr. Stanley opened the negative argument and based his contention on two points: the United States should not enter the World Court, first, because such entry would involve us in entangling alliances, and second, because such a step would violate the democratic ideals upon which the United States was founded. Mr. Stanley revealed the fact, before unknown to the University, that he has the potentialities of an able debater. Without much preliminary discussion, he plunged into the body of his argument. Abolishing the foundation previously made by his opponent, he went a
considerable way towards establishing a permanent position for his side. Closing his speech with a rather unique peroration, he called on the people of the United States to uphold their ideal of world democracy.

Mr. Stanley was followed by Mr. Parker as the second speaker on the affirmative. Mr. Parker argued that the World Court has a restraining influence on the war tendencies of the nations and that there is no good or sufficient reason why the United States should not join the court. In his deliberate, convincing manner, Mr. Parker outlined the virtues of the court and the work it has done in stabilizing the world at times when otherwise war would seem inevitable. In the end, he appealed for the United States to stand for the ideals she promulgates and to cast her lot in with that of Europe and the rest of the world in order to make war impossible.

It would appear that the issue of debate could well be foretold when Mr. Harris, the last speaker on the negative, came on the floor. After a short initial rebuttal in which he pointed out the incessant waging of war among nations of Europe in spite of the World Court, he proceeded to show that the United States should not enter such a court because, first, she can better perform her moral obligation to the world outside than in a World Court, and second, the World Court is inadequate to solve our international problems. With a degree of precision, peculiar to himself, Mr. Harris attempted to expose the weakness and inconsistencies of the court, which, as he believed, were known to the opposition, but which they preferred to cover in their attempt to induct the United States into a quagmire. He showed how that America could not possibly become a member of the World Court and maintain her neutrality as an international peacemaker; that the failure of the Court to settle grievances between the small nations of Europe is enough to disqualify it as an organ for the arbitration of international grievances. Concluding his address with an able appeal for America to live up to her national and international convictions, he confirmed the opinions of the audience as to the result of the debate.

Much energy was shown in the rebuttals. The speakers on both sides showed an admirable ability to recalcitrant. At the end of the conflict, all agreed that the struggle was fierce and the warriors were brave.

The judges rendered their decision in sealed envelopes and met in consultation for the purpose of determining the best individual speaker. During their retirement, the monotony was relieved by a brilliant piano solo from Mr. Pinn of the School of Religion. At last the decision was announced to the effect that the negative was adjudged the winning team and Mr. Harris the winning speaker.

S. A. L. N.

The Pestalozzi-Frobel Society.

The Pestalozzi-Froebel Society has been resurrected and promises to become a prosperous and progressive organization. Every profession endeavors to foster its ideals in some form of organized effort—some sort of organization. In view of this fact of self-preservation, the teaching profession of Howard University defends its existence and strengthens its interests through an organization known as the Pestalozzi-Froebel Society.

First of all, we are glad this organization is again flourishing because such a revival shows signs of unity. Those who plan to enter the teaching profession, themselves see the need of banding together and realize that in unity there is strength. In the days of the guild, one never saw a carpenter joining an agricultural guild or vice versa, but each craftsman was connected directly with the guild that fostered his craft. So the Pestalozzi-Froebel Society unites all those who look forward to the teaching profession, and, more than this, it permeates each member with a professional kinship and unity not to be found elsewhere.

Secondly, the reorganization of this society shows a respect for tradition. The
Pestalozzi-Froebel Society has caught up a broken thread—a tradition which had been instituted, but which, like many others, ceased to exist for one cause or another. We like to think of the Pestalozzi-Froebel Society, not as an organization that is in its incipiency, but as a society that has embodied a university tradition for two decades.

The plans of this organization for the future are elaborate. Already such speakers as President Durkee and Mr. Garnett Wilkinson, assistant Superintendent of the Public Schools, have addressed the society. Several members have presented papers on subjects of particular interest to the teacher, and open forums provide for the free expression of all. Thus the society progresses. If, however, it does no more than organize prospective teachers into one unit and foster the ideals and traditions of the University, its existence will not have been in vain.

