Piercing the Great Divide

West of Denver is the Continental Divide; hemmed in behind it is an undeveloped district twice as large as Maryland. That fertile area the new Moffat Tunnel will open up.

General Electric mine locomotives are carrying out the rock, and G-E motors are driving air compressors and pumping water from underground rivers.

The conquests of electricity on land and sea, in the air and underground, are making practical the impossibilities of yesterday. It remains only for men of ability to find new things to do tomorrow. Thus does Opportunity of 1925 beckon college men and women toward greater things as yet undreamed, and to a better world to live in.
THE HOWARD UNIVERSITY RECORD

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NEW YEAR'S GREETING.

By President J. Stanley Durkee.

The New Year stretches on before us! Its ways are all untried. They may become Avenues to us or Alleys, according as we choose. We shall go where we will, at least in the spirit, and be the companion of those who dwell by the ways. Our choice of companions reveals the standard of our living and thinking. Blessed are those who choose the companionship of great books, great pictures, great music, and make friends of those who think and act and are truly noble.

In such company we shall more and more learn to be content with what we have. Not that contentment which ceases to strive for larger and better things; rather that contentment which produces soul peace in the striving.

In that company we shall soon get rid of our false estimates of things and of people. We shall set up high ideals and travel toward those. Like the fetish smells of the alleys, will be the odors of those who are false. Like the breath of Spring when the winds play over the orchards abloom, will be the friendship of those who are true.

We shall seek pleasures that bring no pain or sorrow. A devotion to the right that never swerves; a religion full of faith and good works; a confidence in the right that causes us to forget, as soon as past, the wrongs that chafe and fret; a courage that leads to the walls and over, whenever assaults must be made and evils dethroned.

I can but wish for every son and daughter of Howard—such an avenue down the New Year of 1925.

THE HOWARD-LINCOLN FOOTBALL GAME.

The annual clash for honors in football between Howard and Lincoln for the season of 1924 took place on Thanksgiving Day in American League Park at Washington. While the outcome of the contest, in which Lincoln triumphed by an overwhelming score, sorely disappointed
the ardent hopes of the thousands of Howard’s loyal supporters, yet the occasion itself was a signal success when considered from many of its deeper aspects.

The arrangements for the accommodation of certainly the largest crowd, which has ever attended a football game between these two athletic rivals in Washington, indicated wonderful care and foresight on the part of those who were responsible for the administrative side of the game. So far as is known, there was not a single hitch to mar its business success.

It is generally agreed among those who have studied the development of college life in America that there is no occasion, scholastic or athletic, that elicits the same degree of support and enthusiasm from the undergraduates, alumni and friends of an institution as the crucial annual football contest with another institution which through the years has become the established rival. This was incontestably true of the occasion that on last Thanksgiving Day brought to the scene of conflict more than fifteen thousand students, alumni and sympathizers of Howard and Lincoln. The crowd which came from all points of the compass within a radius of a thousand miles was more colorful and more enthusiastic in its demonstrations than ever. The occasion afforded a scene which, so far as our group is concerned, could not be duplicated anywhere else in the world. The gathering contained a very liberal representation of the most cultured and substantial men and women of the colored race in this country who came from the business, professional and academic walks in life as well as of thousands of students, many of whom are destined to become leaders of the future.

The wonderful display of college spirit, as it centered around football, on the part of the rival bodies of students and alumni of the two institutions, was most gratifying and served to emphasize anew that such contests are the best means of indicating the true coefficient of college alumni loyalty.

Baseball, our great national pastime, is of course classed as a major sport in college athletics and has a wide and enthusiastic indorsement among all undergraduates, but football, unlike baseball, is a branch of athletics which can trace its inception, as well as its highest development, to the athletic fields of colleges and not to professional league parks.

Football makes a stronger appeal to the undergraduate than any other form of extra-curriculum activity. This is the one attraction that calls to its eager indorsement and loyal support, practically the entire student body. Football games with rival institutions of long standing constitute the occasion for the highest manifestation of college spirit. The whole college gives a striking instance of group psychology and thousands of students act as one man in urging their struggling heroes on to victory. The players themselves carry in their bosoms the concentrated hope and united purpose of all the partisan spectators. This attachment formed, during undergraduate days, for this sport as the rallying point around which to demonstrate his highest interest in and devotion for his Alma
Mater, is carried by the student, when he becomes an alumnus, into the various walks of business and professional life. No other single interest possesses greater persuasive power to bring him back to the scenes of his college days—not even his class reunions or the induction of a new president into office.

The RECORD feels that the football game merely served as the occasion and not the cause for this exhibition of interest, and cherishes the ardent hope that, by reason of the new Howard spirit, there will be other functions in connection with our University life which may call forth the loyalty of Alumni in equal degree. Three cheers for brawn! Three times three for brain!

G. M. L.

THE NEGRO IN CURRENT LITERATURE.

An interesting phenomenon is the sudden revival of interest in the Negro as literary material as evinced by the leading magazines of today. For the past few weeks the periodicals and newspapers have been full of reviews of Walter White's book, *The Fire in the Flint*, which is, by the way, a story of absorbing interest. In the November magazines there were many striking things. *The Forum's* thousand dollar prize story dealt with the subject of race relations in the South, as set forth by a Southern white man, while the regular monthly play in the *Theatre Arts Monthly* was on a Negro theme, all of the characters being colored. But the most inspiring happening of the month was the publication of poems by Countée P. Cullen, a young colored man, in five of the leading literary journals: *The Century*, *Harper's*, *The Bookman*, *The Nation*, and *The American Mercury*. Mr. Cullen is a senior in New York University and has won prizes in some very important competitions.

As adding interest to the above statement, it may be said that *Opportunity* and *The Crisis* are having competitions including the short story, the play, the essay and the sketch, all on race themes. Truly there is no lack of encouragement for the young Negro writer. It looks now, however, as if the white Southerners are going to win most of the laurels in this field. They treat the subject with almost as much sympathy as the colored writers, and with more detachment.

E. C. W.

IN THE WORLD OF MY DREAMS.

I am a dreamer and I dwell apart in a world of dreams. Grim Reality has no place in this world. Here, all people are looked upon as being equal because in the beginning, they were created so. Here, everyone helps everyone else. There is no striking and striking back; there is no slanderous gossip; there are no hard, biting things said. In this world everything is beautiful and all people are good and kind and true.
Here, there is an all-powerful Being who reigns supreme. His will is acknowledged as best and the people who live in this world trust their lives to His keeping and guide their lives by His. Neither do they know doubt nor fear. Here, when the shadows come, folks look through them into a never-dying brilliance, an everlasting glory. When one feels the weight of a cross on his back, he braces up, remembering ever that at the end of the journey, there is a crown awaiting him. When obstacles appear in the way of one of my dream folk, he merely pushes them aside or steps over them. He never stops. He knows that his goal is well worth the striving for and so he struggles until he reaches the very top. But even then, in my world of dreams, one is not satisfied, for there are myriads more coming up the hill and he feels that he must reach down and extend a helping hand.

In the world of my dreams, all things are so different from the things in the world in which I find myself when I awake from my dream! I hate to awake! But still—

"I like to close my eyes and drift and drift
On a span of clear, blue waters, it seems.
Away, away, I sail and sail away
Until I have reached a fair world of dreams.

The shadows of care that life holds for me
Are changed into lights of the brightest beams.
The sorrows and burdens that haunt real worlds
Are forever lost, in my world of dreams.

And when I awake and again all is real,
Through the darkness, come bright shimmering gleams,
Of the life I lived and the things I did,
Over there, in my fair world of dreams."

B. C. S.
Special Articles

EDUCATION OF THE NEGRO IN THE NORTH.*

By KELLY MILLER.

(Reprinted from the Educational Review, Vol. 62, No. 3, October, 1921.)

THAT "the negro can earn a dollar in the South, but cannot spend it; and can spend a dollar in the North, but cannot earn it," is one of Booker T. Washington's most felicitous phrases. This was an apt and accurate description at the time of its utterance. But social upheavals frustrate the wisdom of our profoundest philosophies. The war robbed this sententious assertion of its erstwhile truth and appositeness. The great educator had scarcely been dead a single year, when negroes by the tens of thousands were rushing into the North to fill the vacuum in the labor market. The scale of wages seemed fabulous to the Negro workman, accustomed to the meager compensations in the South. The opportunity to earn and to spend were availed of with equal avidity. As a result of this labor demand, fully a half million Negroes were transferred from the South to the North.

Economic opportunity constitutes the prevailing motive in the movement of human population. Human greed is too hasty for immediate concrete results to calculate the far-reaching social consequences that follow in the train of the introduction of strange population for purposes of industrial and economic exploitation. The foreigner in America, the Negro in the South, and the Japanese in Hawaii and on the west coast were introduced to fulfill urgent labor demands, but their permanent social adjustments constitute the gravest problems of our national experience.

Fred Douglass used to say that wherever the Negro goes he takes himself with him. The sudden injection of a half million Negroes into the North will tend to make the question of race adjustment a national, rather than a sectional problem. The various features of the problem will gain new meaning and emphasis because of its widespread relationships. The educational significance of this northern movement of the Negro has hitherto received little or no attention, and yet it is calculated to be of the greatest significance in the educational life of the entire Negro race, and to influence the attitude of the whole nation. According to the reports of the Census Office, in 1920 there were 1,550,754 Negroes in the North, giving a decennial increase of 472,418 over the census of 1910. The great bulk of Negroes in the North are found in the cities. The number of rural Negroes in the northern state has been gradually diminishing for

* Editor's Note: This article, which appeared in the October, 1921, issue of the Educational Review, is reproduced in the January Record with the permission of the author.

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the past three decades. The northern Negro creates an urban rather than a rural problem. The following table reveals this city tendency in a most striking manner:

<table>
<thead>
<tr>
<th>City</th>
<th>Negro Population</th>
<th>Cities North of Potomac River.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>91,706</td>
<td>153,088</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>84,459</td>
<td>134,098</td>
</tr>
<tr>
<td>Washington</td>
<td>96,446</td>
<td>109,976</td>
</tr>
<tr>
<td>Chicago</td>
<td>44,103</td>
<td>109,594</td>
</tr>
<tr>
<td>Baltimore</td>
<td>84,749</td>
<td>108,322</td>
</tr>
<tr>
<td>St. Louis</td>
<td>43,960</td>
<td>69,063</td>
</tr>
<tr>
<td>Detroit</td>
<td>5,291</td>
<td>41,532</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>25,023</td>
<td>37,688</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>21,816</td>
<td>34,690</td>
</tr>
<tr>
<td>Cleveland</td>
<td>8,448</td>
<td>34,474</td>
</tr>
<tr>
<td>Kansas City</td>
<td>23,566</td>
<td>30,706</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>19,639</td>
<td>29,636</td>
</tr>
<tr>
<td>Columbus</td>
<td>12,739</td>
<td>22,091</td>
</tr>
<tr>
<td>Total</td>
<td>562,545</td>
<td>915,498</td>
</tr>
</tbody>
</table>

These twelve cities show an increase of 329,430 or a growth of 70 per cent. While this rapid growth was due to special causes of limited continuance, yet the numbers are not likely to diminish, but will show substantial increase with the coming decades.

There are six cities in the United States with more than 100,000 Negroes, all of which, with the single exception of New Orleans, are to be found north of the Potomac River. The border cities, Washington, Baltimore, St. Louis, and Kansas City have separate colored schools, following the policy of the southern states. In the other cities on the list there is no scholastic separation of the races. The city is the center of the educational life of the nation. The great systems of education, as well as the great seats of learning, are to be found mainly in the centers of population. A million and a half Negroes, constituting 15 per cent. of the race, are thus brought into intimate contact with the best educational facilities to be found anywhere in the world. In the South the Negroes are found mainly in the rural districts, where school facilities are meager and inadequate, and even in the large cities of this section the provisions for colored schools fall woefully short of the up-to-date standards of a well ordered system. In speaking of the education of the Negro, we should always keep in mind the widely contrasted educational advantages of these two groups.

Negroes in the North generally are admitted to all educational facilities provided for the general community, whether supported by public funds or based upon private foundation. The people of the North have devoted much of their resources and philanthropic energy to the education of the Negro in the South, while giving little or no consideration to the contingent of the race within their midst. The individual has been given an equal
chance in the general educational provisions and has been expected to rise or fall according to the measure of his own merit. The rapidly increasing numbers focusing in the large centers of population will inevitably call attention to the special needs of this growing group separated in many ways from the life of the community of which they form a part.

The colored children have not seemed overeager to avail themselves of the advantages provided for them. They have not felt the necessity of thorough educational equipment for the life tasks that lay within their reach. Being confined to the menial modes of service, they have not in large numbers been inspired to enter upon the higher reaches of education demanded in the more exacting lines of service. The eagerness of the southern Negro for knowledge in the midst of meager facilities was in glaring contrast with the apathy of his northern brother surrounded by such great advantages.

