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The classical investigation conducted by the advisory committee of the American Classical League came to a close during the past summer. Part One of the report of the investigation was published in September of the present year. It embodies a summary of the results of the labors of the committee with recommendations for the organization of the course in Secondary Latin and for improvement in methods of teaching. The American Classical League, under whose auspices this investigation of classical study was prosecuted, is the only national body representing all the leading classical associations of the United States. This inquiry into the actual status of the study and of the teaching of Latin and Greek in the secondary schools in our country has been most penetrating and thorough. In fact, no other secondary school subject has ever been so adequately investigated in the history of American education. The investigation occupied three years and covered every section of the country. It was liberally financed by the General Education Board. The Classical League received the hearty and unstinted cooperation of all the leading educational agencies of the country that could render assistance in an inquiry of this kind, as well as the encouragement of business and professional men throughout the land. The General Education Board, seventy members of classical committees, national and regional, forty-eight professors of Education and Psychology, the United States Bureau of Education, the College Entrance Examination Board, the Department of Education of the State of New York, all the State Superintendents of Education, the Registrars of practically all of our American Colleges, the various Classical Associations, over eight thousand teachers, as well as leading educational officers of Great Britain and France, contributed their active cooperation in bringing out this voluminous, but significant, document, consisting of more than three hundred pages in Part One alone. Four additional parts remain yet to be published.

There has been no end of misunderstanding for many years among those engaged in the business of educating the American youth with regard to the place of classical studies. This has been caused mainly by the wholesale introduction of many new and so-called practical subjects in the secondary school curriculum and by a lack of authoritative information, secured in a
scientific way, regarding the actual status of the classical languages—their educational value and relation to modern life. The Classical League, through its extended and extensive inquiry, has sought to obtain this scientific information—"to ascertain the facts favorable and unfavorable, and to discover their meaning."

The following are a few of the leading facts and conclusions presented in this interesting and valuable report of the advisory committee of the American Classical League:

There are 940,000 students studying Latin in the secondary schools, and 11,000 studying Greek. This is approximately 25.5 per cent of the total enrollment of pupils in all secondary schools.

"The enrollment in Greek is only 11,000 but shows some signs of increase," the report says. "In the public high schools nearly one-half of the Latin enrollment is in the ninth grade or below, while only one-fifteenth is in the twelfth grade. About one-half of this decrease is due to the corresponding decrease in total enrollment.

About 83 per cent of the 20,500 secondary schools of the country offer instruction in one or more foreign languages. Of this number 94 per cent offer Latin, a slightly larger percentage than in the case of all other foreign languages combined.

"The number offering four years of Latin is more than double the number offering three years of French, four years being the ordinary maximum time given to Latin and three years the ordinary maximum time given to French.

There are approximately 22,500 teachers of Latin in the secondary schools of the country. More than 25 per cent of these teachers have had less than eight years of schooling beyond the elementary grades, almost exactly 25 per cent have not studied Latin beyond the secondary-school stage, and only slightly over 25 per cent have studied Greek—half of this number not beyond the secondary-school stage.

"The Latin enrollment in the colleges of the country in 1923-24 was approximately 40,000 and the Greek enrollment about 16,000. There are many signs in the colleges of an increasing interest in both Latin and Greek.

"Recent extensive studies show that there is a strong voluntary tendency to offer Latin for college entrance and that while 'the largest specific (foreign) language requirement is in Latin,' the average offerings of Latin presented by candidates for college entrance amount to 'more than three times the prescription.'

"Of the 609 colleges in the United States listed by the United States Bureau of Education in 1922-23, 234 offer courses in beginning Latin, 470 in beginning Greek, 237 give teacher-training courses in Latin and 214 require two to four years of Latin for admission to the A.B. course. Apparently only five States have a definite requirement that one must have studied Latin (or Greek) in college in order to teach the subject in the public high schools of the State, and only one State requires any previous teachers' training work in the language.
“Thirty-nine of the forty-eight State Superintendents of Public Instruction state that their attitude toward Latin is sympathetic or distinctly friendly. Seven express themselves as neutral and two as unsympathetic or distinctly unfriendly.”

The President of the League, Dean West, of Princeton’s Graduate School, believes that there is evidence that, “aside from its direct and cultural values, Latin does something for those who study it which gives them in other fields of mental effort a margin of advantage that may fairly be called substantial.”

“One such proof comes from the tabulation of college entrance examinations for ten successive years. From this it appears that not only did the candidates for college who had studied Greek and Latin in their preparatory work get relatively high marks in the college examinations in those branches, but they had also higher marks in mathematics, physics, history, chemistry, and modern languages than did the candidates who had taken no classic work in the secondary schools. Their superiority was found to be a little over thirteen per cent. And analysis shows also that the greater the amount of classical study in the secondary school, the higher the marks on the whole college examination.”

G. M. L.

BETTER SCHOLARSHIP AT HOWARD.

Until the status of an institution is firmly established, one cannot help feeling strangely curious whenever mention is made of it, and questions will always be raised as to whether the young institution will be able to hold its own against older and stronger competition. Such cannot be said of Howard University which, like a giant oak, has struck its roots deep and has spread its branches wide so that it can fairly defy destructive agencies of whatever nature.

There can be no doubt as to whether Howard will grow—it is simply a matter of course. But whatever the material growth of the university, its success or failure can be measured only in terms of the calibre of the men it is turning out. There was a time when the greatness of an institution of this kind was measured by the athletic activities of its constituents and, in some minor institutions, that is still true. But in a serious age like this, every one is of the opinion that the true purpose of a university is recklessly prostituted when emphasis is laid on the building of brawn to the disparagement of the building of brain. This does not mean that athletics should be underrated by any means, for we are seriously aware of the fact that a sound mind requires a sound body. And yet we are forced to reprobate any system which exalts any form of sport above the level of real scholarship. History will verify the fact that the perpetuity of any nation depends not upon its brawn, but upon its brain. The nation or race which has institutions that specialize in the production of brain stuff is the only one that may wisely hope to stand the wear and tear of time. Howard University, both faculty and students, is awakening to the fact...
that the critical world is demanding that she produce scholarship—scholarship of the highest type—Scholarship that will compete with the best produced anywhere in the world. This is the only yard stick by which we intend to measure her success. If she falls short here, she can have no other redeeming factor.

There can be no doubt that for the past three or four years, the scholarship of Howard has been improving steadily. Thanks to the endeavors of those earnest and conscientious teachers who feel their responsibility to a growing race, there is a seriousness and diligence noticeable in almost every student. If one who was familiar with conditions in and around the University—say about six years ago, were to return on a visit today, his attention would be attracted at once by the absence of those noises which once characterized the students. He would notice that the promiscuous promenading once “necessary to student life” has disappeared almost. Probably he may ask, “Where is the Howard spirit?” But a visit to the Library or to the dormitories will reveal to him the solemn fact that the modern Howardite has not time for play and that the modern Howard spirit is expressed not in shouting but in intellect. The Sons of Howard are keenly realizing their responsibility to their race, and are diligently preparing themselves for leadership.

It is true that we are not living up to our former record on the gridiron, but it is strikingly true that we are surpassing our record in intellectual efficiency. The great increase in the number of students on the honor roll, though by no means conclusive, is a fair index of increasing scholarship. The number of students pursuing graduate work is also an index of an increased yearning among the students for knowledge. When a university can inspire its students not only to complete the prescribed courses which lead to a bachelor’s degree, but also to pursue graduate work in order to become masters in their several fields, there can be no doubt that it is succeeding. But mere success for such as Howard is not enough. We must not be satisfied, with landing over merely the “tale of bricks” for today, but must strive for the attainments of yet higher things. As pioneers in the education of our race, it is incumbent upon us to invade fields as yet untouched by us. As yet the Negro has not materially increased the wisdom of the world. Until now, his rôle has been to acquire and to assimilate. But as a producer, he is still in his infancy. In order for him to compete successfully with other men, he must become a producer of that intangible, indestructible commodity which Lester Ward calls ways and means, and which he regards as the only real wealth of the world. This kind of wealth cannot be produced by brawn; it requires brain. We at Howard have done well by way of assimilating. Now we are called upon, with ever increasing urgency, to produce. We are surrounded by innumerable witnesses. Shall we rise to the challenge, or shall we play while others are working?

S. A. L. N,
Special Articles

THE FUTURE OF THE NEGRO IN ART.

By Gwendolyn B. Bennett,

Instructor in Art, Howard University.

FEW of us know that the art of the African Negro is the basic foundation of all the new schools of art in Europe. Since the art of Europe is the mother of American art this of necessity makes African art the parent of American modern art. Most of us think that the new school of art fostering Impressionism and Cubism as advocated by Matisse, Picasso and Cezanne was born of some nebulous idea out of the “infinite” in the minds of some one of these men. The fact is that Matisse and his followers became inspired first by African Sculpture and Modeling and from this inspiration received the impetus from which they evolved this thing they call “Modern Art.”

It might be well for us to look into this ancient African art that so completely revolutionized art in the whole world. Clive Bell, one of the foremost art-critics of these times, has said that the Negro sculpture and art of its highest period deserves a place as enviable as that of the art of ancient Rome and Greece. Paul Gillaume, at present the greatest living authority on Modern Art, has made the statement that the Negro art as exhibited in some of the sculpture of its best period is more to be praised than either the art of Greece or Rome. A. C. Barnes of Merion, Pa., has spent thousands of dollars in making collections of Negro art. To him belongs the distinction of having today the greatest collection of Negro art in the world. He numbers in his gallery some of the finest expression of a people’s soul that was nurtured in the lush richness of the tropical continent of Africa. Masks whose line, imagination and feeling are a challenge to Benda’s subtle creation and a joy to the student of art—all a part of Negro art. Figures and figurines that rival all the gods and goddesses of Phidias. Color combinations that are the embryo of modern impressionism. Negro art! The mother of to-day’s new ventures into the beautiful—and yet how few of us know of the fact. So few of the people in the world know and concede that the Negro as a race has any heritage in art.

Granted a marvelous heritage from the soul of Africa then let us turn to the Negro in present day art. There is one name with which to conjure, i. e., the name of H. O. Tanner, dean of Negro art and high master in the courts of fame of the world of the white man’s art. Tanner with his vision of religious fervor and truth, painting the soul of the Negro love of warm color and deep feeling. Tanner who has caused the prejudice-crazed world to let down the bars of color and let a genius walk through
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to fame. Tanner has set the mark; it is for the younger and less experienced Negro artist to follow.

There are other names that call up visions of the coming of a real Negro art. Laura Wheeler, winner of a Paris scholarship in 1913-14 and even now at work in France, has her distinctive place in the world of Negro art, a place that is steadily growing in its importance. And side by side with Miss Wheeler stands the figure of Albert Alexis Smith whose work in the medium of Etching has given him a place that is even an envy to the young white artist. True, he has been working and winning his way in Europe for several years now but back of it all we must not lose sight of the fact that he is a Negro, American-born and reared. Alexis Smith has a gift—a distinctive gift—as well as the stamina that must go hand in hand with genius. But let us turn to the Negro artist who is still in the embryo, the Negro with a vision and a hope.

Few of us know that there is such a person as Elmer Stoner who daily works at his easel, painting, dreaming, hoping. Just an ordinary person to all appearances Mr. Stoner has the soul of art in him. It is almost a bomb-shell to disclose the fact that there is a young Negro whose name is Charles Keene who toils away at his art with indefatigable desire to scale the heights. Augusta Savage still plies her modeling tool with assiduous care and amazing precision. And in like manner I could name a score of art students in the New York colony alone who are daily applying their time and efforts to art. But let us come a little closer home.

How many people know that right here in our midst at Howard University are students who have the divine fire kindled in their bosoms? A precious thing is entrusted into the hands of those who have the privilege to give them instruction in the precepts of art. One must step lightly for this may be holy ground.

As a teacher of the art students at Howard University I can see much in the future of the Negro artist. Let all of us who sense the burden of the future hold out a helping hand to those who may not be in touch with the art movements of the time. Somewhere in the South or in out of the way places may be dreaming and hoping a Tanner or even a Michael Angelo. The Negro of ancient Africa has given us a heritage; it is for us who are living and learning in this day and time to guard and cherish the future of the Negro in art.