German Club.

The last meeting of the German Club, Tuesday, February 25, 1924, was very interesting. About fifty members turned out and were entertained by songs and talks. The feature of the program was a talk by Dr. Davis on his trip abroad last summer and the reading of a selected poem from Schiller by Mr. Jackson, president of the club. Thus far much enthusiasm has been manifested in the organization and the president and his staff are striving hard to develop and maintain literary and social dignity.

H. P. K.

A Literary Club at Howard.

Quite often a university becomes more prominent through its extracurricular activities than through its purely academic pursuits. Howard University is proud of the successes with which her athletic teams have met in the past season; likewise is she proud of the splendid work which her fraternities, sororities, debating teams and various clubs are doing and have done. There is, however, a distinct need—and that is the need of an active club for artistic literary development in English.

At present, there is only one club at Howard which is upholding a literary standard worthy of a university, and that is "Le Cercle Francais," or the "French Club." This organization, founded in 1919 by Professor Lochard, with the especial purpose of promoting the speaking of French, is now one of the most fully attended clubs at the University. The weekly programs of "Le Cercle Francais," apart from accomplishing the primary purpose of the club, succeed in bringing to its members some prominent speaker or in giving them some artistic or literary number. If the officers and members of the "French Club" continue in the zeal and perseverance which have been the principles of the club's success since its founding, there is no danger that "Le Cercle Francais" will fall into that list of organizations which exist in name only.

Let us hope that the faculty and students of Howard, an English-speaking University, will follow the example of the "French Club" and establish and keep active an organization whose purpose will be the promotion of the English language and the development of the artistic and literary.

M. H.

On the evening of February 14, the Junior Class held memorial exercises in honor of Frederick Douglas. The opening remarks were given by Mr. Charles DeCasseras. "Who Knows" was rendered very pleasingly by Miss Vivian King, '26, accompanied by Miss Gladys Cardwell, '26. Miss Windham, of Class '25, gave a piano solo, "At the Dawn of Day," by Coleridge Taylor. The next number was another of Coleridge Taylor's compositions, "Thou Art Risen, My Beloved," sung by Miss Olive
Williams, '27, with Miss Windham at the piano. A reading, "Frederick Douglas," was given by Miss Violet Harris, '27, and Dunbar's "In the Morning" was recited by Miss Helen Tyler of '25. Again the program was concluded with the singing of "Alma Mater."

The Junior Class Elects.

The Junior Class elected officers for the Spring Quarter, Thursday, March 6, at 6:30 P. M. Mr. Charles DeCasseras was chosen President; Miss Addie Hundley Vice-President; Miss Hilda Davis, Secretary; Miss Nellie Myles, Assistant Secretary; Mr. James Webster, Treasurer; Miss Ophelia Settle, Chaplain; Miss Thelma Coleman, Custodian, and Mr. R. Dokes, Sergeant-at-Arms. Under these officers, the Junior Class hopes to discharge successfully its obligations to the present Seniors in the Spring.

The Delta Valentine Party.

The little blind God of Love claimed for his own one Delta Sigma Theta Valentine Party, held on Friday, February 15, 1924. The rooms were gaily decorated in the festive colors of the season. Hearts were very much in evidence. Later in the evening, while the guests enjoyed dainty refreshments, two of Delta's talented members entertained. Miss Roberta Dabney, accompanied by Miss Virginia Ruffin at the piano, sang "Love Sends a Little Gift of Roses" and "The Emblem." The selections were appreciated as being very appropriate to the occasion.

Among the guests were Messrs. Chauncey Davis, Horace Scott, James Cobb, Alpheus Hunton, Peter Christian, and Miss Myra Smith, President of Alpha Kappa Alpha Sorority.

Memorial Services Held for Colonel Charles Young.