Until quite recently the fact of a colored student graduating from a high school in the North was so unusual as to demand general notice and flattering comment. For the most part the colored youth who pushed their way through northern institutions of learning have been from the South with fresh incentive of the masses upon them. But as their numbers increase and concentrate in the larger centers, the circle of racial opportunity widens. The inspiration of racial life and uplift gives spurs to higher aspiration. The inherent needs and necessities of the masses create opportunities in the higher lines of leadership and service that demand the fullest educational equipment. Wherever the number of Negroes in a community is too small to create a center of racial life and activity, there is apt to be shown a corresponding lack of ambition and upward purpose on the part of colored youth. Wherever a handful of Negroes are gathered together in the North, there springs up a little church, which serves as an outlet for leadership and as a center of race aspiration. The largest Negro cities in the world are found in the North. New York, Philadelphia, Baltimore, Washington, and Chicago contain each a sufficient number of Negroes to engage the highest human powers and faculties to answer the needs of so large a number of human beings. The ever widening field invites the highest ambition of Negro youth to rise to the level of the opportunity that awaits them.

In all of the northern cities the Negro is concentrated in segregated areas and districts. This residential segregation creates a demand for leadership and self-direction. Large as his numbers seem, taken by themselves, the Negro constitutes only a small percentage of the total population except in several of the border cities. If they were evenly distributed throughout the white population, they would be practically unnoticed as a factor in the general equation. One hundred and fifty thousand Negroes in New York in the midst of six million whites, if evenly diffused, would count but one in forty, and would be a negligible entity in the general life of the metropolis. But a hundred thousand Negroes in Harlem constitute a city within a city. The racial needs of this large mass must be supplied
by their own leadership, almost as if they constituted a separate com-
munity. Negro ministers, physicians, lawyers, editors, teachers, and
business men must conform with reasonable approximation to the pre-
vailing standards of the community. This opportunity gives incentive
and ambition to the youth of the race to equip themselves with the fullest
educational qualifications.

In most of the northern states primary education is compulsory, so that
every Negro child, in compliance with the law, must attend the public
schools for a given period of years. In the near future we may expect
that the Negro will approximate his full quota in high schools, normal
schools, technical schools, and colleges in the great centers of population
where he is rapidly congregating.

There were more than four hundred Negro graduates from high schools
in the class of 1920, and more than one hundred graduates from colleges
and professional schools in the northern states. This indicates the rapid
growth in enrollment of the Negro in secondary as well as in higher in-
stitutions. There were probably 500 Negroes enrolled in colleges and
professional schools of the North during the past year. This educational
awakening in the North but indicates what may be expected in the near
future.

The question naturally arises as to how far separate educational facilities
will be deemed advisable for the Negroes in the northern cities as their
numbers tend to increase. This is already a mooted question in such cities
as Philadelphia, Pittsburgh, Cincinnati, and Chicago. In Washington,
Baltimore, St. Louis, and Kansas City, where separate colored schools
are maintained, there is a much larger enrollment of colored pupils in the
higher levels of instruction than in Philadelphia, New York, and Boston,
where the schools are mixed. The separate systems seem to invoke a
keener incentive and zest.

Will separate schools bring out the higher aspirations of the Negro and
lead to the unfolding of his powers and possibilities? is the question
countered by the query; Will not scholastic separation on racial lines
vitiate the spirit of democracy and lower the standards of the less favored
race? This controversy will doubtless engender great heat of feeling
and animosity on part of both races. The final outcome should be deter-
mined in the light of the best good to the Negro as well as that of the
community. The purpose of the schools is to produce good and useful
citizens. This objective should transcend all theoretical question of man-
ner or method. And yet the great democratic ideal must be kept con-
stantly in mind.

While the mass of the race remains in the South, the educational center
of gravity will be shifting toward the North. Ambitious youth will flock
to the centers of the best educational advantage, regardless of national or
racial border lines. Northern institutions are filled with white southern
youth, because they find there at present better educational facilities than
the South provides. They saturate themselves with the aims and ideals
and acquire technical facilities of these great centers of learning, and
carry the acquisition back for the assimilation of their own section. Negro
youth will be actuated by the same impulse and purpose.

Negro schools in the South have, so far, been planted and supported
on the basis of the northern philanthropy. This philanthropy has con-
cerned itself largely with Negroes in the southern states who have been
suppressed below the level of educational opportunity and advantage. It
has not contemplated that Negroes in considerable numbers would avail
themselves of the best educational facilities afforded by colleges and uni-
versities of the North. It will be interesting to note the effect of this
tendency upon the fate of the Negro's higher institutions of learning sup-
ported in the South on a philanthropic basis. Philanthropists are, natur-
ally enough, disposed to place help where they deem it is the most needed.
There is no particular need to help the Negro in the North, where he has
only to stretch forth his hand and partake of the tree of knowledge which
flourishes all about him. It is also natural that philanthropy will be in-
clined to foster institutions which encourage graduates to live and work
among the masses in the South where the need is greatest. Negro stu-
dents of Harvard, Yale, or Chicago do not make the same philanthropic
appeal as those in Atlanta, Fisk, and Tuskegee.

There is also a reserved feeling that it might be well to encourage
separate Negro institutions, in order to keep too large a number of Negroes
from entering white universities. This feeling will doubtless inure greatly
to the benefit of Negro schools in the South. It must be determined
whether the northern universities are apt to impart to Negro students the
social impulse and racial aspiration requisite to the best service of the
race. These institutions are not adapted to the Negro's peculiar circum-
stances and conditions. They are founded and fostered to meet the needs,
aspirations, and ambitions of the most favored white youth. The Negro
must grasp the general aims and ideals and interpret and apply them to
the situation and circumstances of his own race.

The schools of the South will be patterned after those in the North.
The less-developed always pay homage to the better-perfected standards.
The Negro will gain acquaintance with the aims, ideals, and methods of
the North, and will, perforce, exploit the attainment among his own
people in the South.

In the educational world the law of supply and demand is inexorable.
The demand for Negroes in the higher levels of intellectual, moral, and
social leadership in the North will be relatively small as compared with the
larger field of the South. The incidental hardships and inequalities of
the southern régime will be undergone in quest of a larger field for ac-
quired attainment, quickened by sacrificial impulse of racial reclamation.
Thus the northern movement of the Negro, actuated by purely industrial
and economic motives, will yield significant educational fruitage.

Note.—This timely article has been furnished by the Dean of the Junior College,
Howard University, Washington, D. C.
COLLEGE ENTRANCE FROM THE VIEWPOINT OF THE COLLEGE.

BY F. D. WILKINSON,
Registrar, Howard University.*

WHEN I was honored with a request from Mr. W. A. Robinson to come to North Carolina to address this association, I was somewhat disappointed when in the same letter he requested me to speak on "College Entrance from the Viewpoint of the College." There are many other subjects on which I would have preferred speaking than the one suggested by Mr. Robinson but I hope that you will find in my short talk a few points of interest on the subject outlined by him. In order that you may become better acquainted with college admission, it will be necessary for me to make a few remarks on the medium through which students' records must pass before they are admitted to their heart's desire.

The admission to college in the majority of institutions of higher learning is now conducted through the office of the Registrar. Very little is known in the outside world concerning our phase of university life. To the Registrar, alone, is it given to know the points of contact of his office with the various activities of the institution of which it is a part on the one hand, and of the outside world on the other. To the applicant, the Registrar's office is a testing fire through which his credentials must pass in order that they may insure his admission to college. To the student, the office is the originator of a fearful ordeal through which he has to pass each registration day. To the Faculty, it is often looked upon as a source of much annoyance because of its frequent and insistent demands for information concerning the records of students and the origin of much red tape so abhorrent to the academic mind. To the high school principal, it is a necessary evil in its insistence upon a complete and accurate record covering the entire secondary career of the student, and at the same time a helpful influence in supplying information concerning the progress of his graduates after entering college. Tracing the history of the Registrar's office, it appears that it was a one-man concern frequently handled by the President, characteristic, of course, of smaller institutions and that only during the early stages of its existence. It was next passed to the office of the dean usually assisted by a clerk or some selected instructor, later to be established as a separate office serving as an adjunct to the office of the dean. Because of the development of the organization and the administrative technique, the deans found the mechanical side of their work entirely too heavy and the Registrar's office became a separate place in the administrative field of a large number of universities and colleges. A Registrar is generally thought of as an animated reference work rather than an administrative officer with considerable responsibilities and important constructive functions. His knowledge of students is too often looked upon as superficial and mechanical when as a matter of fact, his

*Address delivered before the State Teachers' Association, Wilmington, N. C., November 28, 1924.
frequent contact with the members of the student body in individual conferences of various kinds, gives him an appreciation of their viewpoint with reference to the institution, too often denied to the teaching staff whose relationship to them is largely academic. In the past, his views on educational matters were thought to be of little value because his office was not considered to be one of educational importance, being generally looked upon as a mere mechanism for promoting academic efficiency. In short, the Registrar was generally thought to bear the same relation to the university that a bookkeeper does to a business house, a necessary adjunct not generally taken into the counsels of the firm.

This estimate is largely due to the fact that the office of the Registrar has been in process of evolution, not yet having found its place as an important center of university activity. Neither has its sphere of duties and responsibilities been clearly defined nor its technique standardized. The reason is very apparent when one reflects for a moment. A study made of the careers of well known registrars now in service shows that they are all practically self-trained in the peculiar functions of the office. This point was very forcibly impressed upon the members of the American Association of Collegiate Registrars which met in Chicago last April. There are no schools, no textbooks, no common body of knowledge, no guide except the practice of his predecessors and the clamorous and constantly increasing demands of his institution. The last meeting of the American Association of Collegiate Registrars further brought out the fact that there are few generally accepted principles governing the procedure in the different institutions of higher learning. This is not peculiar, however, for only in this way is a profession made. It is first conceived in the minds of self-taught individuals under the spur of necessity, after which their experience is gradually reduced to record. In this way, a definite body of knowledge is built up and a teachable technique is evolved which any industrious and fairly intelligent person can master. The thing is then ready for mass propagation. The Registrar's profession has not yet reached this final stage and has therefore not yet gained the recognition it is destined to win. Doubtless in the future there will be textbooks printed on this subject and appropriate courses incorporated in the curricula of all leading business colleges for those planning to pursue this line of work. In fact, it was recommended at the last meeting of the Registrars to grant academic credit to students who were enrolled in the School of Commerce and Finance for the experience they receive while assisting in the Registrar's office. The time is not far distant when this recommendation will be carried out by a large number of colleges having a School of Commerce and Finance in their organization.

It is said that we as a nation record more facts about our students than any other country and we know in the end less about their powers. It must be admitted that the tendency to measure education in purely quantitative terms has undoubtedly caused the expansion of the Registrar's office to its present respectable proportion together with the desire to
compile more detailed records of the academic progress of the students after entering the university. Because of the various kind of information to be collected and transmitted bearing upon the admission of students, their attendance, their academic records, their disciplinary action, program, etc., and the multitude of related facts demanded in the modern universities, the various forms multiply with such amazing rapidity that even a very young Registrar's office will find it necessary to invent labor saving devices to keep track of them.

Today the Registrar's office charged with the admission requirements is beginning to be looked upon as a barometer of all educational tendencies. It should, therefore, have available such statistical data as will be an aid to the administration in framing its policies. One activity of the Registrar's office with which this Association is primarily concerned is the admission of students. Allow me to detail the procedure as carried out at Howard University.

The preliminary correspondence required when a candidate writes to the university for information concerning admission is more voluminous than is conceived by the ordinary mind. The candidate is first sent a catalogue and other circular data together with an application blank. In a majority of cases he will write the second or third time asking where he may find information in the catalogue in order that he may intelligently make application to enter. He may perhaps ask in another letter the dates of registration or make inquiry concerning the fees, all of which is given in the catalogue. The Registrar's office must answer each letter in detail and retain all the preliminary correspondence so that should the applicant enter, his record will be complete.

When the application blank has been received by the Registrar, a form letter is sent to the principal of the high school from which the candidate was graduated, together with a standard form on which the principal is requested to fill in the record of the applicant. We urge all persons desirous of entering the University to make applications by May 1st. Unfortunately a large portion of the students do not make application until about June 1st. In this way, we experience considerable difficulty particularly from the schools of the South in that a large number of them close around May 15th and others about June 15th. This makes it very difficult for us to send a letter from our office to the principal concerned before the close of his school, and there are very few schools that keep open a record office so that we may obtain a record from a school during the summer. This is a source of great inconvenience to the college. After waiting a reasonable length of time for the return of the transcript, a follow-up letter is sent to the principal and if no reply is received this time, the applicant is notified that his record has not been received and he is requested to write to the principal himself. It is hoped that the time is not far distant when record offices will be established in the various high schools throughout the country and remain open during the entire calendar year. This will offset the sending of many letters to principals which they
fail to receive because their offices were closed during the summer and which necessitates our sending follow-up letters because the candidate is becoming anxious lest his application has gone astray and in the meanwhile he has written us several letters asking why his eligibility has not been determined.