RIGHTEOUSNESS AND HEALTH.

By ALGERNON B. JACKSON, M. D.,

Director, School of Public Health, Howard University, Washington, D. C.

THE stress and strain of modern civilization demands physical virility and stamina to meet the test and make accomplishment easier and surer. The Negro must answer now—today whether or not he can measure up to the standards set by the white man. Not only must he answer for himself to-day but he must answer for the unborn generation of
to-morrow. While modern civilization is merciless to those who presume to place themselves in the procession of progress, it was never more merciful in its treatment and attitude toward the unfit. For the unfit it has sympathy but not respect. The Negro cannot afford and must not be satisfied to be the recipient of sympathy, but should strive for that respect which places him unquestionably before the gaze of the world as a doer, a liver, a goer. If he does not put back of himself sound health and long life he cannot expect to make himself a potent contributing factor in the present struggle for existence.

Health of body is not enough, but we must add to that health of mind and health of soul, for of this combination and of this alone are courage and manhood born. No people handicapped by a high sickness and death rate can ever hope to compete with a people whose health is better and whose life is longer. Living side by side of the white man as we are, unless we are going to be satisfied with always being underlings, we must bring our health standards to a level with his. Without physical stamina and the sense of feeling and being "fit" we cannot possibly create within our minds and our souls the glories which God has in store for us. Can you imagine that our most wonderful Creator will for a moment be willing to intrust His most valuable talents to the care of a sickly and short-lived people? Does it seem reasonable?

Education and general development in and out of the class room is giving us higher ambitions, higher hopes and at the same time a keener sense of the righteousness of our racial cause. But what of it, if we have not the health, stamina, virility and manhood to carry on the fight until we have convinced ALL men of its righteousness. No battle has ever been won by weaklings. A sick man is neither aggressive nor progressive and to-day a man must be both in order to make himself recognized as a worth while asset. Justice and righteousness always finally triumph. But we must come up before our Master—the Master of men, with clean hearts, clean hands, clean bodies and clean souls if we are ever to hope for a victory unquestioned—undisputed. Caught in the whirl of a maddened, dizzy, riotous age, which masquerades too frequently as civilization, we as a race are prostituting the health of our bodies, our minds and our souls in search of pleasure which only beguiles and stupefies us to a sense of inertia that no race or people can possibly endure.

Close your eyes for a moment and with me create within your mind a vision of the past. See the brawny toil torn shackled hands of our beloved forefathers lifted toward Heaven in prayerful appeal, listen to their moans and groans poured out in unison to the swish and whirr and sting of the oppressor’s lash! Behold their fine vigorous healthy bodies in which resided clean minds and clean souls as pure as finest gold, from which poured the millions upon millions of prayers, the response to which rocked the foundations of a world, giving birth to a relative freedom. Then ask yourselves—ask yourselves I say if we to-day are true to the trust in making that relative freedom a freedom indeed untrammeled by bias and
unrighteousness, in keeping the faith with those black heroes, the noblest of martyrs that ever trod American Soil.

And this is a heritage more eloquent, more honorable than glittering gold, for even gold will tarnish, but the record left by these righteous men and women remains absolute and unchangeable, challenging every spark of race consciousness, which may perchance blaze all too dimly in our apathetic and slumbering memories. To make hallowed the fine traditions of those grim heroes who fought and prayed amid the stress and agony of bondage, with an unyielding faith that some day in some way righteousness must triumph, should and must be our contribution upon the altar of racial patriotism.

Endowed by God with a physique which surpasses that of any race of men in the world, we are untrue and unfaithful to our Creator and ourselves if we fail to preserve and improve that talent for the greatest possible good to our fellowmen, our state and our nation. In America we are face to face with a complex social and economic problem in which race lines are rather sharply drawn, and the great law of the land is too often unrighteously interpreted by whites to thwart the strivings of their black fellow citizens who ask only social and economic justice. This practice which is making our government merely a mockery must some day face the bar of human justice where it will finally be decided which shall endure, government or unrighteousness. For this day the Negro must prepare himself physically, mentally and spiritually. In this struggle for manhood he must face the world with that courage which alone can come from virility, power and stamina of body, mind and soul, else he fails. History tells us of the Cheruscans a tribe of ancient Germany, who became so enfeebled by long peace that they were called cowards and fools by their neighbors. The Negro must see to it that his vigor becomes not so enfeebled by the peaceful satisfaction in a half justice that he seeks and finds solace in the froth of debilitating pleasure which is bound to reduce him to the category of cowards and fools. With eyes clear and flashing emblematic of strength of body, mind and soul he must face the world with a withering determination which cannot be defeated, for as Tacitus says, “In all battles, the eyes are vanquished first.”

For us the fight for manhood is on. The power to right wrongs must come through physical vigor coupled with and augmented by the courageous forces of mental and spiritual righteousness. Courage never finds a resting place in the breasts of physical weaklings. Our cause may be just and right, but righteousness without strength to prosecute that cause makes our assumption doubtful to both ourselves and the world. Back of the whole process of race building we must put health and long life, firmly linked with that determination which alone can spring from a virile, active mind and soul housed in a body vigorous and dynamic. This is the age of action, the day of creation, in which the dullard and sluggard may be tolerated but never respected, for they add nothing beneficial to humanity. Victory is always as near as you believe and feel it to be.
Unquestionably the Negro is to-day the victim of a higher sickness and death rate than the white man. And just as truly is he the victim of bad vital statistics from which he is suffering economically and socially. If the real truth about the Negro's health condition is ever to be known and given to the world the facts must be gathered by members of our race trained in this most important field of public health. Our industrial insurance companies afford a wonderful opportunity for studying these facts, and sooner or later they must recognize this as a valuable asset for both themselves and our race. The best statistics are at their very best merely expressions and findings whose truth is relative, but inasmuch as we are on the wrong side of the ledger we are pointed out as an unhealthy menace to America and suffer much therefrom. Our schools, colleges and universities must join forces in determining as nearly as possible the truth relating to our physical condition. It must remain for them to sow into the minds of the young and stimulate to healthy growth the health instinct and the importance it bears to the future well being of our people. We must get at the truth through the sources within the race best fitted to render the service we so badly need, and most certainly our institutions of learning should take the lead.

Within our race there is a very decided need for a finer and higher development of the altruistic consciousness which shall awaken within our hearts, our minds and our souls a more intense desire upon the part of our leaders to have a more righteous concern for the brother lowest down. His problems, social and economic are ours, and we cannot get away from them, in fact we have no right to want to escape them, even after we have done our all to help make them easier and better. In plain words, this is merely the urge of humanity which always actuates the best in us and makes us worth more to our God and our fellowmen. I know this is my task and I do not wish to shirk it. Do you? Then let each day find you carrying a message, a lesson of helpfulness to those who are less fortunate than you, and then experience the thrill which comes from human service. Get the habit of service and you will get the habit of happiness.

If you can talk with crowds and keep your virtue,
          Or walk with kings—not lose the common touch,
If neither foes nor loving friends can hurt you,
          If all men count with you, but none too much:
If you can fill the unforgiving minute
          With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
          And—which is more—you'll be a Man, my son.

Just in proportion as we feel the thrill which springs from healthy bodies, minds and souls, will we make our contributions to civilization along all lines of human endeavor. The world is never intolerant to those who do, but toward those who continue to make excuses for not doing a very righteous contempt is felt and practiced. That energy which is always back of health and long life fires the mind and soul to higher things, making any and every human accomplishment possible. The situation of the
Negro in America is just like the banking business. We cannot expect our checks to be honored for a single bit more than we have on deposit. We shall meet embarrassments here, humiliations there, restrictions to-day and obstacles to-morrow, but what of them so long as we can feel the urge and surge of power pulsating through our whole being, as we face the world conscious of the fact that we are adding our account to its bank of progress, betterment, happiness and accomplishment. Then and not until then shall our checks calling for justice and righteousness in all things be honored,—if not with a smile, most certainly with respect. Who can want more?

Education is the watchword. Education has always served and must continue to serve as the great lever for the uplifting of the individual, the race and the nation to a place of usefulness and value to civilization and advancement of the world. Education prepares and fits men for independent, initiative and conscious thought. Education fits men to live and love, giving to their experiences a wider and more sympathetic scope for usefulness to themselves and their fellowmen. The greatest and highest hope of the Negro must be to develop an education of self-expression and self-respect as he strives for an intelligent application of freedom, which radiates into every possible avenue of resourcefulness, efficiency, force and faith. His experience must be broadened by contact, which is the most excellent of all schools for disseminating the thoughts and sympathies of the many, always recognizing the power of education and culture to make the Negro race more attractive to his brother in white, and to—himself.

With an indomitable faith in my God and my people I appeal to you in the name of Christ Jesus to come to a halt and think—think. Put away childish things and be men and women who place discipline of body, mind and soul above all the blandishments and temptations of this frivolous and artificial age, which amuse but vitiate, which allure but never satisfy, for after all they are but the stuff that dreams are made of.

ON THE TEACHING OF ENGLISH.

By Howard H. Long, '15,
Instructor, Miner Normal School, Washington, D. C.

ENGLISH instruction is among the least satisfactory efforts in our schools, if we judge it in terms of the results sought. The complaint comes from every quarter although possibly it is faint just now from sheer exhaustion. Scores of proposed improvements are poured in upon the English teacher, but my observation indicates that the English teacher rarely pays them heed because usually they involve greatly increased labor or betray ignorance of his problem. Discouraged from below and twitted from above, he usually (a) asks a larger allotment of time in the program, (b) complains of the defects in the early training of his pupils, or (c) retorts that the other members of the faculty do not show proper interest.
in correcting the English of the pupils. The first appears to be little more than a "play for time." To this Judd rejoins that the amount of work accomplished justifies a reduction in that time. In the high school he proposes two years instead of the customary four and suggests that the other two years be given to social science. The second and third are two different modes of surrender, it being difficult to say which is the more abject.

In many schools the last excuse has been seized upon as suggestive of the proper remedy. By persuasion or perchance veiled importuning it is agreed that all teachers will "check-up on" English and subtract from the student's marks in whatever subjects for misspelling, bad grammar, etc. At first there is co-operation, may be, and then under mild protest matters slump back into the old rut and again the English teacher is saved his retort while all the time poor English is supreme! The plan does not take adequate note of two very important considerations. (a) To mark for both subject-matter and English entails an almost double duty upon the teacher. A paper is best read for a particular purpose when only that purpose is kept in mind uncomplicated by others. The army rating scales take account of this fact and hence the rating agent is asked to consider the person rated as many times as there are items on which he is to be scored and to exclude as far as possible all other consideration except that particular item. The teacher who reads papers just once, (and alas that is the best that many of us can hope to do) and marks for both subject-matter and English is almost certain to do neither well.

(b) Is it fair to weight English so heavily? This question is asked with due regard, the writer hopes, for the importance of the subject. Suppose a pupil has a 95% paper, say in history, but writes poorly so that under the rule his mark is reduced to 85%. Does the mark represent his accomplishment in history, the determining of which is the object of the test or written lesson? Thinking in terms of mental hygiene alone, is such procedure good for the child? It is difficult to know what sort of inhibitions such procedure may set up in the child with reference to both the subjects involved and to the teacher himself. No experimental evidence on the point has come to the notice of the writer. In the absence of experimental findings we shall have to rely upon probabilities deduced from general consideration, analogies, and retrospections. And these, to say the least, indicate caution. The time usually devoted to English weights it quite enough. To the complaint that other teachers do not take adequate account of the pupil's language, one feels like responding that did the other teachers take such account as requested, we could in the interest of economy markedly reduce the size of our English faculties. English simply can not wisely be made the whole program.

It would seem a better course for teachers of English to examine carefully their aims, values, and procedures. The writer has a quarrel with the English teaching he has observed on all three scores. He purposes to unload himself pretty freely of long, lingering impressions. However
much he is in error, he has the satisfaction of being in good faith and he trusts that he may be able to bring the discussion to the fore and evoke other frank expressions upon this very important topic.