Colonel Charles Young was born sixty years ago in Kentucky. He was one of the three Negroes that have been appointed to the United States Military Academy at West Point, and had an enviable record of honorable service with his government. He was appointed Military Attaché at Monrovia, Liberia, in 1919, and served in that capacity until his death in 1922. In 1915 he was awarded the Spingarn Medal in recognition of his previous African Service. The remains of the late Colonel were brought to America, and placed in the Arlington National Cemetery beside many of the nation's honored dead.

Not only was Colonel Young a soldier, but a musician, poet, and dramatist as well. His "Negro Mother's Cradle Lullaby" is one of his well known poems. The memory of this great leader will always be held inviolate by the members of his race in this country, and the Omega Psi Phi Fraternity, of which he was a member, has set apart the Sunday following his birthday as a day on which a Public Memorial Service shall be held for him. On Sunday, March 16th, that service took place in Rankin Memorial Chapel under the auspices of the graduate and undergraduate chapters of the Fraternity located in Washington.

In keeping with Colonel Young's love for music, the service included an elaborate program. Miss Madelyne Towles played Chopin's "Funeral March." Mr. Alston Burleigh recited "In Memoriam—Colonel Charles Young," a poem written by Countée P. Cullen. A vocal selection was rendered by Miss Gwendolyn Hughes. The speaker of the occasion was Major O. J. W. Scott, U. S. A., Retired, who was for years Chaplain of the Tenth Cavalry, and who was intimately acquainted with
Colonel Young. A trio composed of Miss Virginia Ruffin, pianiste, Mr. William Jefferson, violinist, and Mr. Bush Hunter, 'cellist, played the intermezzo from "Cavalleria Rusticana." The University Glee Club, under the direction of Prof. Roy W. Tibbs, sang "Invictus," by Protheroe, and "Deep River." Dr. Sterling N. Brown gave the invocation and benediction.

IN MEMORIAM—COL. CHARLES YOUNG.

Along the shore the tall, thin grass
That fringes that dark river,
While sinuously soft feet pass,
Begins to bleed and quiver.

The great dark voice breaks with a sob
Across the womb of night;
Above your grave the tom-toms throb,
And the hills are weird with light.

The great dark heart is like a well,
Drained bitter from the sky,
And all the honied lies they tell
Come there to thirst and die.

No lie is strong enough to kill
The roots that work below;
From your rich dust and slaughtered will
A tree with tongues will grow.

—Countée P. Cullen.
DEPARTMENT OF PHYSICAL EDUCATION.

More Truth Than Fiction.

As you know the modern Olympics, which have been held regularly at various athletic centers every four years since 1896, are revivals of the national games of the Greeks which were inaugurated outside the city of Athens, some 700 years before Christ. However alike in aims, methods and procedure, the modern child differs in many particulars from his ancient ancestor. Here are some of the elements of similarity. Both aimed to foster good will between the peoples represented; to test the ability of competitors, both to endure and to concentrate; to interchange ideas indirectly through sports; to advertise the value of physical development.

Many admirers of the parent claim a decided superiority for the ancient classic because, admittedly, it was purely an amateur affair—that is, people participated in sports solely for the moral, physical, and social benefits derived therefrom. Again, a graceful form and ease of movement were absolute essentials to winners of the Greek classics. In the recent Olympic ski-jumping contest, surprise was registered by the American officials because an American entrant who had made the longest leap was denied first place on account of his imperfect form. In order to combine form, concentration and endurance, the short sprints were contested on a sandy track and the competitors carried candles aloft in their hands. That was in the good old days.

The modern games differ from the ancient Olympics in that they are international, rather than national; they are interracial; the program is infinitely more complex and elaborate; they embody sports popular to civilized nations of every clime; in 90 per cent of the events judges perform merely a mechanical function in selecting winners of events. (The ski-jumping incident above mentioned is an exception to the present method of awarding places.) Herein lies the claim to superiority vouched for by the adherents of the modern Olympics. In order to clarify their viewpoint, permit us to indulge in a bit of fiction.