Our records show that a large number of entering students have been admitted to the second or third year of a high school from which they graduate. When we send for a transcript of that student's record, the principal will frequently send to us only the work which the student did in his school and will not mention the work accepted by him. Because of this, we are forced to return the record to the principal asking him to fill in the subjects which were accepted by him when the student was admitted to his school. There are also some cases where students are admitted from an affiliated high school on the basis of a diploma and no record is kept of the work the student did in the other high school. It makes it very difficult for any college to determine the eligibility of such a student. I would recommend that when a student is admitted to high school from an affiliated high school, a definite record be kept of all the subjects that were accepted so that when a transcript of a student's record is sent to a college it will include not only the work the student did in your school but the work you accepted. We also have quite a bit of difficulty in determining the eligibility for admission of students whose records have been destroyed by fire. I would heartily recommend that high school principals insist that the State give them sufficient funds to provide steel files as a protection against such disaster. We require all students whose records have been destroyed by fire and who apply for admission to Howard University, to submit to our entrance examination.

The Liberal Arts curricula in the colleges and the universities of the United States have undergone significant changes in recent years. To some extent, these changes have been accentuated by the recent war. At the same time, greater attention has been given to the relationship between secondary schools and higher institutions, particularly with respect to college entrance requirements. College entrance requirements cover conditions of age, physical fitness, moral integrity, and intellectual attainments. These phases of college admission are handled at Howard University by requiring all entering students to submit to a physical examination and also to a psychological test. The physical examination forms a definite part of our entrance requirements. The psychological test, however, has not as yet become a fixed factor in our admission machinery. This will require time for careful study. Prior to 1919, students could be admitted to the Academy of Howard University, who had completed an elementary education and were placed satisfactorily after their arrival. With the discontinuance of the Academy this could not be done as the applicant must either meet our entrance requirements or be rejected. This does not work a hardship upon those in Washington who have not completed their secondary education for they may attend either Dunbar High School or Armstrong High School in the city. It is safe
to say that there is more cooperation between the preparatory schools and colleges than formerly, and neither is trying to dominate the other. With the large range of training in secondary schools, with their technical, commercial and regular college preparatory courses, surely better preparation for life and work is possible.

In all parts of the country the system of accrediting secondary schools has been rather thoroughly done through the agency of State Departments of Education, State Universities, Accrediting Associations, or all three working in conjunction. To the extent to which our students come from schools so accredited, our problem is solved. Only rarely, however, do separate high schools for colored persons receive such recognition. With the exception of the District of Columbia, Maryland, West Virginia, Missouri and North Carolina, it is probably fair to say that the State Educational Departments of the former slave states and the State Universities in the same area, neglect entirely the colored high and preparatory schools in making up accredited lists. One of the largest and most pressing problems in education, therefore, is the development of some method of studying and accrediting this group of schools in order that the work of their graduates may be fairly evaluated when they seek admission to college.

A large part of the work of the Registrar’s office, therefore, must be directed towards dealing with the secondary schools which are our actual or potential feeders with reference to problems just reviewed. Since 1919, the Registrar’s office at Howard University has been conducting a scientific study of our colored high schools and their product. This is carried out by first inaugurating a system of informing all of the principals of secondary schools from which we receive students, of the quality of the work of their students for the first two quarters in residence. This is done by sending duplicates of the student’s quarterly reports as made up in the Registrar’s office from the grades submitted by the instructors. Such reports tell more to the principal than many letters, for they show definitely the strength and weakness of the students who have just passed from their school. An interpolation is necessary here in order that the relation of the work of the Registrar’s office with the problem of accrediting may not be lost sight of.

The quality of the work of the secondary schools for the process of accrediting is determined from the following sources:

FIRST: A careful study of the records made by the students coming from a school during their first year in college.

SECOND: Information concerning the enrollment, faculty, courses, equipment, etc., usually furnished in writing by authorities of the school, on a blank provided by the accrediting agency.

THIRD: Information gathered by a personal visit made by a competent observer.

With this in mind, the importance of the next step is easily understood. In addition to the regular alphabetical file of students’ records there is also kept a loose-leaf book in which the records of all freshmen are entered.
and grouped according to the schools from which they enter. As a result, the first year’s records of all students from any school are instantly available as the records which the product of that school has made under the test of college demands. As the compilation grows, it will be a convincing index of the relative quality of the work of the schools. Another book similarly arranged contains the names of students to whom “Permits to Register” have been issued. These books now cover a period of four years. When a cycle of five years shall have been covered, the results will be tabulated and a report issued. Such a report will form the most definite study of the work of the Negro Freshmen ever made. I sincerely hope you will, therefore, write us from time to time relative to the success or failure of your students.

Entries are now made from 245 colored high schools, 164 mixed high schools and 38 foreign schools making a total of 447 schools of secondary grade from which we have received students since 1919.

Coming now to the secondary schools of North Carolina, I find that in a pamphlet published on the Classification and Standardization of High Schools of 1922-23, there are 24 colored schools appearing on this list. Of these 24 colored high schools on this approved list of the Superintendent of Public Instruction, I find that we have received at Howard University students coming from 18 of them. Our records further show that we have sent our accredited relationship blank, referred to, to 22 of these schools in order that we might secure definite information from the principals concerning the courses of study in these schools. As a result of this canvass, three of the schools of North Carolina have been placed on our temporary accredited list. Five others will probably be accredited this year. Fourteen schools of North Carolina have failed to comply with our request by returning our questionnaire. Follow-up letters, however, will be sent to these principals within the near future and if we do not then get results, we will endeavor to get the same from the Department of Education. From the 18 schools of North Carolina, we have received 56 students. Twenty-one of the fifty-six admitted, withdrew before graduation and ten of the twenty-one completed their requirements for graduation. Out of a total of fifty-six students who entered Howard University from North Carolina high schools within the past four years, only five students have been sent away because of poor scholarship.

Perhaps I should leave my subject here long enough to call the attention of the principals to the fact that we do not feel that a student should remain at Howard University longer than two quarters if he is not successfully carrying his work. Therefore, at the end of any quarter a student who does not pass in more than half of his work is placed on probation and at the end of the succeeding quarter if he again fails to pass in more than half of his work he is excluded from the University because of poor scholarship. The reports of entering students sent at the end of the second quarter to high school principals will show those students who have been excluded from the University because of poor scholarship.

As an evidence of the effectiveness of the work of the Registrar’s office
in making a scientific study of the secondary schools from which we receive students, it should be noted that the Examiner for the Commission on Higher Education for the Association of Colleges and Secondary Schools of the Middle States and Maryland, was favorably impressed with the manner in which we are attacking this most difficult and complex problem. He expressed surprise that out of the educational chaos which situations in Negro education presented, we have been able to bring about such order as he found here in so far as the standing of secondary schools is concerned. The system in operation for sifting our entrants was a subject of special comment by him and was given as one of the chief reasons for our endorsement by the Commission. We are hoping to send within the near future, a competent observer to visit all of the secondary schools from which we receive students in order to check back on the statistics sent by the principal concerning his school and to point out to the principal the weaknesses that his students show after entering Howard University, and if agreeable, to the principal, make certain suggestions for improving their curricula. This, I believe, will do two things. First, it will bring a better group of students to Howard University, and second, it will improve the standards of the secondary schools throughout the country from which we receive students.

We ascertained sometime ago through the medium of a questionnaire, that a maximum of fifteen units of admission credit is required by 119 schools; 14 to 14½ by 14 schools; 15½ to 16 by 7 schools; certificate of graduation from high school secures admission in 9 (presumably this would mean fifteen or sixteen units presented). A maximum of 10½ to 12½ units is required in 12 schools; 13 to 13½ in thirty schools; 14 to 14 2/3 in 43 schools; 15 in 50 schools; 16 in two schools. It was further ascertained that three units in English is required in 129 schools; two units of English required in three schools; four units of English required in two institutions. In mathematics, one unit was required in two schools; two units required in 58 schools; 2½ units in 33 schools. In History, it was found that 13 units were required in one school; two units were required in nine schools and three units in two schools. You can see, therefore, that Howard University, in administering its admission requirements is consistent with the policies of other large institutions. We require a student who makes application to enter Howard University to present 3 units in English, 1 unit in Algebra and 1 unit in Geometry; 2 units in either a Foreign Language, Science or History, making a total of seven required admission units. The other eight units may be distributed among the other subjects that we accept towards admission.

I want to particularly impress upon the high school principals the necessity of determining during the student's first year in high school, whether or not he is planning to go to college. If so, his schedule should be arranged in accordance with the admission requirements of the particular school to which he plans entering. My experience has been that a large number of students make application to enter Howard University but have not pursued the necessary courses that will enable them to meet
our entrance requirements. I recommend, therefore, that each high school principal establish a Committee on College Admission whose duty it would be to arrange the student’s course of study in accordance with the demand of the particular college to which he plans to enter. This would greatly facilitate not only the work of the college but would also relieve the high school principal of much embarrassment upon being advised that his graduates have been rejected.

I have known of instances where the applications of certain students have been rejected and so much pressure was brought to bear upon a certain high school principal, he was forced out of his position the following year. I am sure that you, as a group, have had some unpleasant criticisms along this line. With such a Committee as I have suggested there should be no difficulty in a student’s schedule being so arranged as to enable him to meet the requirements of the school to which he plans entering.

This subject, I believe, would be incomplete did I not make some mention of false credentials and altered entries. Credentials from secondary schools that a college receives, are testimonials showing that a person is entitled to credit for secondary accomplishments. They are designed to be true and accurate statements of fact, and are usually issued in the form of a transcript of a record, certified by the principal of the institution from which they come. A history of your experiences with falsified credentials would perhaps fill volumes. Within the past three or four years especially you have perhaps observed a growing tendency on the part of some to tamper with secondary credentials. It is generally admitted that the cases we know about represent only a small proportion of actual occurrences. I say this without in any way implying that our confidence in the integrity of our boys is misplaced. I believe that 99 per cent of high school students have a high sense of honor and can be trusted, but the dishonest practices of the remaining one per cent would bring the aggregate cases of fraud to alarming proportions. Reckon for yourself the number of cases you would have if for ten years one out of every hundred credentials was fraudulent. A fuller realization of the value of transcripts being sent to colleges would perhaps help us to appreciate the seriousness of the problem. On the basis of such documents, persons are admitted to privileges open to only a few—privileges recognized not only by a college or business community, but also by state governments. You know that licenses to practice teaching or to begin the study of medicine, or to be admitted to examination for admission to the bar, are issued by the State only to those who can produce evidence of certain academic preparation in the form of a transcript of a record. There are people, I dare say, who would give ten thousand dollars to become the owner of a document which would admit them to these privileges.

You, as high school principals have been made guardians of these valuable documents, and it is your duty to use every possible means within your power to protect them from every possible abuse. A practical problem is presented to you for solution, and you must use common sense in dealing with it. You should be aware of the situation, and your knowledge of
human nature should help you to see the possibilities of fraud, and your experiences should point to where the dangers lie.

It is to be regretted that the University was reluctant to resort to legal prosecution in these last two cases. To make a public example of one guilty of such acts would put wholesome fear in the hearts of those criminally inclined. From the cases here cited, and from other experiences with petty fraud, it is clear that you as guardians of high school credentials, like college Registrars, must find some means of protection against erasure, alterations, imitation and forgery. One of the most effective means of preventing this evil on the part of the high school principal, is his refusal to place in the hands of his graduates who are planning to enter college transcript of their record. All records of students who are planning to go to college should be sent direct from the office of the high school principal to the registrar of the college the student plans entering. Another safety device is for high schools to adopt the use of seals so that the college would have no doubt as to the authenticity of the record.

THE STUDY OF THE CLASSICS.

By W. Jennings Newsom, '23,

Instructor in Latin, Dunbar High School, Washington, D. C.

IN THE study of the classical languages and literature, as in other subjects, we find in the classroom those who surface mine for scholastic credit alone, and those who dig deeply into the mass of classical data and derive real pleasure and personal development. Classical literature of all countries, like all literature, is more or less liberal expression of the life, public and private, of the epoch or period in which it was composed. If in the study of a classic the students were to seek the fundamental idea or spirit embodied there with a sincere and constant desire for self-expansion, the language in which it had been written would be made more easy to acquire, thus reflectively opening up new and delightful fields for appreciation and research within the entire body of the related literature.

As a specific instance we may turn to the Latin. Latin has been erroneously called by the misinformed, "a dead language." Logically speaking, nothing is dead so long as it functions as a whole or some of its constituent vital parts continue to function. Even one who is only slightly familiar with the Latin must acknowledge that the functioning of that fundamental so called defunct language in both pure and slightly changed form in the French and other related modern languages is most obvious. Therefore, do not let such an error of perception and judgment be committed by the intelligent student.

Most frequently the beginner and not infrequently the advanced student of Latin is led or rather drifts into the habit of thinking of the ancient Romans and allied peoples who spoke Latin as strange, unearthly beings, who existed in an even stranger age and spoke a tongue which in character,
savored of the supernatural. Consequently, these same students of the Latin have regarded the customs, individual or group habits, thoughts, methods, public and private lives of these ancient Romans as things intangible and incomprehensible to the mind. And may it be added here that this same sentiment which is to be deplored exists in the attitudes of students toward other subjects, such as History, etc.