**AIMS AND VALUES**

My conversations with English teachers have usually left me questioning whether they have clearly formulated aims or adequate notion of the importance of well-defined ones. Many of them seem to be suffering from over-doses of "appreciation," a sort of art complex which these teachers themselves find very difficult, if not impossible, to formulate in words. Like meagre knowledge of French, "appreciation" seems best expressed in exclamations and gestures. The aims are rarified and their chief virtue seems to lie in their vagueness. There is a blissful haziness about them and with many teachers after a year or two of striving for goals so attenuated as not to be recognized when attained, this haziness becomes transformed into a sacred halo and then we are quietly told that the aims of English are really not amendable to words. Like religious experiences they must be felt and realized, not formulated and definitized. To define them is to violate them! This point of view is reminiscent of the educational philosophy of several decades past. We may lay it down as a pretty general policy that we are not justified in spending tax-payers' money for aims which do not lend themselves to fairly definite formulation.

Not infrequently one comes upon a confusion of values of use with values of production. It is a woeful mistake to teach pupils as if they are to become writers in the literary sense. Only one in many thousand will achieve that goal and but few have ambitions along that line, save intermittent attacks of springtime, poetic fever. The literary production value of English is too lightly contingent to claim serious attention ordinarily. Appreciation values are the talking point with many teachers. But they certainly are not realized. In spite of the admonitions of teachers and the subdued, dictated, responses of the pupils to Shakespeare, for instance, Shakespearean plays are not much in demand. Even large cities may have not more than a week of each year devoted to them and then they are probably mostly attended by teachers and their pupils and others who wish to be thought well of by friends. These plays simply do not appeal to our times. The same may be said of masterpieces of literature which in the minds of most persons never get beyond the pupa stage of parlor references. The difficulty here seems to lie in the unconscious generalization of the artistic temperament of the teacher to other persons. The question of individual differences in capacity to appreciate art seems to have been raised, but it is very much to the point.

Further, we might examine our views as to the value of artistic appreciation. There is certainly no good reason to believe that the virtues usually attributed to it are all highly correlated with it. The lives of many artists would suggest a zero or negative correlation. Thorndike long ago called attention to this fact. But in spite of the obvious, one
still hears beautiful, unreal stories of what art will do for children. The writer does not deny appreciation values, but he contends that only too often they have been exaggerated.

It would seem then that the aims of instruction in English should be capable of clear-cut statements, should avoid the error of exaggerating appreciation values. The by-far dominant and most easily justified aims of English instruction is to enable the pupil to express himself intelligibly with directness, accuracy, and pleasing smoothness. English is for every day use not to “dress up” with on Sundays. When the pupil has completed his work in English, certainly he ought to be able to write an intelligible letter, but this is just what is not achieved; for it is a common experience that a pupil is able to produce doggerel, but unable to write a sensible letter. If asked to write a straight-forward statement, he is greatly discomforted because somehow he feels that something high-sounding and unreal is expected.

**Procedure**

The corrections of present defects in procedure or method depend not upon some learned psychological formula, as is sometimes supposed, but upon an appeal to common sense. The main psychological principles involved are probably none other than motivation and the laws of learning. It is quite clear to any one who has observed English instruction impersonally that pupils look upon the work as pedantic. If the pupils could somehow be led to practice what they know, the laws of learning would gradually take care of the situation because good English would become habitual. Motivation seems the chief problem. My experience inclines me strongly to the opinion that good teachers in the field have exhausted the probabilities of encouraging and persuading our pupils as a whole to take pride in elegant expression. There is too much pride taken in the opposite. College students may frequently be heard making an effort to use the language of the unlettered. We shall merely mention in passing the pauperizing slang. One can easily imagine a youth from cultured surroundings and therefore possessing elegance of speech deliberately falling in line with the semi-vulgarity of his school-mates. If this point of view is correct, then the motivation must come from a sort of veiled *vis a tergo*. We must make good English a necessity at least in school without weighting it too heavily.

It seems to me that the first big fault under this heading turns upon the use of the formal composition. Judd has aptly spoken of the formal composition as the “burying ground of human interests.” When one retrospect upon his school experiences, one finds hardly a bigger joke than his compositions. The joke lies in the fact that he tried to say *nothing* well, i. e., he substituted words for content. It seems that half of the trouble with composition is dissipated once one has something worth saying and the will to say it. It is a painful job to attempt to write a composition upon a topic concerning which the writer is conscious that he
knows nothing worth saying. His task is to arrange words for his instructor and practice intellectual deception. I have been told of the passing down of compositions from one class to another—scholastic heirlooms. They have bred skepticism of the teacher's ability and fairness by the varying marks received upon the same composition from year to year. The difference has been envisaged as depending upon the personality of the individual from whom they supposedly came instead of upon the unreliability of teachers' ratings and thus, when the story passed around, unwholesome mental attitudes have been set up in the minds of the pupils. In faculty meetings it sometimes happens that every one finds fault with the English of a particular pupil except the English teacher who insists that he "does good work for me." The student's compositions may be good, but where do they come from? The tired, over-worked teacher can hardly be expected to enter espionage against the plagiaristic exploits of his students. The fields for plunder are too numerous. He must accept approvingly the paper often with unexpressed misgivings, whereas the pupil settles down to a callous satisfaction with what before he felt was dishonest.

Again, when the pupil is asked to write a composition on some event with which the teacher is not familiar, the student has but to put together words so that they purport to represent real experiences. The teacher is helpless in his effort to determine the fidelity of the words to the facts they are supposed to symbolize, unless some inconsistency arises such as that made by the youth who in the beginning of his composition pictured a "dark and stormy night," but who, suffering a shift of imagery, later on had the sun standing at noon-day. The associations are word-word instead of word-meaning.

**Two Suggestions**

Suppose that instead of this sort of composition, the pupils were subjected to a common experience and each asked to describe, explain, or narrate that experience and the papers were read in the class and discussed by pupils and teacher. The students would be able to have a real give and take discussion which, rightly supervised, might prove to be quite motivating. Flightiness of composition would be avoided. The student would be guaranteed some content about which to write. And best of all we might secure a greater degree of accuracy than is now realized. This might be called "laboratory" in English. It offers external criteria for judging the composition whereas at present the criteria are mainly internal.

Finally, many of the defects complained of above may be remedied if the compositions in other classes than English are used in rating the student in practical composition. This does not mean that the English teacher will correct all the papers written for other teachers. The papers could be collected from different teachers in varying order and always without knowledge of the students as to which teacher's papers will be
drawn from next. These papers should be used as a basis for class discussions. The student will see himself as others see him. He will be marked on English as he uses it in practical situations not as he dons himself in it for special occasions. English as thus used is really the only real test of one's standing. This procedure would result in constant care in writing for every teacher and thus secure a maximum of practice from a minimum of effort in correcting papers.

THE HOWARD CONVOCATION.

BY J. TAYLOR STANLEY.

THE SCHOOL OF RELIGION of the Howard University, held its Eighth Annual Convocation in the University Chapel on Tuesday, Wednesday and Thursday, October 28th, 29th, and 30th, 1924. These Convocations are held each year for the purpose of presenting religious knowledge in such a way as to quicken and to challenge the best in those ministers and other religious or social workers who avail themselves of the privilege to attend the sessions. The recent Convocation was, doubtless, the best and most largely attended of the several annual meetings, and brought to the University some of the ablest speakers of the country, representing the ministry, social service, science, and other professions.

The Tuesday morning session opened at 10 o'clock with Dean D. Butler Pratt in charge. As the audience sang the opening song—"Faith of Our Fathers"—the prophetic key to the spirit of the Convocation was being resounded through the Chapel. After a brief devotional service, the first speaker, Dr. James H. Dillard, President of the Slater-Jeanes Funds, was presented. Dr. Dillard's recent surveys and travels in nearly all of the colonies along the East Coast of Africa gave him peculiar fitness for the discussion of "Conditions in Africa." According to him, those parts of Africa which have been touched by Western civilization should no longer be thought of as backward and savage sections of the world; but rather, in the hands of modern civilization, the vast natural wealth of the continent has favored the rise of towns and cities offering all of the conveniences of an American city. At present the educational systems in the East Coast colonies of Africa seem to be going through a transition from the missionary school system to the public school system. A better school system in the colonies may tend to break down many of the native mores which have persisted in spite of contacts with more healthful culture. But it is feared by missionary forces that the coming of the public school system to the colonies will eliminate religious education, and, hence, result disastrously for the natives. Up to the present the missionary stations, with their religious schools, and their medical dispensaries, have been the great redeeming and vitalizing agencies among the African natives.

Dr. Dillard was followed by Rev. George C. Clement, D.D., of Louisville, Ky., Bishop of the African Methodist Episcopal Zion Church, who gave a stirring, and very practical, address on "Conditions in the United
States," with direct emphasis upon the Negro ministry. Bishop Clement outlined the conditions as they exist in the rural Church and in the urban Church, pointing out that the rural population is a Church going population, and that the demands are for a good preacher who "carries the crowd,"—he may or may not be interested in religious education and community service; whereas, the city Church must contend with forces, particularly Sunday amusements, which tend to draw the people away from the Church, and the pastor must be not only able to preach, but must also be an adept at teaching, visiting, campaigning, and at various other activities that will demand his services. To the question: Is it true that the attitude of the Negro is against the Church? the Bishop found reply in the facts, that the attendance in both rural and city churches has increased; that the contributions have increased; and that all of the large Negro denominations have shown a marked increase in membership. The crying need of the Negro Church is an educated ministry, and for the right man, the opportunities offered by this field are unlimited.

One of the unexpected treats of the program was the address of Dr. E. E. Slosson, one of America's most eminent scientists. Dr. Slosson addressed himself to a discussion of the relations of science and religion. One of the chief features of this address was the reading of a document which had been drawn up by Mr. Milligan, and signed by prominent scientists, religionists, and business men of America. This document embodied the claims that science and religion are interdependent, and supplementary to each other, and that both are invaluable to man.

The address at noon, the regular University Chapel Hour, was delivered by Col. John T. Axton, Chief of Chaplains of the United States Army. The key word to the Colonel's address was "vision." "Our great need," he said, "is a clarified vision of God, and of the purpose of his Ambassador, Jesus Christ, to the earth."

In the afternoon session, the first address was given by Rev. W. Stuart Nelson, Instructor in the School of Religion. The subject of religious education was carefully treated by him in such a way as to impress his hearers with the fact that there is "nothing to forbid that the child should be trained in his first acts" to do the things which are morally good.

Probably, the most interesting feature of the day's program was the "Round Table Discussion" on "The Education of the Negro Ministry." The discussion was conducted by Dr. Robert L. Kelly. Dr. Kelly has spent several years in making surveys of white American Seminaries, and latterly, of Negro Seminaries, so that his address was based upon first-hand facts, and these facts showed that most of the Negro Seminaries are lacking in educational facilities, in teaching force, and in standards for entrance and for graduation; and that none of them measures up to the standards of the institutions of which they are parts. The address brought forcefully before the audience the woeful inadequacy of the Seminaries to supply the increasing demands for educated ministers. The discussion was followed by a free-for-all question and answer fire.
In the evening, after a pungent devotional service, the Convocation Sermon was delivered by Dr. W. S. Abernethy, Pastor of the Calvary Baptist Church, Washington, D. C. The sermon, based upon I Kings 12:28 and Matt. 16:24, 26, gave a contrast between the easy plan of Jeroboam, and the difficult plan of Jesus, and showed that the plan of Jesus was a winning plan because it was difficult. The sermon was delivered in a very conversational manner with a challenging appeal, at the close, to adopt the plan of Jesus—the plan of self-discipline, sacrifice, and obedience. The effectiveness of the evening service was considerably heightened by solos, sung by Miss Anola L. Miller, and Miss Mary F. Portiss, both of the Howard University Conservatory of Music.