The Olympiads had been running along fine. Judges enjoyed the implicit confidence of the nation in awarding olive wreaths to the half-nude victors. In the same year that Atlas won the weight-lifting contest, one official made a raw decision by crowning a dub who had finished in the ruck in the feature event—the marathon race. He claimed that this hero had excelled in grace of movement. The solons suspected bribery. There was a great howl from the populace; whereupon, the former appointed one Diogenes to search the country for an honest official. Diogenes made a mess of the job. The state fathers, in despair, turned to the great mathematician, Archimedes, to devise a mechanical method for scoring first place. However, before “Arch” could secure the patent, war broke out between Rome and Greece and the gate receipts dwindled down to disinteresting proportions. The Olympic games soon became en passe.

A few decades ago, during the excavations at Mt. Olympus, many devices for measuring speed and distance were unearthed. They included the steel tape and the stop watch. These were put into service for the first time at the Olympic revival at Athens in 1896. Nowadays, officials have nothing to do except stop the watch and mark the tape.

T. J. A.

Varsity Basketball Season.

After a seance of four years, in which time miscellaneous teams representing the several clubs, fraternities, and organizations within the University won an ascendancy, varsity basketball was revived at Howard this season under the tutelage of Professor...
John H. Burr, assistant director of Physical Education. Necessarily, the schedule was somewhat modest, particularly after it was found that many of the best players in school preferred either to represent their local organizations or to cast their lot with the professionals. However, all is well that ends well. The juvenile squad, composed mostly of Freshmen and Sophomores, have exceeded the expectation of their fondest admirers. Of six games played, Howard won four and lost two, scoring 151 points to 138 by their opponents. The veteran Lincoln Five bit the dust twice in succession, which alone would have made the season well worth while. The results of the season's schedule are as follows:

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Varsity “H” Club Reorganized.

A significant revival was set in motion in Chapel, Monday, March 10, at 8 P. M., when Charles Doneghy, ex-captain of football, called to order an assemblage composed of those eligible to wear the varsity “H” in any sport for the purpose of reorganizing the Varsity “H” Club. The aims of the club, as stated in its constitution, which was adopted by a unanimous vote, are as follows:

1. To foster good fellowship between “H” men, both graduate and undergraduate.
2. To regulate the wearing of the “H.”
3. To stop the wearing of all foreign letters on the campus.
4. To entertain visiting teams and prominent athletes.
5. To generate the “Good Old Howard Spirit.”
6. To encourage good athletes to come to Howard.
7. To encourage scholarship among athletes.

The officers elected were: Charles Doneghy, President; Thos. J. Anderson, Vice-President; L. Baylor, Secretary; Dean Dwight Holmes, Treasurer; E. C. Downing, Corresponding Secretary; M. Clark, Statistician; H. O. Bright, Sergeant-at-Arms.

Much time was given over to an open discussion of ways and means of collecting pictures, records—in fact, all data touching and appertaining to the athletic history of “H” men, both past and present. This material is to be kept on file as a matter of permanent record. Authority was given to the Statistician to communicate with all “H” men among the alumni for the purpose of gathering these miscellaneous items; compiling them in pamphlet form and publishing extracts from them in the several University publications from time to time.

It was also unanimously voted that a reception be held on the evening of May 10 in honor of the visiting athletes who will participate in the Howard Intercollegiate Track Meet on the afternoon of the above date.