This is the attitude by which the subject may be made less easy to assimilate. The Romans, like all other non-fictional races of history, viz. Americans, Frenchmen and others, were men of flesh and blood. Practically the same passions fired their ardor. They were inspired by many of the lofty sentiments of today. They had many of the same ambitions, preferences, antipathies and even conveniences of the present day.

Rome gave a polish and perfection to the etiquette of public and private conduct which we are accustomed to regard thoughtlessly as products of later times. The ethics of legal procedure of the courts of all civilized countries is based upon the efficient body of legal data compiled, tabulated and used centuries ago on the seven hills.

Roman citizens enjoyed many of our so-called modern conveniences. Public officials had their stenographers who used a perfected system of shorthand. Their public baths were handy even as our Turkish baths are today. At the end of gruelling days at their offices at Rome, prominent citizens retired to the seclusion and comforts of suburban homes called villas. Here they had luxuries rivaling and in many cases surpassing ours of the present. Steam heat, one of our boasted modern facilities was at the command of the Roman. Barbers, masseurs, manicurists, tailors, doctors, dentists, all were within call. True, science had not reached the stage of development which it has today, but neither have we right to presuppose that it has reached its apex of perfection now. True, lines of differentiation between Physics, Chemistry, Geology, Botany, Astronomy, etc., had not been drawn at that time, but we are not to presume that these same lines of differentiation will not be even more fully accentuated in the future and further divisions and subdivisions made within the sciences. The fact apparent is that the Romans discovered, established and enlarged upon the fundamental principles of much which we now call our own and which has truly only the veneer of present day civilization.

The classical world, undoubtedly, the world in general, lost its greatest common literary treasure when it permitted the decadence of the Latin as an international or universal language. It was indisputably the sole medium for the exchange of ideas through the vehicle of language, where all the nations and peoples of different tongues met on an absolutely equal and neutral ground. The very fact that the race which originally spoke it had vanished as a race was and should be now the Latin's most salient and endearing feature in its claim for supremacy as a common linguistic shrine. This decay of the Lingua Latina as spoken has been attributed to the analytic rather than synthetic methods employed by the pedagogues of the last few centuries in teaching the language. The ecclesiastics of a century or so back were as proficient in the use of Latin as we become so in French
or probably in our own language. These men of God, who were the
teachers of those times, and their pupils obtained a polish, elegance, and
grace of speech and manner which only the daily use of a classical tongue
as the Latin could effect.

These men employed the synthetic method of teaching Latin and taught
as they would teach their native tongue itself. They taught it not as a
piece of priceless Classical Antiquity to be solely admired and wondered at
in awe-struck reverence, but to be handled and used for personal and the
common weal. Briefly, in quibbling over the gloss of form and syntax,
much of the spirit has been lost in the Latin classroom and certainly the
chief purpose of the Latin or any language and literature which should
be to act as a vehicle of expression and to interpret life.

The Latin as studied by the advanced student should be studied in its
relationship to life, applying as the “open Sesame” to the mass of classical
data, almost the same ethical principles by which he knows the popular
existence of his own day is actuated and regulated. For it will be found
that life has been truly constant throughout the ages, down to our present
time. “History repeats itself” is only a simple method of expressing the
fact that this constancy of life and History truly has repeated itself with
amazing regularity as recorded in the deeds of Nero’s day to our Modern
Age.

May God and the Presiding Muse grant that Latin, the mother of at least
four of our greatest so called modern languages, namely, the French,
Spanish, Italian, and Portuguese, be restored soon, as the much desired
Esperanto or universal tongue.
HAVE YOU REPORTED IN?

The Teachers' Appointment Bureau in the November issue of the Record gave out a statement indicating the location of a number of our teachers, promising to follow that by a supplementary statement based upon the returns from our November questionnaire.

For the benefit of those who do not understand what this questionnaire is, it might be well to state that in November of each year, after everybody has about fixed himself permanently for the winter, we send out from the Teachers' Appointment Bureau a circular letter together with a questionnaire to as many of our graduates engaged in teaching as we are able to reach. The letter urgently requests each one addressed to fill out the questionnaire and return it to us at once. It further states that the object of the scheme is to promote the interest of all through co-operative effort. With the Teachers' Appointment Bureau as a center, information furnished fully and promptly by all who receive the circular letter can be made available for all through publication in the Record and by correspondence. The advantage of this is so obvious as to need little comment. Under the circumstances, therefore, it is hard to understand why, in the face of such an urgent appeal as the letter makes, we are unable to receive a high per cent of replies. This cannot be ascribed to indifference. It must be due, therefore, to negligence and procrastination. When you read this do your individual part by filling out your questionnaire and sending it in at once. If you are engaged in teaching and have not received a questionnaire, drop a line to the Teachers' Appointment Bureau and you will receive an immediate response.

During Thanksgiving week we mailed over four hundred questionnaires. On December twelfth, we had received one hundred and two responses and twenty-eight had been returned to us undelivered. This is only twenty-five per cent efficiency. Howard and Howardites should have a higher rate than this. We are doing our part to build up a strong organization. Let us have one hundred per cent cooperation. Send in your questionnaire.

Below, at the risk of repetition, we are giving the location of as many persons as are mentioned in the returned questionnaires. Of course, this is far from a complete list, a fact which we greatly regret. It would be very gratifying to be able to publish at some time a complete statement of the distribution of our teachers by states. This we will be able to do, however, only when we receive the full and complete information from the field.

Alabama.

BIRMINGHAM:
Carolyn D. Welton, Lincoln Junior High School.
Vernona Pierce, Lincoln Junior High School.
Ollie Diffay, Lincoln Junior High School.

MONTGOMERY:
Thomas H. Randall, Principal of the Loneless School.

TUSKEGEE:
Arthur Earl Burke, Tuskegee Normal and Industrial Institute.
Lena R. C. Shehee, Tuskegee Normal and Industrial Institute.

Arizona.

PHOENIX:
Claudia Grant, Phoenix Union High School (Colored division).

LITTLE ROCK:
Samuel P. Massie, Gibbs High School.
Webster Sewell, Philander Smith College.
Dewey W. Jackson, Philander Smith College.
Delaware.

DOVER:
Ethel Letitia Cuff, Dover State College for Colored Youth.

WILMINGTON:

Florida.

ST. AUGUSTINE:
Claudius R. Walker, Florida Normal and Industrial Institute.

JACKSONVILLE:
William A. M. Busch, Edward Waters College.

Georgia.

ATLANTA:
Annie Scarlett Cochran, Morris Brown University.
Claudia Johnson George, Morris Brown University.
Jesse Lawrence, Clark University.

AUGUSTA:
Dorotha W. Jones, Paine College.
Ethel Carter, Paine College.

Indiana.

EVANSVILLE:
Mabel T. Coleman, Third Avenue School.

Kentucky.

LOUISVILLE:
Gwendolyn Redding, Simons University.
Stella Louise Shipley, Simons University.
Maude Brown, Central Colored High School.
Artishia Wilkinson, Central Colored High School.
Nannie G. Board, Central Colored High School.
W. Lee Reave (Dr.), Central Colored High School.

OWENSBORO:
Mae Lee Hardie, Western High School.

PADUCAH:
Mrs. Myrtle R. Phillips, Principal, Lincoln High School.
Mary Emma Mack, Lincoln High School.
Maggie Samuels, Lincoln High School.
Nellie Hubert, Lincoln High School.
Mildred Felton, Lincoln High School.
A. V. Weston (Mrs.), Lincoln High School.

Maryland.

BALTIMORE:
Margaret E. Jackson, Colored Teachers' Training School.

CAMBRIDGE:
George W. Mitchell, Principal, Cambridge Colored High School.

DENTON:
Olive G. Weaver, Principal, Denton Colored High School.
Harriett A. Dorsey, Denton Colored High School.

MONTGOMERY COUNTY:
Edward U. Taylor, Supervisor of graded schools, grades one-seven.

ROCKVILLE:
A. Blondel Newson, Rockville Public School.
THOMPSONTOWN:
Jonathan A. Dames (Rev.), Principal, Thompson Mission School.
Minnie L. Dames (Mrs.), Thompson Mission School.

Mississippi.
ALCORN:
Oliver A. Ross, Alcorn A. & M. College.

NATCHEZ:
Clarence W. Frisby, Natchez College.

Missouri.
COLUMBIA:
Guy Stephen Ruffin, Principal, Frederick Douglass High School.
Mary E. Shannon, Frederick Douglass High School.

HANNIBAL:
Arizona L. Cleaver, Douglass High School.
Norean J. Slaughter, Douglass High School.

JEFFERSON CITY:
Harry B. Thornton, Lincoln University.

KANSAS CITY:
J. Oliver Morrison, Lincoln High School.
Henley L. Cox, Principal, Wendell Phillips High School.

SAINTo JOSEPH:
Jacob E. Jones, Principal, Bartlett High School.

SAINTo LOUIS:
John H. Purnell, Sumner Teachers' College.
Arthur W. Reason, Sumner High School.

SEDALIA:
Emily M. Harper Williams, Lincoln High School.

SPRINGFIELD:
Clarence B. Ingram, Principal, Lincoln High School.

North Carolina.
CHAPEL HILL:
Kanata E. Rodgers, Orange Co. Training School.
Margaret C. Alexander, Orange Co. Training School.

CHARLOTTE:
George J. Davis, Johnson C. Smith University.

DURHAM:
Edith A. Martin, Hillside Park High School.
Ruth Buckingham, Hillside Park High School.
Minnie Carwin, Hillside Park High School.
Claude Blackman, Hillside Park High School.

ELIZABETH CITY:
Julia Marsh (Mrs.), State Normal School.
Lillian D. Quarles, State Normal School.
Othello Harris, State Normal School.
C. F. Holmes (Mr.), State Normal School.
U. S. Brooks (Mr.), State Normal School.
Geraldine Ash, Colored High School.

FAYETTEVILLE:
Rufus J. Hawkins, State Normal School.
Bertha L. Smith, State Normal School.
Oscar L. Johnson, State Normal School.
Emnice E. Matthews, State Normal School.
Carrie H. Williams, State Normal School.
Mabel A. Cloud, State Normal School.
FRANKLINTON:
Martha Ashe, Albion Academy.

GREENSBORO:
Marguerite A. Minor, Washington Street High School.
Annie Catlett Horne (Mrs.).
Alma Morrow.
Sydney Evelyn Hughes, Bennett College.
Mazie O. Tyson, Bennett College.

KITTRELL:
Robert Dabney, Kittrell College.

METHOD:
Mabel C. Hawkins, Wake County Training School.

NEWBERN:
Julius T. A. Smith, Eastern N. C. Industrial Academy.
Bessie M. Davis, Eastern N. C. Industrial Academy.
Martha A. White, West Street Graded School.
Howard P. Kennedy, West Street Graded School.

OXFORD:
Emma Elizabeth Williams, Mary Potter School.

PARMELE:
Martha Jones, Higgs Roanoke Institute.

RALEIGH:
Robert A. Thornton, Shaw University.
Edward D. Johnson, Shaw University.
Marcelle Browne, Shaw University.
Jessie Bullock, Shaw University.
George Eggleston, Washington High School.
Mary Kirk, St. Augustine's School.
Reginald Lynch, St. Augustine's School.

REIDSVILLE:
Ruby A. McComas, Washington High School.

RICH SQUARE:

WILSON:
Ruby Collins.

Winston-Salem:
Eleanor Johnson, Junior High School.

WADESBORO:
Josephine Lee Nalls, Anson County Training High School.

New Jersey.

BORDENTOWN:
Benjamin Jones, Bordentown Manual Training School.

CAMDEN:
Grace L. Randolph, Whittier Public School.

TRENTON:
William S. Maize, New Lincoln High School.
George Hill, New Lincoln High School.
Sarah Pride (Mrs.), New Lincoln High School.
Bessie L. Nelms, New Lincoln High School.

Ohio.

WILBERFORCE:
John Clement Tinner, Wilberforce University.
Dean S. B. Waits, Wilberforce University.
Anna Coleman, Wilberforce University.
Pennsylvania.

DOWNINGTOWN:
Virginia L. Ruffin, Downingtown Industrial School.
Theodora U. Fonteneau, Downingtown Industrial School.
Madison W. Tignor, Downingtown Industrial School.

South Carolina.

DENMARK:
Jessie Motte, Voorhees Normal and Industrial School.

Tennessee.

NASHVILLE:
John Russell Hunt, Williams University.
Paul Mombray, Fisk University.
William Gilbert, State Normal School.
Dennis B. Forbes, State Normal School.
George Washington, Walden College.

Texas.