As all of the work of the Convocation could not be covered in this article in detail, the work of the first day has been outlined as being typical, and as embodying the germ thoughts which were followed up and brought to a fuller development during the following two days. The discussion on “Conditions in Africa” was continued on Wednesday by Dr. H. L. Shantz, Scientist, United States Department of Agriculture, and on Thursday by Bishop Matthew W. Clair of the Methodist Episcopal Church. Both men spoke out of their own rich experiences in Africa. Each day Bishop Clement followed the addresses on Conditions in Africa with an address on “Conditions in the United States,” touching, in the three addresses, practically every phase of the life and work of the Negro minister. The “Round Table Discussion,” in the afternoon, under the direction of Dr. Kelly, continued to be one of the most important features of the program; and following the discussion, the questions which were always forthcoming were a manifestation of the interest which had been aroused by the round table talks. The student body was addressed on Wednesday by Dr. William Pickens, Field secretary of the N. A. A. C. P., and on Thursday by Bishop Reverdy C. Ransom of Nashville, Tenn.

A unique feature of the program was the Convocation Dinner given on Wednesday evening in the New Dining Hall. About 200 persons were present, and after a bit of intensive feasting, the diners enjoyed something more realistic in the after-dinner speeches of Dr. William Pickens and President J. Stanley Durkee. Doubtless, no one could give a more humorous after-dinner speech than did Dr. Pickens, nor could any one make others think more intensely after dinner than did Dr. Durkee.

That some of the addresses of the Convocation have not been commented upon does not in any way deny their high quality. The programme committee should be congratulated upon its wise choice of men who were every one capable of meeting the highest expectations of those who attended the sessions. The Convocation was a real success, and showed the potentialities of becoming a powerfully dynamic disseminator of religious knowledge, and of spiritual force which will permeate the lives of those who attend, and, through them, go on leavening, till the whole lump be leavened.
WHAT constitutes general intelligence? How can we measure its amount? These questions are of vital importance. Various attempts have been made to answer them. Some have attempted to answer them in the following ways: (1) By examinations the candidate has passed and certificates he has gained as a result of definite study; (2) by the recommendations concerning the candidate, given by those who know him and his work; (3) by the general impression gained from the way the person conducts himself during the course of an interview. Each one of these methods is fallacious.

Students of psychology from the time of Galton have been devising tests of mental capacities, both special and general. The early workers along the line of devising mental tests for the measurement and diagnosis of general intelligence now see their labors justified by practical results. Once a series of mental tests can be perfected that will enable us to determine the nature and amount of a person's mental capacity, with a certain degree of accuracy, a corner-stone will have been laid toward the foundation of a science of education.

But can we hope to find the means of classifying pupils in this way according to the degree of their intelligence? The answer to this question is to be found in the results that have already been achieved by the use of such tests as the Binet-Simon test, the Army test and the Thorndike tests. They are being successfully used and finally adopted in schools for the feeble-minded to determine the mentality of the individual and his consequent treatment. The Goddard Revisions of the Binet-Simon tests have been especially beneficial along this line. They have been adopted in New Jersey as a means of diagnosis for retarded children. They have been used in courtroom procedure in New York City for the purpose of ascertaining the mental status of a youthful criminal with a view to determine to what extent he should be held accountable for his conduct and the sort of education he should subsequently receive. They are being used in a number of high schools and colleges throughout the country, and some psychologists are fostering the idea that the admittance of students to colleges should be left to the Psychology Department and that the Psychology Department in separating the fit from the unfit should use the so-called intelligence tests.

In America the work of perfecting and extending such tests is being energetically pushed forward by Goddard in New Jersey, Wallin in the University of Pittsburgh, Terman in Leland Stanford University, California; Thorndike, at Columbia University, and many others.

The work, however, is still in its growing stage. Greater practical educational results will be acquired as intelligence tests of greater convenience, reliability and significance are brought into this field.
For the past two years the Thorndike Intelligence Tests, Part I, have been used at Howard University; not as a limiting or classifying agent; merely as an experiment. These tests have been applied to more than 500 students during this time, but only 408 can be used in this particular study, because of the inability to obtain more than 408 ages. The ages of these 408 students range from 14 to 38, and the grades made range from 1 to 138. We are interested in finding out whether or not age plays any part in determining the grade made in the test. Do the accelerated students make higher marks than the retarded students? What can we hope from the intelligence tests?
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http://dh.howard.edu/hurecord/vol19/iss2/1
From this tabulation we see that the ages which take in most students are 16 to 21, inclusive; and that the marks which take in most students are 41 to 90, inclusive. In this age group we have both accelerated and retarded students, while in the grade group we find marks which are considerably low, but none which are high. We may conclude from this that the large majority of students did not obtain high marks in the test.

We also see that no accelerated student actually failed in the test and that only four made grades below passing. Again we find that four accelerants made very high marks in the test.

A very important consideration in a series of tests is their correlation. It is desirable to know to what extent ability in one case assures of ability in another. In the tests under consideration the correlation between ages and marks is .54.

Wissler found that by calculating correlations for the mental tests and age, the influence of age appeared slight and hence not a factor of much importance. This study shows that age does seem to have some influence on marks in mental tests. We see that of the 165 students from 14 to 19, none actually failed, 9 made from 21 through 40 (or the grade of E), 33 made from 41 through 60 (or the grade of D), 84 made from 61 through 90 (or the grade of C), 30 made from 91 through 110 (or the grade of B), and 9 made from 111 through 138 (or the grade of A).

Of the 243 retarded students we find that 11 students made very poor grades, that is, grades from 1 through 20; 33 made from 21 through 40 (or the grade of E); 66 made from 41 through 60 (or the grade of D); 93 made from 61 through 90 (or the grade of C); 31 made from 91 through 110 (or the grade of B), and that none made a mark higher than 110.

This definitely shows that the younger the student, the higher the mark made in the intelligence test.

In conclusion, we find that the correlation between age and marks obtained in the Thorndike Intelligence Tests is .54. Of the 91 accelerated students, only one made below 40, while four made exceptionally high marks; that of the 243 retarded students, 32 made marks below 40 and that not one made an exceptionally high mark. Hence, the younger the student, the greater the likelihood of his being superior in intelligence.

The conclusions of Baker (the clinical psychologist in the Detroit schools) has no special bearing upon this particular subject, but it might be interesting to note them. He says that superior intelligence is not an absolute guarantee of excellent scholarship. Lack of interest in subject-matter, in some instances lack of industry, or in other instances preferences for other activities may contribute to mediocre scholarship. Inferior intelligence is almost universally accompanied by inferior scholarship. By means of untiring industry, inferior intellects may here and there earn average records. But, at best, their returns are meager for the energy expended.

Average intelligence we would expect to find accompanied by average scholarship. As a matter of fact, we find it associated with all degrees of scholarship. In these cases, interest and industry become particularly important factors in determining scholarship.
HOWARD ALUMNI YOU OUGHT TO KNOW.

M. GRANT LUCAS.

M. Grant Lucas is a one hundred per cent Washington product. The city of Washington is the place of his birth and education and the field of his life and labors. His energies have been confined to the scope of public school activities. It might well be said by him: “this one thing I do.” What is lost in extension is gained in thoroughness.

Mr. Lucas passed through the public schools from the first grade to the Normal School, completed the Collegiate and Law courses of Howard University with the appropriate degrees of Bachelor of Arts and Bachelor of Laws. In addition to this broad preparation, he also took a business course in the Spencerian Business College. All of this would seem to furnish a rather formidable preparation for the work of elementary school teaching. The difficulty of most college men in public school work is that they are apt to be painfully conscious of the wide space which separates their preparation from their vocation. But Mr. Lucas has acquired the public school mind. He can hold his larger attainments in abeyance or make requisition upon them as need may require to interpret the elements of knowledge to the needs of the child understanding. He has the natural and acquired instincts of the teaching profession. He
is actuated by a spontaneous sense of loyalty, regularity, orderliness, meticulousness in detail, and enthusiasm for simple things.

Mr. Lucas has had a teaching experience of fifteen years in every public school grade from the first to the eighth; and for eighteen years has been an eighth grade principal. He has thus spent a generation in the school room. But he goes to his work day by day with freshness of enthusiasm as the years come and go. Mr. Lucas' relationship to the broader aspect of school life has been varied and influential. For some years he sponsored and published an educational journal which took rank among the pedagogical publications of its day and time. He organized and was first president of the High School Alumni Association. He served for a number of years as President of the Principals' Association.

Mr. Lucas has been chiefly instrumental in promoting organic unity among the colored teachers of the Washington schools, and is now serving his second term as President of the Columbian Educational Association, which embraces the colored teachers of the private as well as the public schools of the District of Columbia.

In his several official capacities, Mr. Lucas has frequently been called upon to appear before committees of Congress to represent the interests of the teachers in enlarged appropriations and for better school facilities. At the suggestion of Superintendent Ballou, Mr. Lucas was made a member of the local executive committee of the National Educational Association, which perfected arrangements for the meeting at the national capital last June. His services were efficient and effective in giving the colored teacher a recognition which he had never before enjoyed in relation to this national educational body.

Mr. Lucas is held in high esteem by his superiors in the school system, is deservedly popular among his associates, and is regarded as a fine example of a good citizen in the community at large. His story is best told when it is said that M. Grant Lucas is a good schoolman.

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Successful Howard Alumnus Expresses Appreciation for the Record.

R. E. Jones, M. D.
Office and residence: 507 Dickinson Street,
Charleston, W. Va.

November 3, 1924.

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

My dear Professor Lightfoot:

The enclosed circular letter reached me this morning and I am giving it attention instantly—sending my subscription to the Record. I consider the Record one of the leading publications and could not get along well without it. I congratulate you and the editorial staff on the splendid record made by the Howard University Record in ranking as one of the leading college magazines of the country.

Very truly yours,

(Signed) R. L. Jones.
As we go to press, our flag on the University buildings are at half mast on account of the announcement of the passing of our former President S. M. Newman who, for thoroughness of scholarship, sincerity of purpose and sweetness of disposition will long be remembered by many of the present generation of faculty and students and by a large number of the Alumni. He died in Washington, November 20, on the eve of the seventy-ninth anniversary of his birthday. Funeral services at which Howard University was represented were held on November 24, at the First Congregational Church of which he was pastor for many years.
Nestor of Colored Physicians and Surgeons Honor Guest of Howard University.

Returning from New York City, where he had been attending the sessions of the American College of Surgeons, Dr. Daniel H. Williams, Nestor of colored physicians and surgeons, spent several days in Washington as the house guest of Dr. and Mrs. Charles I. West. While in Washington he received much attention at the hands of members of the faculty of Howard University and local physicians.

The appearance of Dr. Williams at the noonday Chapel exercises of Howard University occasioned much enthusiasm on the part of the faculty and students who had assembled to meet him. Dr. Williams was most heartily and thoroughly welcomed by Dr. Durkee, President of the University, who spoke to the assembled group concerning the high accomplishments of the guest of the day.

President Durkee then called upon Dr. A. B. Jackson, Director of the School of Public Health, to introduce Dr. Williams to the audience. This Dr. Jackson did in a few fitting and well-chosen words, whereupon the entire student and faculty body arose en masse and gave a rousing cheer of welcome to the distinguished surgeon and scholar.

This Dr. Williams acknowledged by arising and bowing to the audience and was about to sit down when all in one accord called upon him for a speech. Very briefly, yet pointedly, the doctor spoke of the traditions of Howard University and reminiscences of his experiences while Surgeon-in-Chief of Freedmen's Hospital some years ago. He paid a glowing tribute to the work and accomplishments of members of the Howard University administrative staff and faculty and spoke particularly of his old friend, Dr. Balloch, Dean of the School of Medicine, and of the splendid results which have been achieved during President Durkee's administration. Dr. Williams expressed particularly his appreciation of the courtesies extended him by members of the faculty and administrative staff and of the pleasure he experienced in being received as a guest of the University.

Immediately after the Chapel exercises a luncheon was served in honor of Dr. Williams in the New Dining Hall. Those present were; Dr. M. O. Dumas, Trustee of Howard University; Dr. Emmett J. Scott, Secretary-Treasurer; Dean D. W. Woodard, of the School of Liberal Arts; Dean Kelly Miller, of the Junior College; Dean D. O. W. Holmes, of the School of Education; Dr. A. B. Jackson, Director of the School of Public Health; Dr. E. E. Just, Professor of Zoology; Professor Frank Coleman, of the Department of Physics; and Dr. Charles I. West, Associate Professor of Anatomy, Medical School, Howard University.