An extract from President Doneghy's speech is appended:

"Since the founding of Howard University on March 2, 1867, we have made little progress in the matter of athletic traditions, because there has been kept no written records which would connect up the past with the present. Except for verbal proof, we have had few graduates, fewer faculty members, and no athletes, although athletics have existed at Howard in one form or another since the revered General said, 'Let there be a Howard University.' In the early days, letters were worn promiscuously. They were not earned. All kinds of letters in a variety of shades of blue and white were in vogue. From 1867 to 1893, football and baseball were the major sports. These were financed by student contributions which were controlled entirely by students. In 1893, a group of students arranged the first Howard-Lincoln Classic for Thanksgiving Day. Between the years 1893 to 1912, basketball, track and field
sports were introduced. In the latter year the administration took over the control of all student activities. Mr. E. J. Marshall, former football and track star at Exeter Academy and Williams College was appointed director of athletics. The first varsity "H" was awarded in 1912. Coach Marshall revolutionized athletics at Howard between the years 1912 and 1918. He was succeeded by Mr. P. Robinson, who acted both as coach and director of athletics during the years 1918 and 1919. In 1920 the Department of Physical Education was created, mainly as an aftermath of the World War. It was headed by Major Milton Dean, assisted by Dr. E. Morrison, who functioned as head coach of all major sports. Universal physical education of some kind for all students was initiated during this regime. Major Dean was succeeded by the present director of physical education, Mr. Louis L. Watson, in the winter of 1923. Dr. Morrison retired after the football season of 1922. This brings us up to date. It is for us as an organization to collect the scattering fragments of our glorious history; to perpetuate the achievements of those who have advanced the name of Howard on the gridiron, on the cinderpath, on the baseball diamond—in short, in every sport."

T. J. A.

RAYMOND S. DOKES

The election of Raymond S. Dokes, 1924 football captain, presages a good omen for the Bisons' chances in the next Thanksgiving Day Classic. Combining all the
essential qualifications of leadership, of playing ability, plus an uncanny faculty for harmonizing the several heterogeneous elements in the squad, Dokes bids fair to rank with the most popular heroes that have directed Howard's destinies on the gridiron in the last two decades. His athletic career has been meteoric. He acquired his early gridiron education at the Noblesville High School, Noblesville, Indiana. Besides being the choice for one of the tackle positions on several All-American selections, he is an "H" man in track, where he excels both in the long and high jumps and the pole vault and stars at center on the Kappa Alpha Psi Fraternity basketball five.

NEGRO SANHEDRIN RECOGNIZES YOUNG NEGRO IN IMPORTANT COUNCILS.

Program of Younger Groups Adopted in Entirety—Young College-bred Negro to be Adequately Represented in Executive Council.

Recognition of the young college-bred Negro in the councils of the Negro Sanhedrin gives hope of being one of the most important factors in the development of this great movement recently inaugurated by Dean Kelly Miller. Prior to the initial meeting of the Negro Sanhedrin held in Chicago February 11 to 15, 1924, Dean Miller showed his appreciation of the part the young college-bred Negro should play in the great program he was outlining by having Norman L. McGhee, National Secretary of the Alpha Phi Fraternity, appointed a member of the General Committee on Arrangements which had charge of the whole matter of assisting in inaugurating the movement. He also saw to it that all of the national college fraternities and sororities among Negroes were invited to participate in the launching of the movement.

Session Given Over to Younger Element.

At the Chicago meeting a session of the conference was set aside for the discussion of "The Part of the Young College-bred Negro in Race Betterment." Raymond W. Cannon, President of the Alpha Phi Alpha Fraternity, presided over the session, and addresses were delivered by Mrs. Osceola M. Adams, Delta Sigma Theta Sorority; Benjamin W. Clayton, Esq., Omega Psi Phi Fraternity; Mrs. L. R. Green, Alpha Kappa Alpha Sorority; Dr. Julian Lewis, Alpha Phi Alpha Fraternity; and W. Ellis Stewart, President, Kappa Alpha Psi Fraternity. There was a commission named at the conference to make report on "The Part of the Young College-bred Negro in Race Betterment." Those named on the commission were: Raymond W. Cannon, Chairman; Lorraine R. Green, Secretary; W. Ellis Stewart, Osceola M. Adams, Benjamin W. Clayton, Murray B. Atkins, Gordon H. Simpson, Sophia B. Boaz, Floyd W. Crawford, Bertha M. Lewis, J. Ernest Wilkins, Mildred G. Dobson, Carl Washington, Blanche C. Dix, J. Madison Nabrit, Bella T. Taylor, Dr. Julian Lewis, F. D. Jordan, and Norman L. McGhee.