DALLAS:
Julia C. Frazier (Mrs.), Booker T. Washington High School.
DENISON:
Pearl H. McGee, Anderson High School.
FORT WORTH:
Hazel B. Harvey, I. M. Terrell High School.
Edna Mae Benton, I. M. Terrell High School.
PORT ARTHUR:
Alma D. Holland, Lincoln High School.
SAN ANTONIO:
Arleathia E. Parr Gathings (Mrs.), St. Phillip's N. & I. School.
WACO:
Lillian B. Barlow, Paul Quinn College.

Virginia.

BOWLING GREEN:
Edith E. Brown, Caroline County Training School.
ETTRICKS:
Cleatus Powell Dungeon, Virginia Normal and Industrial Institute.
Ernestine W. Curl (Mrs.), Virginia Normal and Industrial Institute.
Mae Hatchette, Virginia Normal and Industrial Institute.
George Greene, Virginia Normal and Industrial Institute.
Florence Murray, Virginia Normal and Industrial Institute.
Beatrice Johnson, Virginia Normal and Industrial Institute.

LAWRENCEVILLE:
Pauline E. Parker, St. Paul's School.

LYNCHBURG:
Victoria Pegram, Virginia Theological Seminary and College.
Lillian Brown, Virginia Theological Seminary and College.
Edward Hurt, Virginia Theological Seminary and College.
Gertrude Davies, Virginia Theological Seminary and College.
Alexander Galvin, Virginia Theological Seminary and College.
Carlotta Peters, Colored High School.

LYNN:
Andrew Terry, Lynn Colored School.

MANASSAS:
Ida Lucille Woodford, Manassas Industrial School.

Virginia.

Bowling Green:
Edith E. Brown, Caroline County Training School.

Ettricks:
Cleatus Powell Dungeon, Virginia Normal and Industrial Institute.
Ernestine W. Curl (Mrs.), Virginia Normal and Industrial Institute.
Mae Hatchette, Virginia Normal and Industrial Institute.
George Greene, Virginia Normal and Industrial Institute.
Florence Murray, Virginia Normal and Industrial Institute.
Beatrice Johnson, Virginia Normal and Industrial Institute.

Lawrenceville:
Pauline E. Parker, St. Paul's School.

Lynchburg:
Victoria Pegram, Virginia Theological Seminary and College.
Lillian Brown, Virginia Theological Seminary and College.
Edward Hurt, Virginia Theological Seminary and College.
Gertrude Davies, Virginia Theological Seminary and College.
Alexander Galvin, Virginia Theological Seminary and College.
Carlotta Peters, Colored High School.

Lynn:
Andrew Terry, Lynn Colored School.

Manassas:
Ida Lucille Woodford, Manassas Industrial School.
Newport News:
William A. Miller, Huntington High School.
Martha Lee Evans, Booker T. Washington High School.

Norfolk:
Walter C. Fulford, Booker T. Washington High School.

Petersburg:
Pauline J. S. Puryear (Mrs.), Va. N. & I. Institute.
Marie E. Washington, Peabody High School.
Clara Sergeant, Peabody High School.
G. R. F. Key (Mr.), Peabody High School.
Fannie Fayerman, Peabody High School.

Richmond:
Cora A. Ruff, Armstrong High School.
Harry S. Crawford, Armstrong High School.
Marian Sydney Mayo, Armstrong High School.
Leah Lewis, Armstrong High School.
Bertha Hector (Mrs.), Armstrong High School.
E. D. Preston (Mr.), Armstrong High School.

West Virginia.

Bramwell:
Sarah E. Williams, Bramwell Colored High School.
Emma Payne, Bramwell Colored High School.

Elkhorn:
Ulysses H. Prunty, Elkhorn District High School.
William F. Nowlin, Elkhorn District High School.
Pearl Clark, Elkhorn District High School.

Excelsior:
Fleming Jones, Principal, Excelsior High School.
Harriette Des Journette, Excelsior High School.
C. Wright (Mr.), Excelsior High School.

Harpers Ferry:
Julia C. Allston, Storer College.

Logan:
Theodore O. Spaulding, Arcona Junior High School.

Josephine F. Johnson, Arcona Junior High School.

Montgomery:
Pearl H. Herndon, Simmons High School.

Northfork:
Susie Watkins Jones (Mrs.), Northfork High School.

Parkersburg:
Ethel Alice Carr, Sumner High School.

Piedmont:
Clarence T. Napper, Howard High School.

Wheeling:
Elsie Hughes, Lincoln High School.
Marion LaCour, Lincoln High School.
TESTIMONIAL TO DR. WINFIELD SCOTT MONTGOMERY, EMINENT EDUCATOR, GRADUATE OF HOWARD SCHOOL OF MEDICINE, 1890.

With a career behind him of half a century of devotion and service in education Dr. Winfield Scott Montgomery was retired from active duty by the Board of Education last summer. He had served as teacher, principal, supervising principal and Assistant Superintendent of Schools of the District of Columbia.

On November 18, 1924, in the Auditorium of the Dunbar High School, the teachers and officers of divisions 10-13 tendered him a fitting and graceful testimonial, presenting him a purse of eight hundred forty-one dollars. Mr. Garnet C. Wilkinson, Assistant Superintendent of Schools, made the main address and presentation. Dr. Frank W. Ballou, Superintendent of Schools, also delivered an address. M. Grant Lucas, President of the Columbian Educational Association, gave an “Appreciation” on behalf of that body. Musical numbers were rendered by Messrs. Barrington Guy, Arthur Scott and Lenoir Cook. Mr. J. C. Nalle, Supervising Principal of the Tenth Division, presided. The invocation and benediction were pronounced by Rev. D. F. Rivers.

A THREE-MINUTE APPRECIATION AT THE MONTGOMERY TESTIMONIAL BY M. GRANT LUCAS ON BEHALF OF THE COLUMBIAN EDUCATIONAL ASSOCIATION, NOVEMBER 18, 1924.

Mr. Presiding Officer: I count it a high honor and privilege to be permitted to convey to Dr. Montgomery greetings from the Columbian Educational Association.

Dr. Montgomery, there is but one thing I can say to you. It is this, the members and officers of the Columbia Educational Association desire ardently to retain your name on our membership rolls. We hope always to be able to have you with us. your membership, your fellowship and your good will. Your presence will lend dignity and grace to our assembly. Your example will be an inspiration to our members. And your wise council and advice will be a bulwark of noble endeavor and achievement.

Ladies and gentlemen, all that I can say to you is a word about Dr. Montgomery’s lofty ideals and refined literary tastes. These, like the man and his character, are outstanding and distinctive. These, like the man and his character, impressed me when I was a boy. Even his unusual handwriting is an index of his high character. I can never forget his coming from time to time into the classroom where I was a pupil in the Lincoln School and placing on the blackboard in his inimitable penmanship a number of the choicest literary gems from the literary masters. I imagine I can see him now writing this one, “You never know what child in rags and pitiful squalor that meets you in the street may have in him the gem of gifts that will add new treasures to the storehouse of noble thoughts and deeds.” Another one at this occasion naturally impresses itself upon my mind. “Do not keep the alabaster box of your love and tenderness sealed up until your friends are gone. Fill their lives with sweetness. Speak approving cheering words while their ears can hear them and their hearts can be thrilled and made happier by them.” At this time I can think of no one who is more richly deserving of our words of good will and good cheer than the man in whose honor we assemble tonight, Dr. Winfield Scott Montgomery.
LETTERS TO THE EDITOR

LINCOLN HIGH SCHOOL.

Professor George M. Lightfoot:

Please find enclosed check for my subscription to the RECORD. I want to congratulate you on the excellent publication you are getting out each month in the interest of the students and alumni of the University. It is not only a credit to you and your associates but to the University and to Journalism.

Very truly yours,

(Signed) J. H. Bluford, '00, '06 A. M.
B. S. '01, Cornell College of Agr.

TRENTON PUBLIC SCHOOLS—NEW LINCOLN SCHOOL.

Professor G. M. Lightfoot,
Howard University,
Washington, D. C.

Dear Sir:

Enclosed find a check for one dollar ($1.00) for which enter my name for one year's subscription to the RECORD.

It has been a source of pleasure to read the RECORD for several reasons. The doings of my Alma Mater are brought to me by it. This keeps me within the realms of "Old Howard" though some miles away. It is useless to enumerate all of the reasons I enjoy this campus organ. How glad I am that I served as an undergraduate editor for two years of my college life.

I am busy as usual in Trenton. I go home week-ends. Our new building was dedicated last month. Enclosed is a program.

Respectfully yours,

(Signed) WIlLiAM S. MAiZE.

109 E. Scott Avenue,
Rahway, New Jersey.

Among the thirty-one teachers on the staff of the New Lincoln School, dedicated November 20, 1924, at Trenton, N. J., the names of the following recent graduates of Howard appear: Bessie Louise Nelms, '16, English, Civics; George Henry Hill, '19, Latin, History; William Stewart Maize, '22, English, Physical Geography.

The editor of the RECORD takes pleasure in acknowledging the following announcement:

Doctor Edward E. Green
announces the marriage of his daughter
MAMIE LOUIZA

TO

PAUL HENRY ALEXANDER, D. D. S.

on Wednesday, the twenty-sixth of November
nineteen hundred and twenty-four
Detroit, Michigan

At Home
after the seventh of December
12163 Joseph Campau Avenue

It will be remembered that Dr. and Mrs. Alexander are both Howardites, the former, a member of the graduating class of '22, School of Dentistry, the latter, as Miss Mamie Green, a member of the graduating class of '21, School of Applied Science.
UNIVERSITY NOTES.

BIDS OPENED FOR HOWARD'S NEW GYMNASIUM, ARMORY, AND ATHLETIC FIELD.

Board of Award Appointed by the Secretary of the Interior to Open Proposals and Award Contracts for the $197,500 Project.

It is a pleasing coincidence that during the week of the football game between Howard and Lincoln Universities, the great "Football Classic of the Year," the Secretary of the U. S. Department of the Interior should issue an order constituting a Board to open proposals, and award contracts in connection with the Gymnasium, Armory, and Athletic Field project. The order as issued by the Secretary of the Interior is as follows:

"ORDER: A Board to consist of:

Dr. Emmett J. Scott,
Secretary-Treasurer, Howard University,
Mr. W. B. Acker, Assistant Attorney,
Office of the Secretary of the Interior,
Mr. James F. Bill,
Asst. Superintendent, State, War and Navy Dept. Bldgs.,
Mr. W. S. Ayres,
Clerk, Office of the Secretary of the Interior,
Mr. F. H. White,
Clerk, Office of the Secretary of the Interior,

is hereby constituted to open proposals, prepare schedules, and recommend award of contracts for (1) the erection of a Gymnasium and Armory Building at Howard University, Washington, D. C.; (2) construction and completion of Athletic Field, Howard University; (3) furnishing, erecting, and painting the structural steel and iron work to be used in the erection of the Gymnasium and Armory; (4) the installation of heating, plumbing and gas in Gymnasium and Armory; (5) the electrical installation in Gymnasium and Armory, and (6) for furnishing and installation of Government equipment, window shades, and furniture (office and classroom furniture) for the Gymnasium and Armory. The Board will meet at 2 p. m., Tuesday, November 25th, 1924, in room 6117, Interior Department Building.”

Thus, after many years Howard University is on the way toward securing the much-needed Gymnasium, Armory, and Athletic Field for which it has been hoping and praying for many years.

A number of the officers of Howard University were present at the time of the opening of the awards, including President J. Stanley Durkee, faculty members of the Board of Athletic Control, Mr. Albert I. Cassell, Architect, who prepared the plans and specifications and who will superintend the construction of the building and the laying out of the Athletic Field, and other officers of the University.

Announcement of the awards will be made as soon as the Board can canvass the bids in full detail. Bids were received from contracting firms representing all parts of the country, more than one hundred in number.

"ON THE THRESHOLD OF THE COLLEGE.”

Dean Miller announces a forthcoming volume of the above title adapted to the use of Freshmen and high school seniors contemplating entering college. He expects to have this volume ready before the opening of the next school year.
MEETING OF THE NORTH CAROLINA NEGRO TEACHERS’ ASSOCIATION, NOVEMBER 26, 27 and 28, 1924, WILMINGTON, NORTH CAROLINA.

On November 26, 27 and 28, 1924, the North Carolina Negro Teachers’ Association met at Wilmington, N. C. Approximately one thousand teachers from all parts of the state attended this meeting. The program was so arranged that sectional meetings were held as follows: High School section, Teacher Training section, College section, Rural and Elementary section.

The meetings were very impressive not only because of the interesting addresses made by educators throughout the state of North Carolina and elsewhere, but also because of the punctuality with which they began. The majority of speakers were connected in some way with education in the state of North Carolina. It was gratifying to note the large number of Howard Alumni who attended the meetings of this Association, and who are at the present time teaching in that state. Among those scheduled to address the Association were the following Alumni of Howard University: Dean Kelly Miller, ’86; Mr. James I. Miner, ’14; Professor R. I. Thornton, ’22; Miss Mabel Cloud, ’23; Registrar F. D. Wilkinson, ’23.

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SCHOOL OF RELIGION.