SCHOOL OF RELIGION.

The Annual Maynard Prize Debate is being planned. The details will be given next month.

An important addition to the teaching staff of the School of Religion is none other than the President of the University, Dr. J. Stanley Durkee, who is giving instruction to the theological students in expression through voice and personality. This service in behalf of our students is much appreciated by all, as President Durkee is eminently fitted to give this training.

Chaplain Oscar J. W. Scott, D.D., of our Faculty, has recently visited Chicago and Cincinnati in the interest of the School of Religion campaign for an endowment fund of $500,000. Mr. Charles S. Trimmer, manager of the campaign, has established his headquarters in No. 305, Main Hall. The intensive effort among the Washington churches is being launched this month.
The outstanding event of the past month in connection with the School of Religion was the Eighth Annual Convocation, which is reported elsewhere in this issue of the Record. The interest in the Convocation shown by the city pastors and church workers was very marked and reveals anew the close relationship existing between the city churches and the School of Religion.

I note with some surprise that in the "Distribution of Students" for the present quarter, as reported in the last Record, seven students are enrolled under the title "Religion" in the College department, while under the heading "Professional Schools" the School of Religion is omitted, save that a total of 283 is assigned to "Religion Correspondence." The latter figure is the total enrolled in all departments of the School of Religion. As for the "seven" studying "religion" in the College, I have no knowledge.

"Speaking of which reminds me." In a recent week I received correspondence study work from students whose home addresses follow: St. Kitts, B. W. I.; Jamaica, B. W. I.; Cleveland, Ohio; Baltimore, Md.; Demerara, British Guiana, South America, and Nigeria, West Africa. Doubtless other members of our Faculty received papers from other students living in other parts of the world. The School of Religion is reaching out the helping hand to many dwelling "in the uttermost parts of the earth." No department of our work is doing a finer service than the Extension Department under the direction of Dr. S. N. Brown.

A new feature has been introduced the present quarter, viz., a course in Practice Teaching. For years it has been common in most theological seminaries to require students to present "Trial Sermons." (A trial, no doubt, to all concerned.) Practice preaching has been a regular part of the training given here, but for the first time in any seminary, so far as the writer knows, laboratory work in teaching the Bible has been instituted. It is too soon to write of results, but the experiment has met with approval from all concerned.

DEAN D. B. PRATT.

Resolutions Passed at the Convocation of the School of Religion, Howard University, Washington, D. C., October 28, 29, 30, 1924.

At the close of this, the Eighth Annual Convocation of the School of Religion of Howard University, at a time when it seems to be the consensus of opinion that this has been the most important session ever held by this religious assembly, a definite notice should be taken of the outstanding facts in the personnel and subjects discussed. Therefore, be it resolved:

First, that it is the sense of the Faculty of the School of Religion and members of the Convocation to express their strongest possible appreciation of the work of the Institute of Social and Religious Research in conducting their investigations into the status of theological education throughout our country, and the addresses made by Dr. Robert L. Kelly in this Convocation, and particularly for the illuminating facts relative to the theological seminaries for Negroes.

Second, that we regard the facts gathered and the suggestions made therefrom as the most important piece of research work yet done in the interest of our group and we shall look forward with grateful anticipation for the concrete results of the investigation soon to be put in book form.

Third, that in view of the epoch-making service already rendered in gathering the startling facts respecting the low and uncertain standards of our seminaries and in view of the very great importance of this unusual service, so well rendered, this work be not allowed to stop at the point of its largest possibilities. We respectfully express the hope that it be continued until the necessary reforms and stabilization be effected.

Fourth, that since Dr. Kelly has demonstrated both the discriminating ability to make cold facts stand out in clear relief, and at the same time is possessed with a fine
sympathetic spirit for the highest good of all concerned, we could wish that the necessary resources be placed at his command, and that provision be made for the office of Advisor to the Negro Theological Schools.

STERLING N. BROWN,
WILLIAM STEWART NELSON,
Committee on Resolutions.

SCHOOL OF MEDICINE.

MESSRS. GREGORY GALVIN and GEORGE WASHINGTON, Pharmacy '24, have passed the West Virginia Board of Pharmacy. Mr. Galvin had a general average of 93%.

MR. CHARLES W. BARNUM, Pharmacy '24, has passed the Maryland Board of Pharmacy, and Mr. Maceo Birch, Pharmacy '24, has passed the Missouri Board of Pharmacy.

The following are excerpts taken from a letter received by a member of the Faculty of our College of Pharmacy from one of the graduates of the class of 1921:

"Tell the boys to get the Pharmacognosy because they really give it on the Board. They gave us the things that were most difficult to distinguish, but I studied a kit of drugs just before I went up. * * * Tell them that I say that, whether they need Pharmacognosy in a drug store or not, they will need it on the State Board and a lot of other things that they think will be no good. All through the examination I could see you, Dr. Greene, and Dr. Mitchell, and the stuff came to me just as you taught. If they get what Howard's College of Pharmacy offers and really get it, they won't have any trouble". * * *

Announcement has been received of the marriage of Miss Bessie L. Stevenson, Pharmacy '23, to Mr. John R. Patterson, in Cincinnati, Ohio, on October 23, 1924.

Word has been received of the opening of the offices of Dr. Nelson M. Williams, Dental '23, and Dr. H. Maceo Williams, Medical '23, at 1830 Madison Avenue, Baltimore, Md.

DR. SYLVESTER B. SMITH, Dental '24, has opened offices at 2505 Nichols Avenue, S. E., Washington, D. C.

MESSRS. LEONARD G. ISRAEL and CORAL C. CHRISTY, Pharmacy '24, and MR. JOSEPH J. DEJOIE, Pharmacy '25, have received certificates as Qualified Assistants from the Louisiana State Board of Pharmacy.

DR. HERMAN H. JAMES, Physician,
117 West 142nd Street, New York City.

November 12, 1924.

My dear Dr. Balloch:

I am sure you will remember me. I went to Scotland September, 1923, and after going back to college again for twelve months I at last won the triple qualification diploma, which puts me on the British medical register. I am pleased to say that they gave me full credit for four years at Howard (Howard being well known there). After a most searching examination I was among the 31 successful ones of the 103 who appeared. I now have, in addition to my Howard M. D. of 1912, L. R. C. P.; L. R. C. S., Edinburg; L. R. F. P. & D., Glasgow. I returned to the United States last week (pro tem.) and a local paper tried to give me a write-up. They made two mistakes, as you will see by the clipping enclosed.

I must thank you for your past kindnesses to me in filling out and signing my applications when I was to go. May you and Howard continue to prosper and I remain as ever, for I am

Yours faithfully,

(Signed) JAMES.
The clipping follows:

Dr. Herman James Made Royal Fellow.

Dr. Herman Haughton James, of 117 West 142nd Street, returned to the United States last Thursday with possibly the most distinguished honors ever conferred upon a Negro physician for work in his profession from this country. He is a Licentiate of the Royal College of Physicians and Surgeons of Edinburgh and a Licentiate of the Royal Faculty of Glasgow, distinguishing himself in medicine, surgery and midwifery.

Dr. James graduated from the Howard University School of Medicine in 1912. He has practiced in Bridgeport, Conn., and New York City. He sailed for Scotland in September, 1923.

Dr. James was born in Jamaica, B.W.I.

Edward A. Balloch, Dean.

SCHOOL OF LAW.

The New Birth of the School of Law.

The new birth of the School of Law has not been without the aches and pains common to that ancient and honorable process. In 1921 the Board of Trustees, having been called upon to choose between buying, as it were, for law school purposes a pedigreed thoroughbred which could always be counted upon to finish within the money, or a spavined old nag whose tail would have to be tied in a continuing knot to keep him from going through his collar, elected the thoroughbred. In other words, they decided to maintain as a part of the University ensemble a standard law school instead of the remains of what was twenty-five years ago "the makings" of a law school.

The consummation of the new birth was ordered to be recorded on or before October 1, 1924, and it was on that day what the diplomatists call un fait accompli. We are able to point to a practically new building with adequate accommodations for more than 400 students, a library consisting of 5,019 volumes by actual count (exactly 19 volumes in excess of the American Law School Association's required minimum) with space for 5,000 more, an amended set of rules under which classified registration is limited to persons having not less than two years of standard college training, the inauguration of a course of post graduate studies based upon a minimum of ten year-hours of resident classroom work and leading to the degree of Master of Laws, and finally a faculty of twelve in addition to our beloved Judge Terrell, whose progress toward complete recovery from his long illness is one of the happy signs of the times.

Faculty Assignments.

Judge Fenton W. Booth continues in the deanship to the glory of the Alma Mater and the delight alike of his associates, the corps of students and the alumni. Dean Booth says he came to Howard because he felt he saw there a chance to render a bit of constructive service to his fellow man, and while so doing erect at Howard University upon the foundations laid by his predecessors the superstructure of a real law school. Is he doing it? I'll say he is. The dean's assignments are Federal Procedure and Bankruptcy, Sale and Wills and Probate Law.

Professor James A. Cobb continues as Vice-Dean with last year's work in Constitutional Law increased this year by resumption of the course in Negotiable Instruments.

Professor William H. Richards, as one of the three professors in charge of the post graduate work, moves on toward the fourth decade of his work as a teacher here
by resuming his old subject of International Law, in addition to Evidence I, Evidence II and III and Property I.

Professor Dr. Andrew Wilson, having been designated to share in putting over the post graduate work, adds Roman Law to his assignment in Equity Jurisprudence and Trusts, but relinquishes, with great regret to all concerned, the course in Brief Making and Use of Law Books which he inaugurated in this school.

Professor Dr. Charles H. Houston, coming in as baby member of the faculty, sustains the major portion of the post graduate work, his assignments being Administrative Law and Jurisprudence, besides Agency and Suretyship and Mortgages in the undergraduate curriculum. (And the pretty thing about it all is that Old Professor Charlie struts his stuff like a veteran in No Man's Land!)

Professor Edward Stafford, who thinks he has (but he hasn't, 'cause the Dean won't let 'im) dropped his role of pinch-hitter in faculty, relinquishes his special course in Contracts, offered solely in 1923-24, and now hits his regular stride with Equity Pleading and Practice, Partnership and Torts.

Professor William L. Houston, besides retaining his assignments in Damages and Insurance, continues in the judgship of the Moot Court, but for his assignment in that behalf he takes on the newly created course in Court Practice and Brief Making, in which the doughty jurist will call upon the sergeants, solicitors and barristers to bring him some real form in pleading and practice, brief making and the use of law books and legal research. The new course means exactly that and what it takes to make it go, Hissonian really hath it! The other professors and their assignments are as follows:

Professor Dion S. Birney: Contracts, Conflict of Laws and Federal Taxation.
Professor Charles V. Imlay: Property II and Property III.
Professor James P. Schick: Criminal Law and Procedure and Corporations.
Mr. George E. C. Hayes: Common Law Pleading and Domestic Relations.
Professor James C. Waters, Jr.: Bailments and Carriers, Public Service Companies and Quasi Contracts.

Alumni and Friends Look in.

Nothing is nicer than to have Alma Mater's chillun come back from time to time and visit the Old Nest, nor is The Chair ever happier than when listening to the interesting greetings which our friends register now and then as they come in from the four corners of the globe. Last month we noted a number of such visits, but how about these as an addition to the record?

On September 8th, spick and span, full of smiles and with all the indicia of prosperity came Charles H. Wills, Esq., '22, of the Hoosier firm of Wills and Carter, with offices in the Myers building at South Bend. Wills never looked better in his life. He was accompanied by Fritz Alexander and Bob Evans, but that was to be expected since they trained with that breezy bunch which busted all records as the class of 1922. Wills said that his partner (Zilford Carter, '23) was fine and dandy when he left for Washington and modestly added that, while the firm had not as yet cornered all the onion skins in Indiana, they had encountered no serious annoyance from the wolf hanging around the door.