Conference Adopts Program.

It is to be noted with especial pride that the report of the commission on "The Part of the Young College-bred Negro in Race Betterment" was accepted by the conference in its entirety, the vote being: "The Negro Sanhedrin commends especially the participation of the organizations representing Negro college youth and recognizes as of utmost importance to the movement the value of their continued participation.
and the development of the program of this committee's report which is attached hereto, and is made a part thereof." The report follows:

Report of Committee on the Part of the Young College-bred Negro in Race Betterment.

"In accepting the invitation to take part in the Negro Sanhedrin, or All-Race Conference, which we understand to be a movement whose purpose is to arrive at a common basis of action for all organizations and agencies concerned with the problems of our racial group in American life, we believe that the part which the young college-bred Negro should play under such a program should be the following:

I. Development of Negro youth by

A. The encouragement of, and guidance in, higher education,
   1. In the professions.
   2. In social service.
   3. In the economic field.
   4. In the political sphere.

B. Financial assistance to students by
   1. Awarding scholarships.
   2. Establishing loan funds.
   3. Financing homes.

C. Collection and dissemination of data regarding student life.
   1. Number of Negro students in the United States.
   2. Relation existing between faculty and colored student body.
   3. Relation existing between colored and white students.
   4. Opportunities of Negro students for completing courses in mixed schools.
   5. Activities of local organizations existing within the knowledge of the school authorities which may have programs which, if carried out, or while being carried out, are inimical to the best interests of Negro students in the particular college.
      a. In lecture rooms, laboratories, lunch or lounging rooms.
      b. System of grading.
      c. Any deviation from the system as affecting Negroes.
      d. Any rules and regulations as enacted and enforced by regents, trustees, or similar bodies which are intended to affect our students only.
   7. Scholastic and athletic achievements and honors.
   8. Fraternities and Sororities.
      a. Attitude of the white faculty toward such organizations.
      b. Recognition of race organizations on various campuses.
   9. Existence of any inter-racial organizations among the students.
   10. General attitude of the institution as a whole toward Negro students.
   11. Existence of any tendency to prevent Negro students from obtaining scholarships which are offered. (Also loan funds or any other opportunities.)

D. Community programs.
   1. Go-to-school movement.
   2. Guide right movement.
   3. Presentation of Negro achievement in art, literature and music.
   4. Directing attention to the collection and study of works by Negro authors.
   5. Establishment of better understanding, sympathy, and co-operation between the college student and his community.
II. Encouragement of contributions to civilization by Negroes in
   A. Scientific research—encouragement of scholars whose achievements shall be
distinct contributions to human knowledge; whose aims shall not be par-
ticularly to acquire practical knowledge, but to promote civilization in
so far as this depends on man's actual fund of information.
   B. Research into subjects that have a distinct bearing on the Negro's welfare.
   C. Art, literature, and music, with especial reference to the collection and dis-
semination of Negro art, literature, and music.

III. Education in respect to, and use of, franchise.
"Under the above program we believe that the Negro youth will aid the Negro
race in taking its rightful place as an integral part in the development and progress
of America, our common country, and also serve as an inspiration to the darker races
throughout the world.
"We pledge ourselves to accept with profound seriousness our responsibility as
future leaders of our group, to hold to the faith of our fathers, and to insist vigorously
upon a high moral, mental, physical, and spiritual life.
"We feel that in any permanent program for the Negro Sanhedrin provision should
be made for adequate representation of the Negro youth, so that those who are to
be the leaders of tomorrow may be trained for the responsibility which may be theirs."

Spirit of Harmony Prevails Among Young Negro College Groups.