Mr. Charles P. Harris of the class of 1924 is now teaching in the Roanoke Institute, Elizabeth City, N. C., having special responsibility in connection with the reconstruction of the work for pastors and prospective theological students.

Rev. Aquila Sayles, D. D., class of 1901, has just celebrated the twentieth anniversary of his pastorate over the Providence Baptist Church of Washington. Dr. Sayles is one of our most loyal graduates, and has our best wishes for another score of years in the same parish.

The Practice Teaching and Practice Preaching exercises of the School of Religion at 1:30 P. M. each Thursday are of increasing interest. Several college students have attended some of them and are cordially welcome to come again and to bring their friends.

The subject for the Maynard Prize Debate this year will be “Resolved: That the
Ball Rent Act of the District of Columbia should be continued in force." The trial debate to determine who shall appear in the finals will occur on Thursday, December 18th, at 2:30 P. M.

The Churches of Washington are opening their doors to the representatives of the School of Religion in order that the work of the School of Religion may be put before the public in the interests of the endowment campaign.

The Faculty has just completed for publication the course of study for the Vocational Training Department. Intensive instruction will be given for two years to prepare for special lines of Christian service for those who do not expect to become ordained ministers. Three such courses have been provided, for Sunday School Workers, for Parish Workers and for Social Service Workers.

D. B. P.

SCHOOL OF MEDICINE.

Many alumni of the medical, dental and pharmacy schools visited the school while in attendance at the football game.

Everyone reported that he was doing well and that he fully appreciated the benefits he had received from his course in the School of Medicine.

Dr. Harry L. Pelham, Medical '23, has been granted a fellowship by the National Research Council. He will pursue work in Physiology under Professor Williams of Columbia University. This is a high honor.

Vice-Dean Brown attended the meeting of the American Dental Association at Dallas, Texas, November 10, 1924.

He reported that the Howard Dental College was known everywhere and that it was recognized as a school doing fine work.

Dr. Reynolds, Secretary of the Pennsylvania State Board of Dental Examiners, was particularly complimentary stating that every applicant from the Class of '24 had passed his Board with high standing and that their practical work was above the average in every way.

Dr. Brown was honored by being appointed Chairman of the District of Columbia branch of the International Dental Association.

The members of the Class of '24, Dental, that appeared before the Illinois Board passed with credit.

Dr. Max Freydberg, Medical '24, has passed the New York Board.


Dr. Henry D. Dismukes, Medical '21, has bought the Harrison Memorial Hospital at Kimball, West Virginia. He has thoroughly equipped it with the most modern appliances. He has made a great success and since April 24th has a record of 117 surgical operations with only three deaths, all of which were unavoidable, and sixty-one medical cases with eight deaths. This is a most creditable record and Dr. Dismukes is to be congratulated upon his enterprise and skill. They are what might have been predicated by those who know him.

On December 9th the Medical College was inspected by Drs. William Pepper and N. P. Colwell, from the Council on Medical Education of the American Medical Association.

Drs. William B. Mason and Charles E. Watts, Dental '24, have passed the Maryland Board.

Dr. Wm. Samuel Hayling, B. S. in Liberal Arts, 1920, M. D., 1923, passed the New Jersey Board and will practice in New Jersey.

Edward A. Balloch, Dean.
IN AND ABOUT THE SCHOOL OF LAW.

Another month, and the 51st Annual Session is thirty days further on its journey. Like Jess Powell's "Flowers Rich and Rare" have been the principal events of the month, all of which is immensely gratifying alike to faculty and gallant student corps.

Mr. Justice Riddell to Mr. Justice Booth.

"Supreme Court of Ontario,
Osgoode Hall, Toronto.

September 19th, 1924.

Mr. Justice Riddell presents his compliments.
Mr. Justice Riddell is the convenor and chairman of the committee on legal educations appointed by the Dominion Bar Association of the Dominion of Canada, and would be grateful for the following:
(1) A copy of the calendar, curriculum, staff, subjects of teaching, etc.
(2) What degrees, if any, are granted, whether
   (a) Ordinary,
   (b) Post Graduate, or
   (c) Honorary.
(3) Is the moot court system employed either
   (a) Exclusively,
   (b) In part,
   (c) If in part, how supplemented.
(4) Any further information concerning the school of law."

Mr. Justice Booth to Mr. Justice Riddell.

"Howard University School of Law,
Washington, D. C.

December 5, 1924.

Mr. Justice Fenton W. Booth, of the United States Court of Claims, dean of the Howard University Faculty of Law, bids me convey his compliments to Mr. Justice Riddell and directs me to respond to The Chairman's questionnaire of November 19th, 1924, as follows:

1. Copies of the catalog of the Howard University School of Law for the years 1923-24 and 1924-25 are herewith enclosed under separate cover. In the latter (current copy) of these will be found the calendar, curriculum, staff, subjects of teaching, etc.

2. Degrees are conferred only by the Board of Trustees of the University acting through the President upon the separate recommendation of each of the several Schools included in the University ensemble. The recommendation of the Faculty of Law is limited to
   (a) The ordinary degree of Bachelor of Laws (LL. B.), conferred only upon those classified matriculates who at the close of three (3) years of resident study have completed the full curriculum.
   (b) The Post Graduate degree of Master of Laws (LL. M.), conferred only upon such accredited Bachelors of Law as may by direction of the Dean be admitted to matriculation as candidates for the master's degree.
   (c) No recommendation for the conferring of any Honorary Degree is ever made by the Faculty of Law.

3. The Moot Court system bulks so large in our plan as to be regarded of prime importance. The work consists of intensive training in pleading and practice at common law and under the Code of the District of Columbia. Members of the senior (3rd year) class serve as senior counsel, with members of the middle (2nd year) class as junior counsel. The proceedings are steno-
graphically reported by a veteran reporter who is one of a complete staff of court officials. The moot court work is really a part of the course in Court Practice and Brief Making. While at least sixteen (16) members of the class are engaged either in trying a case or in preparing cases for trial, the entire personnel of the class including the sixteen just mentioned is kept busy on special assignments in legal research and brief making. The court sits once each week for a period of not less than two hours. The result of this regimen is to give each student two full years of practical work in pleading, trial practice and legal research. Those who fail in this branch of the work are not recommended for graduation.

4. The Howard University School of Law is the second oldest law school in the District of Columbia, and is the only law school in the District which from its beginning down to the present time has held its doors open to all who were morally and otherwise fit, without regard to race, creed or sex. It is also the first law school in this District to ordain two (2) years of standard college training as a condition precedent to classified registration. This requirement was made effective for the academic year beginning October 1, 1924, on which date the 51st annual session was inaugurated. The school has an active faculty of twelve (12) professors, accommodations for more than four hundred (400) students and a library of more than five thousand (5,000) volumes."

Pouncey Showed 'Em.

Out in Missouri nothing goes by intendment or implication. "It must affirmatively appear on the face of the record" before that pig-iron commonwealth will concede anything at all. In other words "ye gotta show me or I'll show you!" Well, that's the way it ought to be. No man with red blood in his veins wants anybody to give him anything. That's the way we feel about it and we find that our thought in that behalf is shared by a man whose letter reads as follows:

"James D. POUNCEY  
Attorney and Counselor at Law  
1412 E. 18th St.  
Phone Grand 2243.  
Kansas City, Mo., Nov. 21, 1924.  
Prof. J. C. Waters.  
Dear Sir: I wish to extend to you and the faculty members of Howard University Law School my personal thanks for the thorough teaching I received under their tutorage.  
Please allow me to suggest through you to the senior students and those in years to come, and especially those contemplating coming to Missouri to practice law to come fresh and prepared. Exams are becoming more difficult out here as the years pass.  
I have opened offices at above address, alone, for real experience.  
Very truly,  
(Signed) J. D. POUNCEY."

The above, of course, was written by Jeemes D. himself, but what appears below was not written by him, for we copied it ourselves from page 2 of the Kansas City Post for Nov. 15, 1924:

"JEFFERSON CITY, Nov. 15.—Thomas J. Cole, of St. Louis, secretary of the state board of law examiners, today made public the list of successful law students who took the bar examinations held in Jefferson City, October 27, 28
and 29. Of the class of 100 applicants taking the examination, 52 failed and 48 made the passing grade of 75 per cent and will be licensed by the supreme court to practice law.

It is the largest percentage of failures that has marked any class of applicants since the board of bar examiners was created. Many of the failures were 'come-backs,' that is, applicants who had failed at previous examinations."

The above was followed by the names of the 48 successful candidates. Among these was the name of James D. Pouncey, of the Class of 1923.

Class of 1927 Elects Officers.

President, Herschell R. Williams, of Alabama.
Vice-President, C. Douglass Artis, of Texas.
Secretary, Abraham B. Crooke, of New York.
Assistant Secretary, W. Etim Ebito, of Nigeria, W. C. A.
Treasurer, Charles E. Stewart, of the District of Columbia.
Sergeant-at-Arms, Walter D. Clarkson, of West Virginia.

Counsellor Fritz W. Alexander.

On December 8th, who should pop in but Fritz W. Alexander, Esq., '22, of the Indiana bar. Yes, Siree, it's a fact!—admitted on November 18, 1924. While in Hoosierdom Lieutenant Fritz was the guest of Attorney T. Edward (formerly Tenola E.) Graves, '22, of Michigan City, whose situation is enviable, not because he is the sole representative of his race at the bar of the city of his choice, but because in an almost incredibly short time since his graduation, he has built up a practice which has put him permanently beyond the proverbial "starvation period."

From Michigan City Attorney Alexander ran over into Illinois to look in on his old friend Alonzo E. Tancil, '19, of the Windy City bar, whom he found busily engaged, and with an office that is a perfect beauty.

Incidentally, we wish to thank Counsellor Fritz for confirming what we had already heard about the new order of Indiana in the matter of admission to the bar. Time was—and is yet; to be frank about it—when no one could be compelled to submit to an examination as a condition precedent to practicing law in Indiana. Bench and bar, however, have come together in a "gentlemen's agreement" that they will voluntarily submit to the jurisdiction of a board of bar examiners in each county, and woe unto him who undertakes to run counter to the spirit of that agreement. The result is that now in Indiana as elsewhere, "He who seeks the riches of the Indies, must bring the riches of the Indies with him." This is as it should be. Mr. Alexander, it will be recalled, is one of the donors of the Harris-Seattle-Alexander-Evans 100-dollar prize for excellence in real estate law.

Proof of the Pudding.

Pedro Santana y Navedo, of the Porto Rico bar, was Republican candidate in the November elections for member of the Workmen's Compensation Commission. He writes: "I never forget Howard, my dear old Howard. Everything that comes to me in the way of public life means more points to the credit of our old University." Isn't that the spirit? I'll say so; besides, Navedo was our classmate. He was honored and beloved by us all because everything he said and did seemed to be born of the red corpuscle. Meanwhile, we have not heard as yet how the election terminated; but if the result here reflects the result there—well, it's Mr. Commissioner Santana. That's all.

Charles H. Hernans, Esq., '04, of counsel in the now celebrated Pullman surcharge case, takes on new duties by becoming professor of law in the Frelinghuysen University law school. His assignments are Insurance and Bailments and Carriers. We've
known Charlie Hemans for 25 years, and liked him, too, every moment of the time. His capacity for sustained pick and shovel work has made him a formidable adversary at the bar, but the best thing about him is his flawless appreciation of what it means to be, and have, a friend!

"McCormick & Penn, with offices in the Atlantic Building, Rooms 304-6, Winston-Salem, N. C." Such is the latest news from the Tarheel State. Hosea V. McCormick, '23, and Henry S. Penn, '24, need no introduction to the readers of the Record. The new partnership has the best wishes of the Alma Mater.

"Froe, Cephart & Miller," says the McDowell Times, "have established offices just opposite the N. & W. Depot, occupying the entire second floor of the Hasson Building. These are the most commodious offices ever occupied by Colored lawyers and the most cordial treatment imaginable guaranteed at all times by this firm and to everybody." Thus, the Alma Mater scores again.

Edwin F. Lark, Esq., '22, of the Kimball, W. Va., bar, grabs a half column of front-page space on November 14, 1924, under the caption, "LAWYER LARK WINS NOTED AND MOOTED MURDER CASE." It was a capital case involving the indictment of a female defendant. The theory of the defense as conducted by Counsellor Lark was that the killing was accidental. "This was so successfully established, beyond proof to the contrary," says the McDowell Times, "despite the able and far-reaching effect of the prosecution on the part of Judge G. L. Countz, who is one of the hardest and most dangerous prosecutors in the state, that the jury returned a verdict of NOT GUILTY."

Thomas H. R. Clarke, '04, of the Whitefield McKinlay real estate forces, was a most welcome caller on November 19th, which, by the way, was our birthday. Was it not nice to have this splendid chap come in on that particular day? It so happened that as he entered the office Ern Dickson, '24, and The Chair were discussing a deep point in the nature of a widow's interest in her deceased husband's estate. Of course, the redoubtable Tom was in his element here, and did not hesitate to accept our bid to join in. Thus, a visit which was planned to last five minutes was expanded into a delightful hour. Before leaving, Mr. Clarke inspected the new "old nest" from tip to toe, and passed out promising never to remain away again as long as he had done this time.