A welcome visitor on October 8th was Arthur E. Briscoe, '13, of Fairmount Heights. He was in entirely too big a hurry; otherwise we should have been pleased to show him through the new Law School. He did stop long enough, however, to inquire about the post graduate course and said he would look at the other when he came again.

Henry W. Davis, '16, of 737 Fairmont Street, N. W., was the charming caller whose visit enlivened the afternoon of October 29th. Mr. Davis said he had heard much of "the new order in Fifth Street," and had been intending to come and see for himself. Well, seeing is believing, and after inspecting the plant from cellar to garret, Mr. Davis said the only regret he had was the impracticability of his regis-
tering then and there for the post graduate work. “But don’t be surprised,” he added, “if you see me next year.”

Other alumni callers of recent date include Emory R. Cole, Esq., ’23, of the Baltimore bar, Attorney (also Professor) Louis R. Mehlinger, ’21, of the Department of Justice, Omega J. C. Ware, ’24, Berry A. Claytor, ’24, Ulysses G. Shelton, ’23, and Norman L. McGhee, ’22, the last named being a sort of institution of agreeable aspects, although there be few, if any, who can tell just what this particular brother’s game is.

Like alumni, like friends, so far as greetings go. Thus a genuinely happy event was the call on June 11th of Professor R. J. Hawkins, ’10, of the State Normal School at Fayetteville, N. C. Professor Hawkins is both friend and alumnus, though in the latter role he represents the College of Arts. Having been in attendance upon the activities incident to commencement week, during which time he heard so many nice things about the Law School, he determined to look us over. Result? In five minutes he became a permanent Law School booster.

Mr. Shirley C. Williams, of Richmond, Va., was another delightful visitor in June. He had come to witness the graduation of his son, Shirley C. Williams, Jr., by the way, is now about to lay seige to the hard-boiled New Jersey bar, under the commandship of that prince of good fellows, Jim Lightfoot, ’08, of Atlantic City.

On November 10th it was our extreme pleasure to shake hands with Attorney John W. Vessels, of the local bar. Mr. Vessels belongs to the 1924 crop of Law School graduates, having taken his bachelor’s degree from National University last June. We heard an Irishman say once, speaking of this same Vessels, “Waters, he’s as white a man as ever stepped into shoe leather.” At that time the speaker, the spoken of, and ourselves were among hundreds of other mere cogs in the vast government wheel, and there was nothing for us to do but accept the Irishman’s word (which we cheerfully did, for he was worthy), but later developments threw us into such relationship with Mr. Vessels as to leave no doubt as to the absolute correctness of our Emerald Islander’s estimate of him as a man. To insist on remaining white when even white men find it worth while to change, like “The Picture of Dorian Gray,” to all the shades in the spectrum, this is a thing that calls for character coupled with courage, and that’s what Sheridan was talking about when he called John Vessels, not a white man, but a man who was white: and he hails from Kentucky! Mr. Vessels made an intensive inspection of the entire Law School menage, announced himself as well pleased and promised to come again. He will always be welcome.

On November 12th the caller of the day was Secretary Clifford T. Taylor of the Federal Life Insurance Company. Mr. Taylor is a self-made man whose experience, coupled with a keen sense of humor and a genial manner, serves to make him an interesting figure wherever he goes—and, what is best of all, he is a corking good friend of the School of Law.

Mr. Justice Hill.

The Moot Court continues new because its guiding genius, Professor Houston, refuses to let it grow old. On November 7th, he had with him, as Associate Justice, Edmund Hill, Jr., Esq., ’04, attorney and also professor of law in the Frelinhuysen University. The case, which involved a number of interesting questions arising upon a bill for an accounting, was ably handled by Counsellors William A. Jones and Dallas F. Nicholas for the plaintiff and Edward A. Simmons and Joseph McDouglas for the defendant. Justice Hill, who joined Presiding Judge Houston in passing upon the many intricate points raised, declared he had seen moot courts before, but never one like that.

Adding to the dignity and efficiency of the Moot Court is the continuing presence of its faithful attaches. Miss Ollie M. Cooper, ’21, retains her old place as Clerk of the Court, while Woolsey W. Hall, ’24, has conferred a benefaction upon the
whole school by returning for a year of additional work, in connection with which he has voluntarily resumed the burdensome task of Court Reporter. Robert E. Anderson, of the Senior Class, as assistant reporter, Thomas H. Dent as bailiff and James B. Ward as marshal complete the personnel of the Court.

Augustus Guess Writes a Letter.

The following letter from Attorney H. Augustus Guess, of Tulsa, Okla., is so full of good news and references to lads who were well known hereabouts twenty years old ago, that we are publishing it in full:

Tulsa, Okla., August 14, 1924.

Mr. James C. Waters,
420 Fifth Street, N. W.,
Washington, D. C.

Dear Sir:

I have your letter of a few days ago apprising me of the fact that you had forwarded my letter on to Mr. King, whose acknowledgment I have in today's mail.

Yes, I am the same guy that hobnobbed there more than 20 years ago, when Billy Board, Geo. Collins, Lewis Gregory, Thompson, Keen, Albertus Brown, R. B. Barcus et al. were being quizzed by Dean Leighton, A. A. Birney, Hart, Richards, Richardson, Williams et al. George Collins, who married Dr. Brooks' (should be Dr. Howard's) daughter, and I were chums. I hear that he has passed, as also Leighton and Birney and Bundy. I often refer to those $1.50 per week meals which we secured on North Fourth between P and Q. Now, if I remember you correctly, you, at the time I was there, had a position with a laundry company. Am I right?

Sam McCree is a teacher in Booker Washington High School here in Tulsa. He is also engaged in the grocery business. P. A. Chappelle is practicing here, as is I. H. Spears. Darden & Jennings are in Los Angeles, Calif.

I was in your city some years ago, spending one day there. I have not entirely lost track of my Alma Mater. Look at the Executive Committee of the General Alumni Association and you will find me.

But for the trouble we had in Tulsa in June, 1921, I should have made an extensive visit to Washington that summer.

Now for business, I am requested by the best citizens of a splendid city in the Middle West of about 40,000 population, with about 1,200 colored, to send them a live young attorney. I was in the city a short time ago and, from what I could gather, one's practice would not be confined to his race. If you find or know of any of the recent graduates who would launch out into new fields, put them in touch with me.

Your friend,

(Signed) H. A. Guess.

The above letter pertains in part to the time when Guess, Billy Board, Louis Gregory, Zeke Smith, George F. Collins, Old Doc MacInham, The Chair, and a number of others formed a jolly company which boarded over on Fourth Street, between P and Q. Who will ever forget those old times? That splendid, good natured bunch has scattered to the four corners of the earth never to reassemble, but as long as one has memory for anything he will delight to recall the spirit of that institution (it was more than a mere boarding house), and the individuals and incidents which contributed to make it what it was.

But wait! What's that he called me? A laundry wagon driver? Wow! That's awful—not because of being given the job now, but because by not having it then I was relegated to the hardups to whom 30c was a fortune, when a dollar bill was wealth beyond the dreams of avarice. No, H. A., I wasn't a laundryman. Tell you the truth, outside of being a perpetually-broke student of painfully ordinary ability in the College Arts, I don't figure where I was very much of anything.

Incidentally, it is interesting to note that only two days before the writing of these notes (November 10th) we ran into Louis Gregory, who joined us in recalling
some of the incidents of the very period about which Attorney Guess has written. Greg had just come in from Philadelphia, where he participated in staging a highly successful two-day “Convention for Amity between the White and Colored Races in America under the Auspices of the Bahai Movement.” The meeting was at Witherspoon Hall and included, besides the interpid Greg himself, such well known figures as Miss Agnes L. Tierney, of Philadelphia, Leslie Pinckney Hill, of Cheyney, Pa., Albert Vail, of Chicago, Alain Leroy Locke, of Howard University, Judge John M. Patterson, of Philadelphia, Horace Holley and Hooper Harris, of New York, and Dr. Zia M. Bagdadi, of Chicago. The music was furnished by Katherine Pipes, contralto, Viola Hill, coloratura soprano, Charles McCabe, violinist, and Marie Holland, pianist, under the arrangement of Carl Diton.

Benefactors of the Library.

More than 200 volumes donated to the Law School library by various well wishers were reported a month ago. The gifts included seven volumes of Thompson on “The Law of Real Property,” fresh off the press in 1924, the very latest thing on that subject and listed at $70.00. For this we are indebted to the nine ladies who on June 2, 1924, as alumni or students, constituted the Epsilon Sigma Iota Sorority, a fact which was not adequately noted in our report of last month. We now make grateful acknowledgment of further donations received up to November 12th, as follows:

- Mr. Albert Farley ....................... 3 Volumes
- Charles H. Houston, Esq. .................. 1 Volume
- Mr. George M. Johnson ................... 3 Volumes
- Judge Fenton W. Booth ................... 1 Volume

Beyond the Vale.

The passing of Robert L. Harvey, ’10, was announced among the obituary notices appearing in the Washington Tribune for October 25, 1924. Mr. Harvey was the son of Mr. and Mrs. John Harvey of 1918 15th Street, N. W., who survive to share with a host of friends the sorrow caused by his death. An appropriate expression of sympathy and respect in the name of the Dean and Faculty of Law was sent to the family of the deceased.

JAMES C. WATERS, JR.

Professor Edward Porter Davis, head of the Department of German in Howard University, has recently published a work entitled “The Semasiology of Verbs of Talking and Saying in the High German Dialects.” The nature and scope of this study of Dr. Davis in the field of Philology may be clearly indicated by reproducing the entire inscription found on the title page:

THE UNIVERSITY OF CHICAGO.

The Semasiology of Verbs of Talking and Saying in the High German Dialects.

A DISSERTATION

Submitted to the Faculty of the Graduate School of Arts and Literature
In Candidacy for the Degree of Doctor of Philosophy.

Department of Germanic Languages and Literatures.

By EDWARD PORTER DAVIS.

Chicago, Illinois, June, 1923.

Printed by B. G. Teubner, Leipzig.
Doctor Davis' dissertation, which was printed in Germany, consists of fifty-one pages and, as the title implies, is a semasiological treatment of a specific group of verbs in the High German dialects with reference to their development and changes. We append the following paragraph from the author's introduction in partial explanation of the character of the study:

"The collection is divided into two main classes, the 'talk' class and the 'say' class. In the 'talk' words the emphasis is on the act; in the 'say' words on the content of the act. The 'talk' words greatly outnumber the 'say' words. This is owing to the wider range of metaphorical notions attaching to them. The 'talk' collection contains 636 different words with their various related forms. In the 'say' collection there are seventy-six. One-fourth of all the 'talk' words owe their development as such to designations of various sounds. The 'say' words are pretty evenly distributed among the nineteen groups that embrace them. A few words are entered in both classes since they are used sometimes with emphasis on the act and at other times with emphasis on the content."

G. M. L.

The Record has from time to time published accounts of the growing recognition on the part of outstanding authorities, in their respective fields, of the contributions made by members of the Howard University faculties in technical magazine articles and in pamphlets and books of a technical nature. This increasing approval of the character of the work done by many of our faculty members is clearly shown in the following request addressed to Dean Kelly Miller of our Junior College:

University of Southern California,
School of Education.

Los Angeles, October 31, 1924.

Dean Kelly Miller,
Howard University,
Washington, D. C.

My dear Dean Miller:

To fulfill requirements of the State Board of Education, we have to offer a course in Citizenship and Education. We have no suitable material for such a course. In order to meet the situation I am getting together a list of readings which I wish to have mimeographed and later published as a book of readings after we have tried out the mimeographed copy in one or two groups, and have made such revision as may seem advisable.

I should like to include in this list of readings part of an article written by you, "Education of Negroes in the North," and published in the Educational Review, 62, pp. 232-38. We have permission from the publishers to use this, but should like to know if you have any objections.

With kindest regards, I am very truly yours,

(Signed) Lester B. Rogers,
Dean of the School of Education.
UNDERGRADUATE LIFE.

Chapel.

Howard students and teachers are allowing a wonderful opportunity to pass in their failure to attend chapel. For some time Howard has been seeking funds from Congress for the building of a new chapel or for the enlarging of the old one. If a Congressman were to walk into chapel some day when no notice had been sent to every class room urging the students to come to chapel on that particular day, he would probably say: “This building is not filled to a third of its capacity now. A larger building would simply emphasize the mockery of this supposed chapel attendance.”