Complete harmony and cooperation characterized the discussions of the commission
on "The Part of the Young College-bred Negro in Race Betterment." Especially
gratifying was the unanimity of agreement as to action to be taken regarding the
fundamental problems confronting the Negro in America. All of the organizations
represented pledged a united front in the development of the program outlined in the
report submitted by the commission. Already plans are under way to see that the
program is followed in its minutest detail.

OF GENERAL INTEREST.

Is Modern Pedagogy at Fault?

The report submitted last year to the trustees of the Carnegie Institute by the
president, Dr. Pritchett, caused a considerable flurry among school and college men
and women because of its strictures on the educational methods in vogue. This
year's report, which has just been issued, returns to the attack in a less bellicose
but still a critical mood. From Dr. Pritchett's present declaration that the public
schools have grown soft and superficial, that high schools are a refuge for mediocrity
and that colleges pay too much attention to athletics, it is evident that he is not yet
quite satisfied with the trend or the practice of modern pedagogy.

In over-organizaion Dr. Pritchett finds one menacing evil. It certainly affords
matter for serious thought when an authority so eminent feels it incumbent on him
to assert that the personal relation between pupil and teacher has broken down under
the weight of the machinery of education and that the increased cost, the growing
number of students and the added studies and activities do not in all cases represent
the mature judgment of the teachers of the country as to what is wise and necessary.
Whither is our educational system drifting? is the question that naturally arises in
face of these expressions of opinion. Is it not time to call a halt and establish a
reorganization of the whole system on a grand scale?

The undue preponderance given to athletics is illustrated by the fact that each of
26 colleges spent on an average $24,334 a year on that particular form of academic activity and that one of them spent as much as $109,797. Dr. Pritchett holds that high salaries to coaches, particularly the football coach, and the resultant prestige attending such athletic leaders are responsible for many of the most demoralizing features of intercollegiate sport. Some of these abuses are specified as "ringers" who are often "special" students; scouting, unhealthy rivalry, over-emphasis on training, too much publicity, gambling and betting and too much insistence on championship teams. It certainly is a formidable indictment. The pervading influence of the coach, which is growing by leaps and bounds and invading every domain of college life, has been often remarked. It is something akin to the performance of the tail wagging the dog.

With regard to professional schools, the figures given in the report show that the so-called "learned professions" are losing in popularity, while new professions, such as welfare work, are coming to the front. It would be a boon and tend to relieve congestion elsewhere if trade schools to prepare for vocational work were more numerously set up.

Both in what it condemns and what it recommends this report of the Carnegie Institute is deserving of the earnest attention not only of all educators, but also of the general body of citizens.—The Washington Post, March 10, 1924.

High Schools Graduate 51 Per Cent to College—Pennsylvania Educator Shows New York Has Most in Advanced Courses.

State College, Pa., March 6.—Fifty-one per cent of high school graduates in the United States find their way to college, according to a report prepared on higher educational statistics by A. H. Espenshade, until recently registrar at the Pennsylvania State College. The figures showed that a few less than half a million students were attending colleges and professional schools in 1920-21.

New York state leads with 55,130 and Pennsylvania is second with 36,262. Delaware has the least number of students, 402.

The colleges in six states enroll almost half of American college students. These are New York, Pennsylvania, Illinois, Ohio, Massachusetts and California, where colleges have 201,145 students.

A New Rival to Shakespeare.

During the last two or three generations great ingenuity has been expended in vain attempts to prove that Francis Bacon, Baron Verulam and Viscount St. Albans was the real author of the plays and poems that pass under the 'alleged pseudonym of William Shakespeare. At odd intervals other claimants to the literary throne, to the exclusion of Shakespeare and Bacon alike, have been put forward by enterprising kingmakers. All these efforts have, however, signally failed to dislodge Shakespeare from his pride of place either with the general reading public or with the great majority of scholars. Last year's world-wide celebrations in honor of the tercentenary of the publication of the First Folio edition of the plays served to bring out, as never before, the widespread and deeply rooted belief that to William Shakespeare, of Stratford-on-Avon, and to no one else, belongs the credit of writing the great tragedies, comedies and "histories" which were, in 1623, first brought together into one volume and published as Shakespeare's by friends who, until his death seven years earlier, had had an intimate acquaintance with the man and his affairs.