On November 28th, the Old Dominion paid its respects most beautifully. First, came Harry M. Green, of that wonder class of 1922, and registered over again the greetings of the Richmond bar. He said nothing about his health nor his prosperity. He didn't have to.

The afternoon was brightened by the visit of the charming Mrs. Hodges, who was accompanied by her husband, Counsellor Vernal C. Hodges, '17, of the Norfolk bar. Few visits of recent times have equalled this one in those features which make folks welcome.

December 1st brought a veritable Christmas present ahead of time, for on that day Maurice C. Clifford, of the United States ('twouldn't be proper to speak of Cliff as hailing from some such small bailiwick as, say, Ohio). Clifford brought, for a place on Alma Mater's walls, a picture of the class of 1924 of which he all by himself was president. The happy gift was accepted in the names of the Trustees of the University and of the Faculty of Law, and a committee was appointed to select a spot for its placement.

Caller No. 2 was the intrepid George W. White, Esq., '23, late of the New York University post-graduate school, but now of the Indiana and Texas bars, with offices at Indianapolis. George had many interesting things to tell us, not the least of which was as to his admission on motion to the bar of the hard-boiled Lone Star State.

Elijah J. Graham, Jr., Esq., '10, of the Charleston, W. Va., bar, and Arthur G. Froe, Esq., Recorder of Deeds for the District of Columbia, who completed the distinguished quartet of the day's callers, came in and were introduced to Dean Booth.
with whom they enjoyed a chat. We tried to get Graham to stay here with the Dean, Miss Cooper and the Chair, where he'd be safe and secure; but instead of listening to us he allowed Froe to lead him out. What A. G. did with him, deponent saith not, but we haven't seen him since.

Other alumni callers during the past month included Tally R. Holmes, '24, Henry Murray, '14, Charles H. Hemans, '04, Ulysses G. Shelton, '23, and Alfred P. Lewis, '23.

**Friends Worth While.**

It is a nice thing to have friends, no matter how humble they may be; but when one can number among his acquaintances men and women who, besides being friends represent class and power as well, "'taint no use talkin," as Paul Dunbar used to say, it's human nature to sort o' poke out a bit on that score. Are we, then, to be censured for taking pride in greetings registered in person by this grand cluster of Friends Worth While?

On November 24th the "Gentleman from Pennsylvania" called in the person of Dr. William A. Sinclair, of Philadelphia. Author, physician, leader of his people, alumnus of the College of Arts, member of the Board of Trustees of the University, friend of this School of Law, Dr. Sinclair came in because of his interest in us. We were glad to see him, and welcomed his promise to come again soon.

Dr. Charles F. Rice, the genial proprietor of Rice's Pharmacy in Deanwood, gave tone to November 25th. Having promised himself the treat of a visit to the law school Dr. Rice said that the visit had turned out to be more than a treat, because his pilot on his tour of inspection was, not the secretary, but the clerk of the law school, Miss Cooper. Never mind: we are not jealous a bit. All we ask is that Doc keep his promise; come again.

W. T. Francis, Esq., of the Minnesota bar, whose position at the St. Paul bar is unique in the annals of the professional life of the group of which he is so conspicuous a leader, was the guest of Professor Cobb on Wednesday, November 26. So delighted was he with what he saw and heard in the class in Constitutional Law, Attorney Francis not only accepted the vice-dean's invitation to address the class, but he also fell in without suggestion to join us in Quasi Contracts. Thus his visit was expanded through two full hours of classroom work, to which he cheerfully added a half hour more for the purpose of telling us how much he had enjoyed the previous two. Counsellor Francis said he had never before seen so many members of his own group in a law school at one time, but he was prepared to testify from now on, however, that what he had seen in the Howard University School of Law was in keeping with the finest traditions of legal education. This tribute to our excellence coming from so capable a judge as Billy Francis of St. Paul, as he is known and referred to throughout the Northern Pacific Railway System and in the Northwest generally, means that we have added to our roster one more Friend Worth While. In fact, Mr. Francis said as much as he passed out, promising to "plan a return date" as often as he could.

Frank Steward, Esq., and William H. Stanton, Esq., both of the Pennsylvania bar, came in on November 29th and recorded the good wishes of the Smoky City. Captain Frank and Billy Stanton hadn't changed a bit since we met them through Bob Vann during our visit to Pittsburgh in 1915. They came in with Prof. Charlie Houston whom we joined in showing them through the plant. They looked us over from cellar to garret and seemed pleased at each feature exhibited to them, until they reached the library. There they both burst into applause, saying that taking it by and large, all things considered, it was by far the prettiest and cosiest library they had ever seen. These two substantial citizens who have long since won their spurs in the jousting before the bar of their home city left no doubt as to where they
would be found hereafter in all matters pertaining to the Howard University School of Law. Their names are writ large upon the school’s blue book of friendship.

Ralph Burrell, of 2307 Champlain Street, N. W., was another good friend who looked in to say “Hello” and let us know he had not forgotten us.

We referred above to November 19th as our birthday. So it was; and we celebrated it, too, in several ways, but in none more gratifying than in welcoming our good friend, James L. Chestnut to sit with us in Quasi Contracts. Mr. Chestnut is Chief Go-Getter for the Chicago Defender, having charge of the Eastern District covering the New England and Middle Atlantic States down to North Carolina. The sprightly Jeemes sat charmed throughout the hour and then responding to our invitation to say a word or two, delighted his hearers in one of those three-minute gems which only a Jim Chestnut (as was his wont when holding the presidency of the Mu-So-Lit Club) can do.

**Mr. Justice Toms.**

Sitting as Associate Justice in the Moot Court on November 21st was Charles H. Toms, Jr., Esq., of the District of Columbia bar.

The case turned out to be a stubbornly contested claim for damages for an alleged breach of a covenant to pay rent. The defense was that far from having breached his contract by moving out of an uninhabitable house, the truth was that defendant himself had been grossly damaged in that he had been forced to lease another house at an increased rental, this in addition to the cost of moving. It was a hard-fought contest, in which decision finally was recorded for the plaintiff. Attorneys Isadora A. Letcher and Harold B. Weaver took the palm as counsel for the plaintiff, while the defendant’s interests were ably handled by Attorneys Richard A. Greene and John H. Jamison.

Visitors to the Moot Court who followed with keen interest every step of the proceedings were Miss Etha E. Collins, Dr. Mattie B. Clark, Miss Ethel Lanier, Roscoe W. Ross, ’24, Mrs. R. A. Greene and Miss Dorothy Greene, Mrs. Frederick C. Carter, of Monessen, Pa.; Mrs. Chauncey D. Twine, Dr. Wm. Leon, Brown, Mrs. W. W. Hall and Mr. Wm. F. Borden.

**Benefactors of the Library.**

Grateful public acknowledgment in the name of the High Command of the University and of the Faculty for notable additional contributions to the law school library, is hereby made as follows:

- Judge Fenton W. Booth ........................................ 3 Vols.
- Dion S. Birney, Esq........................................... 41 Vols.

The addition of these volumes brings our count now close to 5,100 volumes, and incidentally marks Professor Birney as one of the most notable benefactors our library has ever had.

**James C. Waters, Jr.,**

*Secretary.*
THE CHRISTMAS SPIRIT ON HOWARD CAMPUS.

The speeding days are hastening me to the fourth Christmas of my life on Howard's campus. As each year comes and goes I feel, with dread, that I am lacking the Christmas spirit. Several weeks ago I was made to realize this fact by the prattle of my little brother and sisters. When I went home for my week-end visit, each one showed me the little gifts which he had purchased for the others. I had forgotten that Christmas, the time for making others happy, was approaching.

I stopped and wondered why. I thought of my school and decided that it was at the bottom of it all. As the days following Thanksgiving go by, all we hear is "exams, exams." Everyone is looking forward to Christmas as a period of cessation of studies and festivity.

Unfortunately this condition isn't confined to me but it is general. The Christmas holiday is coming to be looked upon in the same light as a summer vacation. Let us lose some of this material view and try to prepare for that holy commemoration of the Divine Gift to Man. Giving of actual gifts is not the only way of making others happy. A smile, a word of cheer, or a helping hand means far more to one who needs it than the gold of the miser. May God breathe into our hearts the true Christmas spirit.

The year 1924 has but a few weeks to go before it will take its place among the years of the past. It has been an eventful old year. It has seen some of its children go forth into the realm of success, others to the depths of failure, and some fortunate ones carried home to their Maker. Close up—on its heels comes '25, an infant year, to be moulded and changed in the hands of men. What will '25 be—a failure or a success? I wonder——.

"WE HAVE WON."

"We have won!" This expression should have an especially significant meaning for us of Howard. How different these last words from the customary expression of the Roman gladiators, "We doomed to die." "We have won!" What confidence, loyalty and trust do those words contain! It was all meant for you, Howard. These words are not to be applied to football or athletics alone, but to every phase of our University life, to every dealing and activity in which we engage.

The autumn quarter is drawing to its close; this is the quarter in which so many of us were initiated into university life. "Have we won?" Have we been true to the parents who are educating us? Have we been loyal to our University's standards, and zealous in supporting her enterprises? Have we proven true sports in affairs with fellow students and instructors, and in our attitude toward other universities and concerns? Have we been true to ourselves? These are some of the things to be thought of in considering whether or not "We have won."

The birth of the new year and of our new quarter comes about the same time. It is a custom of many to make numerous resolutions at the beginning of each new year. Whether this is a wise plan or not, each one can best decide for himself. But let us of Howard conceive within ourselves this resolution—that we will make in spirit and in truth the motto for Howard, "We have won!"
of 1924 was to be the game of the century. Lincolnites passed the turnstile by thousands in order to "sit in," while their team meted out vengeance against the field general who had doled out the worst punishment to an Orange eleven in the history of the Classic. Howardites made a homecoming of the day which was to break the Lions' spell and restore the gridiron crown to its rightful owners. A heavy mist, which changed to a slight drizzle a half hour before game time, gave a dismal setting to the tense melodrama. It soon cleared, however, thus robbing the alibi lawyers of their pet arguments both pro or con.

No sooner had Brooks kicked off to Byrd who was spilled on his twenty-yard line, than Goodman began his rod-ramming plunges through Howard's center sector. This made our coach cast longing eyes at Bob Miller who was officiating on the sidelines by virtue of the valedictory verdict of the executive committee of the C. I. A. A. Howard's defense rallied temporarily and hopes were revived in the Bisons' adherents, especially when the team held Lincoln for downs on our 5-yard line. However, Dodson's short punt failed to get the pigskin out of the danger zone. Bedlam reigned supreme on the left wing of the stadium when Goodman tossed a forward pass over the center of the line to Lancaster who sprinted to the end zone for a touchdown. Crudop added the extra point from placement. In a desperate effort to tie the count, Howard let out her full bag of tricks. The Rockne shift was tried with indifferent success; by using a spread formation, Howard worked the ball to her opponents' one-yard line. A penalty set the oval back five yards and Lincoln held for downs. This proved to be the turning point of the game. Thereafter, Lincoln ran riots.

In the second quarter Taylor picked up a loose ball and raced to his three-yard line from which point Goodman scored a minute later. Another touchdown followed five minutes later. Crudop added the two extra units. The latter's toe was deadly accurate throughout the game. In the waning minutes of the third quarter, he planted the pigskin squarely between the cross-bars on a placement kick from the 22-yard line for three extra markers.

"Jazz" Byrd, the Big Bertha of the Lincoln offense, who had been used only thrice during the first half, assumed the spotlight in the third period. On a sweeping end run from about midfield, he fairly ate up the ground separating himself from his proposed destination. After Crudop had made the extra point from placement the count stood, Lincoln 31, Howard 0. Another touchdown by Taylor, who ran out of bounds, was disallowed. Byrd continued his rampage until the fag-end of the fourth quarter when one Arnold Brown was sent in to check the massacre. Thereafter the "Byrd" cyclone became a mild zephyr. A great effort to make a placement kick from the 42-yard line by Crudop fell short by a few yards.

In the midst of the great debacle, the Howard rabble, led by "Bulldog" Williams, set a record by marching around the field after the game in testimony of Howard's appreciation of the efforts of the team in putting forward its best efforts to win.

The line-up follows:

**Howard**

- Long ...........................................L. E. Lancaster
- Brooks ...........................................L. T. Ward
- Martin ...........................................L. G. Henry
- Priestley .......................................C. Morgan
- G. Miller .......................................R. G. Calloway
- Dokes (Capt.) ..................................R. T. Grasty
- Campbell .......................................R. E. Crudop (Capt.)
- Payne ...........................................Q. Taylor
- Braden ...........................................R. H. Lee

**Lincoln**

- Lancaster
- Ward
- Henry
- Morgan
- Calloway
- Grasty
- Crudop (Capt.)
- Taylor
- Lee

Right on the heels of the decision barring Bob Miller, Howard's all-American guard, from playing in the Thanksgiving Day Classic by the executive committee of the C. I. A. A., comes the news from the Athletic Board of Control that Howard has severed diplomatic relationships with that body.