It is true that, on certain special occasions, the Andrew Rankin Chapel is “filled to overflowing.” But this beautiful little chapel was not built for special occasions; it was built for daily use. Only those students who attend chapel regularly know what the absentees miss. Everyone knows that in chapel assemblies we have opportunities for hearing speeches, pleas, dramatic recitations and musicals of the “once in a lifetime” type. And yet, things of this nature are not the biggest things of chapel. The glory of chapel is in the bringing together of hundreds of kindred minds, aiming at the highest ideals, and striving to find the beautiful and pure.

M. C. H.

The Annual Freshman Reception.

The annual Freshman Reception was held in the new Dining Hall, Saturday, November 1. The evening was enlivened by yells, songs and dancing. The program rendered was as follows: Remarks by President J. Stanley Durkee; a very interesting story, told by Dean Kelly Miller, of his school days in comparison with ours of today; a welcoming to Dear Old Howard given by Mr. A. M. Brady, President of Student Council. In response, Mr. James Cobb, President of the Freshman Class, made a very timely speech.

Refreshments were served to the guests and then, with the assistance of Messrs. Cobb and Brady, the Freshman Class was introduced to the Faculty. Professor E. C. Williams, as master of ceremonies, added much to the success of the evening.

X. M. Sedwick.

The Women’s Dinner.

The Third Annual Women’s Dinner was held November 7, 1924, at 8 P. M., in the new Dining Hall. When the alumnae and guests arrived, they were met by the Reception Committee on the first floor. Each person wore her name pinned to her. By this means each guest was informally introduced. Then the undergraduate women formed a double line by classes and marched down the “long walk” singing the college songs. The campus resounded with their expression of Howard spirit.

In the dining room the tables were arranged in the form of an “H.” The women representing the Faculty sat at the table which formed the cross-piece. The alumnae and the undergraduates, seated according to classes, occupied the legs of the “H.”

Miss Hilda Davis, in the name of the undergraduate women of Howard University, welcomed the alumnae and friends, and immediately after, Miss Anita Turpeau, mistress of ceremonies, called upon Mrs. Kelly Miller, who responded to the greeting extended. Miss Vivian King, accompanied by Miss Dickerson of the Faculty of the School of Music, sang “A Birthday Song.” Miss Helen Heartwell very beautifully rendered “By the Waters of Minnetonka.” Miss Madolyne Towles was at the piano.

A very interesting feature of the program was the performance of some stunt by each class. The Freshmen presented a characteristic scene of Miner Hall life. Miss
Avis Andrews of the class of '28 sang "Marquita." The Sophomore stunt was a selection by an orchestra composed of combs, jewsharps, mouth organs, tin boxes, a violin, and several ukeleles. Miss Ellen Hill, the leader, with her broom baton, was the very spirit of jazz. All agreed that this was the best stunt. Misses Mildred McCullough, Nannie Appleby and Emma Griffin were responsible for the laughter furnished by the Juniors. The Seniors Class stunt, called "Safety First," was performed by Misses Hilda Davis and Anita Turpeau, with the rest of the class as minor characters.

Toward the end of the evening, our own Dean Slowe was called upon. She introduced Mesdames Francis, Boyce and Macadoo, all well known Y. W. C. A. workers. These women have given a number of years to leading girls and young women and consequently were particularly interested in the affairs of college women. The singing of the Alma Mater ended the Third Annual Howard Women's Dinner.

Y. W. C. A.

The Y. W. C. A. religious meeting was held Sunday, November 9th, at 9 A. M., in the Delta Sigma Theta Sorority House. Miss Hilda Davis was in charge. The matter of the Christian life on Howard campus was discussed. Many valuable suggestions on how we may improve this life were made. Also plans were made for the prayer meeting, which is to be led by the Y. W. C. A.

The Y. W. C. A. has instituted the "Go to Chapel Week." All over the campus the blue triangle bearing this message is seen. Tuesday, November 11th, they presented Mrs. Mary Thompson, the membership secretary of the Phyllis Wheatley "Y." Mrs. Thompson told us of the work of the "Y" and its efforts to bring about closer fellowship between the races. She also explained the purpose of the association and heartily endorsed the local "Y's" "Go to Chapel" movement.

The Y. W. C. A. led the prayer meeting, Wednesday, November 12th, at 6:30 P. M., in Library Hall. The meeting took the form of a song service in which any person had the privilege of having her favorite song sung by the audience. Miss Badham gave the history of her favorite song, "O Little Town of Bethlehem," Miss Mildred Smith of "Stand Up, Stand Up for Jesus," Miss Taylor of "Rock of Ages," and Miss Applegate of "Lead, Kindly Light." Miss Vivian King added much to the service by her rendition of several Negro spirituals. She was accompanied by Miss Mamie Horne.

Resolutions.

WHEREAS, Our esteemed friend, student, and athlete, Haywood McPherson Johnson, has passed from this life; therefore be it by the Board of Athletic Control of Howard University, at its regular meeting held October 10, 1924,

Resolved, That in his demise the University and its athletic interests have lost a loyal, honorable, courageous, and brilliant defender, whose excellent personal qualities and high scholarship were recognized during his life even as now they are extolled after his death;

Resolved, That the influence of his career will remain a cherished memory and precious possession to us;

Resolved, That a copy of these resolutions be placed upon the minutes of the Board of Athletic Control, that another be sent to his parents, and that others be transmitted to the press for publication.

Done by the Board of Athletic Control of Howard University.

Edw. P. Davis,
President.

St. Elmo Brady,
Secretary.
HONORS DAY.

Five years ago the idea of a day set apart and observed in honor of those students in Howard University who distinguished themselves by superior scholarship would have sounded like a dream. At that time, honor was not paid to scholarship. The student who managed by dint of perseverance and economy of time to maintain a high scholastic record was often regarded as a bookworm, or something of the kind, and that was all he could get by way of encouragement. But so rapid has been the change within recent years that the custom of the past has almost all disappeared and an entirely new order prevails. Today, emphasis is laid on scholarship and all other things must be subordinated to it. We have always believed that honor must be given to whom it is due, but we reserve the right to make scholarship the only basis for determining those who are worthy of honor.

The inauguration of an annual Honors Day at Howard means more to the Howard student than can be easily expressed in words. Among other things, it means that the University is prepared to recognize the efforts of those students who appreciate the sacrifice made for them, and try, on that account, to make the best possible use of their time. It means, too, that, whether theoretically or practically, the University is not prepared to award distinction to any of its students except on the basis of scholarship. This gives every student at least a fair chance to gain any mark of distinction the University has to offer. In this race every student is responsible for himself and can blame his failure on none other than himself. The idea of Honors Day, it would seem, throws every student on his honor, and leaves him free to achieve the height of his ambition without let or hindrance.

A very pleasant feature of the celebration of the second annual Honors Day on November 18, was the appearance, beside the honor students, of members of the faculty, who, themselves, have recently received honors in scholarship. We feel that it is very gratifying to the students to note that in their effort to attain scholastic distinction they are not alone. We believe that a faculty ambitious to reach the highest step in the scholastic ladder is the most effective stimulus for the aspiring student. The students of Howard University are proud of the fact that the average member of its faculty is not content with a fellow craft's degree in scholarship, but continues to pursue knowledge and tries to become a master or a past-master builder in his chosen field. We are pleased to observe that among college teachers a bachelor's degree is not very highly considered, because we know that the appreciation of low scholastic ideals among those who are accepted leaders can not but mean a rapid deterioration in the calibre of those who are being led.

It is generally acknowledged that Howard holds the strategic position as the first educational institution in the world for Negroes. There is no reason why Howard should not, by virtue of this prestige, set the standard for all other Negro institutions, at least in scholarship. Callousness with regard to this fact does not relieve us of our responsibility. Faculty and students alike must continue to rise as we are rising to our high calling and vindicate before the best scholarship of the world our enviable position. Never before in the history of time has it been more incumbent upon us to demonstrate to the world that an intellectual aristocracy disregards physical appearance, that all mankind is equally endowed with mentality, and that all races have the capacity for such development as may fit them to occupy those heavenly places where high scholarship is the only badge of admission.

S. A. L. N.

Here follows the list of honor students, together with the program for Honor Day, November 18, 1924:

Program.

Music ...................... University Orchestra
Roll call of Honor Students...... President of the University
Honor Students, 1923-24.

Bacchus, Percival
Bailey, Julia E.
*Banks, Melvin
Burwell, Lillian L.
*Charles, Albert B.
*Cheek, Edward G.
*Cummings, John O.
*Davis, Llewellyn W.
*Dovis, Hilda A.
Dean, Elaine

*Dier, Melva B.
*Diffay, Juanita O.
Henry, Myrtle C.
Lenmon, Raymond A.
McNealy, James L.
Nelson, William C.
*Russell, Cyril E.
West, John B.
*Winter, Walter A.

*Term average A for three successive terms, 1923-24.

The Howard and Lincoln Teams.

As this article is written on the eve of the Howard-Lincoln Football Classic, football followers are scanning every line of the sport columns in order to gather as much information as possible concerning the relative merits of the Howard and Lincoln elevens. Regardless of all the pre-season prognostications, the outcome of the Thanksgiving Day Classic can not be predicted with any degree of certainty. Whoever qualifies in this particular will take rank with the prophets of the Old Testament. In so far as Howard University is concerned, much of her future athletic policy hinges on the outcome of this contest. For this reason alone, the game will be as much a battle of coaches as a struggle between the teams representing the two schools. In order to comprehend clearly this situation, a brief review of our recent athletic history is essential.

Since 1920, the first year of the Morrison regime, when the Bisons slaughtered the Lions 42 to 0 at Clark Griffith's stadium, Howard has not defeated a Lincoln eleven. On Thanksgiving Day, 1921, in Philadelphia, on a field wet by the fall of a heavy rain and heavy with the water-laden soil, Howard lost to Lincoln by 13 points to 7. Victory was twice in the hands of both teams, but the heavy underfooting militated more against the lighter Blue and White eleven than against the Orange and Blue team. Again, in 1922, the boys from the hills of Pennsylvania defeated the Washingtonians 13 to 12 in a contest which marked the rise of the new famous "Jazz" Byrd offensive. In defeat, however, many spectators carried away the conviction that Howard possessed the better team. Adhering, however, to the policy that a coach must produce a winner, Coach Morrison was supplanted the following year by Professor Louis Watson, director of the department of Physical Education. Coach Watson produced an undefeated team which finished the season with seven victories and one tie game. This tie game was with Lincoln.

Many of the old "grads" felt that this combination was improperly coached and a clamor was raised for the return of Dr. Morrison. In order to facilitate matters, an investigating committee recommended that all athletics at Howard be put under the direction of a Board of Control, composed of three alumni members, three faculty members, three representatives from the student body and two members representing the administration. This board was appointed. One of their first acts was to place Dr. Morrison at the helm in football for the 1924 season. The Thanksgiving Day Classic will, in a measure, vindicate the judgment of the board in this particular.

No coach has had greater obstacles to surmount than the present mentor. If he
succeeds in beating Lincoln, he will have accomplished a superhuman task. In the
first game of the season, the squad received a terrible jolt when “Speed” Johnson
was fatally injured while going down under a punt in the third quarter. “Speed”
was one of the main cogs in the Morrison machine. The game with St. Paul on the
following Saturday was called off. In fact, the team did not get into action again
until October 25, when the Bisons played a scoreless tie with West Virginia Institute.
Long, right end, and Smith, right tackle, were sent to the hospital during the course
of this game. The former sustained a torn ligament which has rendered him hors
de combat to date. The latter received a bone fracture which incapacitated him from
further play until the Hampton game.

The casualty list was further augmented by injuries to Campbell, Dokes, and
Kelly during the course of the 7 to 0 victory over Wilberforce University at Wilber-
force, Ohio, on November 1. Brayden was laid up after the scoreless tie with
Petersburg on November 8. The 7 to 3 triumph over Hampton was gained without
injuries to any of the remaining first-string men. All the cripples have left the
infirmary and will be ready when the big show starts. When one adds to these
problems the strong reactionary movement against football which always follows
in the wake of any fatality, one can see that the 1924 coach has had his work cut
out for him.