There are, however, some lines of endeavor which seem to possess irresistible attractions for minds of a certain type, and the manufacture of Shakespeare pretenders is indubitably one of these. The latest move in the conspiracy for plucking the laurels from the brow of "sweetest Shakespeare, Fancy's child," has been made in Paris. M. Abel Lefranc, of the College of France, has brought out a book enti-
titled "Beneath the Mask," in which, by a series of deductions, he essays to establish that at least "Romeo and Juliet," "The Merchant of Venice" and "Hamlet" are to be assigned to the sixth Earl of Derby. Derby's name was William Stanley. Hence, his initials—W. S.—were the same as those of William Shakespeare. On this fortuitous circumstance part of the argument rests. Other points advanced as proof are that the family quarrels which forbade a union between Juliet and her Romeo resembled in some degree the antagonism which kept Elizabeth de Vere and young William Stanley apart for four years; that the "realism" of "The Merchant of Venice" was beyond Shakespeare, who had never been in Italy, but was well within the command of Stanley, who had been for some time a student at Padua, and that in "Hamlet" there are political undercurrents applicable to historical developments in England and Scotland at the period when the play was produced.

No more than a momentary reflection is required to realize how flimsy is the argument in each case, and the deeper one studies the question the greater is the tendency of all the supposed proofs to melt into thin air. On the last point, in particular, he would be a bold man who should assert that Hamlet was, as is alleged, a prototype of James VI of Scotland or, if there were any political references in the tragedy, that Shakespeare himself was not as capable of making them as any of his contemporaries.

A candid opinion of M. Lefranc's loudly proclaimed "discoveries" is that they in no way weaken faith in the accepted authorship of the plays in question and that neither wholly nor partly is Shakespeare dethroned.—The Washington Post, March 11, 1924.
Wise Prof.

Prof.: "Why are you taking this course, Mr. Brown?"
Stude: "Er—well, because I am very fond of the subject. It gives me a new insight into the problems which—er—I'm called upon to meet in every-day life. It has been an inspiration to me."
Prof.: "Very good. Now, Mr. Smith, you tell one."

L'Homme Galant.

A Frenchman was courting an English girl. Her mother said, mischievously: "Now, monsieur, if my daughter and I were both drowning, which would you save first?"
With great presence of mind, he replied: "I would save madame and I would perish with mademoiselle!"

Friends Again.

An inquisitive old lady was always asking her minister questions. One day the persistent old lady asked: "Mr. ——, can you please tell me the difference between Cherubim and Seraphim?"
The minister thought deeply for a minute or two and then quickly replied: "Well, they had a difference, madam, but they have made it up."

Both in the Swim.

"My daughter sprang from a line of peers," said a proud father.
"Well," said her suitor, "I once jumped off a dock, myself."

From Drafted to Drafter.

Hospital Caller: "Poor man, you certainly have been all shot up."
The Victim: "Yes, I had so many bullet holes bored through me that the boys behind me complained of the draft."

A Repeater.

Insurance Agent: "Pardon me, madam, but what is your age?"
Miss Antique: "I have seen 23 summers."
Insurance Agent: "Yes, of course, but how many times have you seen them?"

Sure Sign.

"How do you know Chaucer dictated to his stenographer?"
"Just look at the spelling!"
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   (City) (State)

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   (City) (State)

   Street Address ..............................................

4. Date Entered Howard University ............................

5. Number of years at Howard ..................................

   Department Entered .........................................

6. Other Departments Entered .................................

7. Degrees Conferred, if any .................................

8. Year of Graduation ...........................................

   Year Discontinued Course at Howard .....................

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