The immediate cause for this radical action was the bad faith on the part of the committee in treating as a scrap of paper a written agreement with Howard last May, to the effect that preparatory students on university athletic teams were not subject to the one-year residence rule upon entering the college department of another institution in the association. Miller's case fell directly under this legislation. Hence the bad faith shown by the committee at a time when Howard was at a decided disadvantage proved to be the straw which broke the camel's back.

Prospects for a championship basketball team assumed a roseate hue when sixty-five candidates reported to Coach Johnny Burr on November 25. The squad includes some of the best cage artists in interscholastic circles last year, together with the entire team which trounced Lincoln twice in succession. After the weeding out process is finished, Howard should place on the court a representative Five capable of holding its own in the fastest company.

In the midst of miscellaneous comments anent the causes and cures for Howard athletic ailments, the Athletic Board of Control grappled the bull by the horns in appointing Louis Watson, director of the department of Physical Education, football coach for three years. This move was foreshadowed when the above mentioned body voted that Howard should adopt the policy of the American Athletic Association which condemns "season coaches" and provides that all appointees should automatically become members of the faculty of the School of Physical Education.

Thus, with one swoop, the board established a permanent athletic policy; reduced to a minimum the motive for outside interference with the coaching machinery at Howard; eliminated the growing suspicion in some quarters that the gambling element is becoming too closely connected with athletics; effected an economy, both in the expense of operating the department of Physical Education and the salvaging of supplies and equipment from year to year; made possible additional coaches. The board paved the way for a revival of school spirit in contra-distinction to "coach spirit," by selecting one in harmony with the board's announced purpose to eliminate training tables financed through University funds. Hereafter, training tables at Howard will be provided on the same plan in vogue at all the larger white universities.

Watson is a Howard graduate. He also holds a degree in Physical Education from Springfield College where he starred for two years on both the football and track teams. He coached successfully at Virginia Normal and Industrial Institute for one year and turned out a championship eleven at Howard last year. He will have as his chief assistant the famous Olympic athlete, Charles W. West, who scintillated for three years on the Washington and Jefferson football eleven.

West, who won the intercollegiate pentathlon championship twice in succession at the University of Pennsylvania Relay Carnival, will coach track next spring.

T. J. A.
OF GENERAL INTEREST.

UNIQUE STUDY OF ALL PHASES OF COLLEGIATE LIFE, MADE BY PROFESSORS, TO BE RELEASED SOON.

No phase of college life will pass unnoticed in the monumental survey of American colleges, headed by President Ernest DeWitt Burton of the University of Chicago. Every force playing upon the student will be recorded.

Case Work: The survey is being carried out minutely in twenty-seven colleges, and has involved the taking and recording of interviews with from seventy-five to a hundred persons in each of these. The field work is done by a team composed of Prof. Joseph Artman of the Department of Education, University of Chicago; Prof. Charles Rue of the University of California, Prof. R. H. Edwards of Cornell University, Prof. Gertrude Hutton of the University of California and Miss Virginia Franke, a graduate of Vassar.

Financial: The American Association of Universities and Colleges began the work but it passed into the hands of the Institute of Social and Religious Research. The Book will appear in February or March. It will be unique in the educational and sociological fields. It will have chapters on (1) Relation between instructors and students; (2) Relations between administration and students; (3) The college environment; (4) Extra-Curriculum Activities; (5) Athletics; (6) College; (7) College Groupings (with emphasis on the fraternity and sorority); (8) Organized Religion; (9) Student Government and the Honor System. The book will close with a chapter on "The meaning of morale in the College."—The New Student, Dec. 6, 1924.

NEGRO EDUCATION IN NORTH CAROLINA RECEIVES SUPPORT OF BEST CITIZENS.

N. C. Newbold, Director Division of Negro Education, Outlines Work Accomplished—State Superintendent A. T. Allen Indicates State-wide Trend in Education—White and Colored Leaders Endorse Plans for Spending $15,000,000 in Four Years to Improve Negro Schools.

BY WM. ANTHONY AERY.

Three pressing needs in public education for Negroes in North Carolina—a larger type of rural school, a four-year standard college, and better-trained teachers—were emphasized in the recent annual State-wide conference on Negro education which was called by the Hon. A. T. Allen, State Superintendent of Public Instruction. This conference was held at Shaw University in Raleigh and was presided over by N. C. Newbold, director of the Division of Negro Education in the State Department of Public Instruction. There were present representative Negro educational leaders who represented many different types of schools. The conference also brought together a large number of white educational officials and the officers of State departments which help forward the work of public education throughout North Carolina.

The meeting was characterized by its spirit of friendliness and racial co-operation. White and colored leaders listened most attentively to Mr. Newbold's excellent presentation of the facts concerning the progress of Negro education throughout North Carolina, and they welcomed the encouraging words of State Superintendent A. T. Allen who outlined clearly what should be the future policy of North Carolina toward education—not only the education of colored people but also the education of all citizens of North Carolina.
North Carolina's Program.

Director Newbold gave facts concerning progress in public education for Negroes in North Carolina. He said:

"Within the past four years, including the present year, North Carolina has appropriated $2,200,000 for its higher institutions of learning for Negroes,—four Normal Schools and the Agricultural Technical College. These are actual appropriations for buildings, improvements, and maintenance. * * * A building program of nearly a million dollars, for the two-year period, 1923-1924, is now being completed at these institutions. This includes dormitories, dining halls, homes for principals, administration and classroom buildings, shop, laundries, homes for faculty members, and the like. * * *

"The salaries of Negro teachers in this quadrennium, 1921-1925, will be in excess of $7,000,000. New school buildings in cities, towns and rural districts, built in this period, will exceed a total cost of $5,000,000. Other special purposes, such as supervision, summer schools, vocational education, county training and high schools, will add $750,000. This will make a total expenditure in the four-year period of approximately $15,000,000 of public funds on the Negro schools of North Carolina. It is a fact that in the decade 1895-1905 that North Carolina did not spend on its whole public school system, including the State University and all other institutions, a sum as large as that which it is now planning to spend within four years for Negro education. No four-year period prior to 1910 in the State's history used so large a sum on all the public schools, white and colored."

Negroes Make Progress.

There has been genuine progress in the work of spreading Negro education throughout North Carolina. The enrollment in the three colored normal schools four years ago was: Practice school, 636; high school department, 712; normal school department, 2. This year there are in the practice school, 811; high school, 1,316; normal, 216.

In 1921 there were 13 accredited high schools for Negroes in North Carolina. All of these except four, were under private or church control. In 1922 the number was 17; in 1923, 24; and in 1924, 34, of which 12 are public high schools. Thirteen or more are expected to be standardized by 1925. At this rate of increase there should be 100 colored high schools in five years—80 of them public. The enrollment in standard high schools for this year follows: First year, 1,467; second year, 1,058; third year, 779; fourth year, 500. The enrollment in non-standard high schools last year was 1,547.

Four years ago North Carolina employed 3,779 Negro teachers. Of this number 945 (24.9 per cent) held standard certificates and 2,834 non-standard certificates. During 1923-1924, 5,037 Negro teachers were employed. Of this number 2,679 (53.19 per cent) held standard certificates; 2,358 non-standard.

Summer school attendance has grown in four years from 2,690 to 4,257. This year 84.5 per cent of all Negro teachers in North Carolina attended summer school. Of this number 362 were at Hampton Institute six to twelve weeks, and approximately 100 others attended Columbia University, Chicago University, and other similar institutions.

Rosenwald Schools.

To July 1, 1924, North Carolina had built 422 Rosenwald Schools, including ten teachers' homes, at a total cost of $1,794,438. From that time to November 1 North Carolina added eleven more Rosenwald Schools at an approximate cost of $47,850. This made a grand total of $1,842,288. Of this total cost $1,103,389 came from pub-
Four years ago the Jeanes county supervisors reached in their various group and county meetings 98,329 people. Last year they held approximately the same number of conferences. The attendance, however, had increased to 218,863. In 1920 the Jeanes supervisors raised among their own people in cash and labor for school improvement $74,500. Last year they raised $124,818, which is nearly three times the total amount of salary paid all Jeanes teachers.

**Teachers’ College for Negroes.**

“At the present time North Carolina does not own an institution of sufficiently high grade to train its own principals and teachers in high schools and State normal schools,” said Mr. Newbold. “We cannot expect to continue to draw these workers from outside the State. We cannot expect the private schools such as Shaw University, Johnson C. Smith University, Livingstone College, and other institutions to perform this service for the public institutions of the State. Public opinion in North Carolina, among the legislators and State officials, seems to favor the establishment of such an institution now. It is confidently expected that favorable action on this matter will be taken at the next Assembly which meets in January, 1925.”

Director Newbold stated that the Agricultural and Technical College at Greensboro had already developed standard courses of study in its particular field, and that it now has a physical plant and equipment adequate to offer standard college courses in agriculture, engineering, and other industrial and technical fields. It is prepared to train men for leadership in industrial, commercial, and business life.

The Slater State Normal School at Winston-Salem has been definitely shaping its plans and policies to become a standard teachers’ college. This school is ready to begin work as a standard college.

The Durham State Normal School, formerly The National Training School, will have within two to four years a thoroughly modern plant for the service of the State.

Director Newbold ventured the prediction that when the Durham State Normal School gets itself ready in physical plant, equipment, faculty, and student body, for the establishment of a liberal arts college for Negroes, the State of North Carolina will be ready to meet this additional need, and build such a college in Durham.

**Interest in Private Schools.**

Director Newbold pointed out that for several years there has been helpful cooperation between the private and public schools in North Carolina. This friendship has been helpful to the development of the whole program of Negro education in the State. By reason of large State appropriations, however, the State institutions of higher learning have outdistanced the private schools, particularly in new buildings, equipment, and salaries paid to instructors. Many of the private high schools are handicapped for lack of sufficient funds, but they have the genuine interest and goodwill of the Department of Education.—Hampton Institute Press Service.
COUNTERWEIGHTS.

Don't laugh at me. I know I don't know anything. I've only been well educated.

Dumb Dora (reading sign over ticket office)—“Oh, John, it says, 'Entire balcony 35c.' Let's get it, so we'll be all alone.”

Conductor—“Did I get your fare?”
Passenger—“I suppose so. The inspector was looking the other way.”

“They also serve who only stand and wait” proves that they had cafeterias even in Milton's time.

“Let me see,” said the young man thoughtfully, “I've got to buy some flowers and some chocolates, and tickets, and—”

“Doing mental arithmetic?” asked the senior clerk.
“No, sentimental arithmetic,” was the reply.

THEY SOMETIMES DO.

“Doesn't that customer know what he wants?” asked the boss.
“Yes, sir,” responded the smart salesman, “but I'm trying to sell him something else.”

She—“I shall wear my new evening dress tonight. Isn't it a poem?”
He—“Judging from its shortness, I should say it's epigram.”

Sandy—“Do you know what drinking leads to?”
Andy—“The end of the Scotch!”

When doctors give their patients a new lease of life, they should leave them enough to pay the rent.

AT ARM'S LENGTH.

He—“You know—I could dance like this forever.”
She (very fed up)—“Oh, but wouldn't you find it most frightfully lonely?”

A DEFINITION.

Censor—One who believes it is possible to sterilize literature without making it sterile.
Artist—“Anyone taking you out tonight, Kitty?”
Model (expectantly)—“No.”

ESPECIALLY ON ANNIVERSARIES.

The kind of girl that men forget—the wife.
“You must excuse me,” said the philanderer, as he kissed one of his girls good-bye. “I have another pressing engagement.”

THAT’S SOMETHING.

Mrs. Niblet—“What have you ever done for me to make up for my marrying you?”

Niblet—“Well, for one thing, I saved you from becoming an old maid!”

A sailor has a girl in every port, but a college man has one on every davenport.

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<th>HOWARD UNIVERSITY CARD FOR ALUMNUS OR FORMER STUDENT.</th>
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<th><strong>For Tasteful Gifts of</strong></th>
<th><strong>F. R. Hillyard</strong></th>
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</thead>
<tbody>
<tr>
<td>China, Silver, Lamps</td>
<td>Optometrist and Jeweler</td>
</tr>
<tr>
<td>Art Novelties, etc.</td>
<td>A large line of pens and pencils</td>
</tr>
<tr>
<td></td>
<td>from $1 to $15</td>
</tr>
<tr>
<td></td>
<td>Prescriptions carefully filled</td>
</tr>
<tr>
<td></td>
<td>Optical Work done in 24 Hours</td>
</tr>
<tr>
<td></td>
<td><strong>Special 10% discount to Students</strong></td>
</tr>
<tr>
<td></td>
<td>Repairing a Specialty</td>
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<th><strong>Barber &amp; Ross, Inc.</strong></th>
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<tr>
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<td>Sweaters, Adler’s Gloves, etc.</td>
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