But despite these adverse problems, plus the fact that Howard has scored but two
touchdowns in four games, there is an air of supreme optimism in the squad. Coaches
Morrison and Trigg have undoubtedly built up one of the greatest defensive elevens
that has ever represented Howard. First down against the Bisons is a rarity. N
obody is worrying about the offense since Morrison is known to be one of the greatest
offensive coaches in the country. Since Howardites judge the season's success or
failure by the results of the Thanksgiving Day game, the coaches are rightfully
conceding their attack and are focusing on the decisive contest.

With the single exception of the scoreless tie with Union early in the season,
Lincoln has run rough-shod over all opposition. Lynchburg, Hampton, St. Paul and
Shaw have in turn bowed before the superior attack of the onrushing Lions. “Jazz”
Byrd has gotten in a spectacular run in every game of the preliminary season. In
six preliminary games Lincoln has amassed 167 points against 3 for her opponents.

However, with the exception of the Hampton game, from which both schools won
by the same score, the Lincoln eleven has had no such opposition as the Howard team.
St. Paul, Shaw, and Lynchburg do not compare favorably with West Virginia,
Wilberforce and Virginia N. I. I.

Man for man, the Bisons do not suffer by comparison with the Lincolnites. Lan-
caster and Crudup, the latter captain of the Lincoln eleven, form a flank combination
of all-American caliber. However, with the return of Long and Campbell to the
line-up, Howard extremities are sure to be well guarded, whoever the opponents may
be. Captain Dokes and Smith or Brooks outclass Ward and Meyers, the opposing
tackles. All three are towers of strength on the defensive and terrors to opponents
on the offensive. There are no guards at Lincoln to offset the all-around ability of
Miller and Martin. Calloway is the best man in the position and he is seriously
handicapped by slow-moving feet and a none too alert brain. The battle at the center
position between Morgan of Lincoln and Priestley of Howard is a toss-up. Morgan
has the superior physique, but Little Priestley put up such a terrific struggle against
the aging veteran in the last Howard-Lincoln game that many judges favored him
for all-American choice.

On paper, Lincoln has the superior back field. Both Taylor and Byrd are track
men who can negotiate the century in 10 flat. Goodman is an excellent line plunger.
Byrd has no equal in ability to run back punts. The strength of the Howard back
field is collective rather than individualistic. In sheer power to advance the ball,
McLean, Brayden, Payne and Dodson compare favorably with the quartette from
Chester, Pa.
Hence, on pre-season results, Howard has the best defense and Lincoln the best offense. The Football Classic, therefore, resolves itself into a battle of wits between the opposing coaches. When this reaches our readers, they will be able to write in the name of the victors in this duel of brawn and brain.

The results of the preliminary games played by Howard and Lincoln in 1924 are:

<table>
<thead>
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<th>Howard</th>
<th>Date</th>
<th>Opponent</th>
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<tr>
<td>0</td>
<td>October 4</td>
<td>A. &amp; T. College</td>
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<tr>
<td>0</td>
<td>October 11</td>
<td>St. Paul School</td>
</tr>
<tr>
<td>7</td>
<td>November 1</td>
<td>W. Va. Col. Institute</td>
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<tr>
<td>0</td>
<td>November 8</td>
<td>Petersburg, N. &amp; I. I.</td>
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<tr>
<td>7</td>
<td>November 14</td>
<td>Hampton Institute</td>
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<table>
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<tr>
<td>68</td>
<td>October 4</td>
<td>Bordentown Ind. School</td>
</tr>
<tr>
<td>24</td>
<td>October 11</td>
<td>Virginia Theological Seminary</td>
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<td>0</td>
<td>October 18</td>
<td>Union University</td>
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<tr>
<td>32</td>
<td>November 8</td>
<td>St. Paul School</td>
</tr>
<tr>
<td>36</td>
<td>November 15</td>
<td>Shaw University</td>
</tr>
</tbody>
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T. J. A.
OF GENERAL INTEREST.

The American college might well exclaim with Matthew Arnold,

"Weary of myself and sick of asking
What I am and what I ought to be." * * *

For who knows what the American college is? As to what it ought to be, there are few rash enough to venture a prophecy.

The educational, as well as the lay press, continues to be filled with criticism of the college both from American and foreign critics. For example, John Jay Chapman writes, in School and Society, that culture is so lacking in our endowed colleges that he would rather his son spent four years in the country with a group of cultured men and women than that he passed the same length of time at a university.

The exchange professor from France, after spending a year at Harvard, was more impressed with the social activities of the campus than with the spirit of scholarship. Now come the Cambridge debating team to force a comparison between American and English students, and the verdict is not pleasant to hear. Crudity mixed with arrogance is not the earmark of a cultured scholar. In short, it begins to look as if one characteristic of the American college student is that he will not bear comparison with students of foreign universities.

However, this may be to America's credit, since any one with sufficient intelligence may enter college in these United States, while only gentlemen may enjoy that privilege in Europe. To refer once more to the Cambridge team—it was said by one debater that "Oxford men are the sons of gentlemen, while Cambridge men are gentlemen!"

It would be, indeed, deplorable if class distinction became once more a reason for admittance to the American college. But our zeal for democracy and an equal opportunity for all should not blind us to the fact that our graduates are crude and that, during the four years devoted to undergraduate life, some hours at least might well be devoted to that indescribable thing called "polish."

Educators to Fight for Free Speech in Colleges.

INTERFERENCE by college authorities with the right of students to hear radical speakers will be fought by a national Committee on Academic Freedom, just organized by the American Civil Liberties Union, according to a circular sent yesterday to college liberal clubs throughout the country. The committee is headed by Prof. Clarence R. Skinner of Tufts College, Massachusetts, and includes leading university professors and educators.

The committee in its announcement says that it will not duplicate work done by other organizations "primarily concerned with restrictions on class-room teaching and discharge of teachers for their views." It will deal with "laws restricting teaching, such as those attempting to prohibit the teaching of evolution, of pacifism, and of certain concepts of history; with college and school rules restricting student liberal and radical activities; and with interference with freedom of opinion of individual students and teachers outside the class-room."

The members of the Committee on Academic Freedom are: Prof. Clarence R. Skinner, Tufts College, Mass., Chairman; Paul Blanshard, New York City; Prof. S. P. Breckenridge, Chicago, Ill.; James H. Dillard, Charlottesville, Va.; Prof. Felix Frankfurter, Cambridge, Mass.; Prof. David Starr Jordan, Stanford University of California; Rev. John Haynes Holmes, New York City; Dr. Henry R. Linnville, New York City; A. J. Muste, Katonah, N. Y.; Prof. Vida D. Scudder, Wellesley, Mass.; Norman Thomas, New York City; Prof. Thorstein Veblen, New York City, and George P. West, Sausalito, Calif.
Civil Liberties Union Will Aid Debaters of Free Speech.

Efforts to promote debates on free speech in colleges and high schools were started yesterday by the American Civil Liberties Union in sending out circulars to over a thousand debating societies throughout the country offering the organization's help in preparing them. Specific subjects proposed for debate cover the Ku Klux Klan, the exclusion of aliens for their opinions, injunctions curbing rights during strikes, the abolition of laws punishing utterances, censorship on plays and moving pictures and freedom to meet without interference by public officials. The Union offers to supply material and to answer debater's inquiries. The announcement also says that a debater's handbook on free speech will be available shortly through a regular publisher.

The letter, signed by Rev. John Haynes Holmes, acting chairman of the Union, and Roger N. Baldwin, director, suggests the following debating topics, calculated to arouse lively interest in college and school circles: 1. All laws punishing speech on public matters should be repealed. 2. The courts should be deprived of the power to issue injunctions in industrial disputes. 3. Aliens should not be excluded from the United States nor deported after admission merely for their political or industrial opinions. 4. Public officials should not be vested with power to interfere with meetings. 5. The Ku Klux Klan is a menace to democratic institutions, to tolerance and to freedom of opinion.

Leading Colored and White Women Will Address Urban League Meeting.

Jane Addams and Mary McLeod Bethune to Appear Together.

Mrs. Mary McLeod Bethune, President of the National Federation of Colored Women, one of America's leading colored women, and Miss Jane Addams of Hull House, recently selected by popular vote as America's greatest woman and often referred to as the world's greatest woman, will speak on the subject, "Problems of City Life," at the National Urban League Annual Conference to be held at Cleveland, December 2nd to 5th. Other speakers at the Conference will be James J. Davis, Secretary of Labor; James Weldon Johnson, Executive Secretary of the National Association for the Advancement of Colored People; William J. Norton, Director of the Detroit Community Chest and President of the National Conference of Social Work; Eugene Kinckle Jones, Executive Secretary of the National Urban League, and member of the Executive Committee of the National Conference of Social Work; L. Hollingsworth Wood, President of the National Urban League; Charles S. Johnson, editor of Opportunity Magazine, and Reverend F. Q. Blanchard, Pastor of the Euclid Avenue Congregational Church of Cleveland.

Representatives of the local boards and secretaries of forty cities in which Urban Leagues are located will attend the meetings as well as workers and secretaries of the Y. M. C. A.'s and Y. W. C. A.'s and other national agencies interested in the welfare of the colored people in cities.

In addition to the administrative problems and policies of the League, the discussions will take up such subjects as "Inter-racial Relations," "Cooperation between Social Agencies," and "Industrial Problems."

The Urban League is well known for its work among Negroes who have come to the larger cities in recent years. It places special emphasis on better race relations and larger opportunities for working people.

William R. Conners, Executive Secretary of the Cleveland Negro Welfare Association (Cleveland Urban League), 2554 East 40th Street, Cleveland, Ohio, says that this series of meetings will be the banner conference among the eight already held by the League and will be pleased to arrange for accommodations for any persons who plan to attend.

http://dh.howard.edu/hurecord/vol19/iss2/1
COUNTERWEIGHTS.

Heard in History Class.
Teacher: "Mr. Lawson, why didn't you name the presidents in the test?"
Gene (thoughtfully): "Their parents beat me to it."
Teacher: "Which letter is next to H?"
Boy: "I dunno."
Teacher: "What have I on both sides of my nose?"
Boy: "Freckles."

Latest Divorce Suit.
Miss Pance versus U. S. Suspenders; non-support.

Mr. Scott: "Does the moon affect the tide?"
Cleese: "No, only the untied."

"Best after-dinner speech I ever heard."
"What did he say?"
"Waiter, bring me the checks?"

Chemistry.

Haste thee, man, and take with thee
Awful tests in chemistry,
Cases, weights and formulae
That forever on me spy;
Solids, liquids, HO's,
As only Dr. Brady knows.
An atom or a molecule?
That question will forever fool.
The poor few brains that I possess
Were never meant for such a mess.
Latin, English, le beau français
Are all as plain and clear as day;
But from your horrid chemistry,
Doctor, please deliver me!

Nobody Home.

"Where is the car?" demanded Mrs. Diggs.
"Dear me!" ejaculated Professor Diggs.
"Did I take the car out?"

Irishman: "That's a pretty piece you're playin'. Phwat's the name uv it?"
Orchestra Leader: "Go feather your nest?"
Irishman (with heat): "Go jump in the lake."
She: "You should change your style of dancing."
He: "In what way?"
She: "You might occasionally step on my left foot."

"Your father is unreasonable," complained her lover.
"Why, dear?"
"He tells me not to lose sight of my object in life, and then kicks because I am here seven nights a week."

Teacher: "Charlie, what's six and four?"
Charlie: "Seven."
Teacher: "No."
Charlie: "Nine, eight, twelve, thirteen."
Teacher: "How about ten?"
Charlie: "Aw, you can't catch me like that; five and five is ten."

"And he called her 'baby' and signed himself 'dad'."—Prexy.

Teacher: "What is refraction?"
Stupid: "Re means again, so refraction must be a fraction again. Applied to pie, it would be a second helping."

There was a young maiden from Siam
Who said to her sweetheart, young Kiam:
You may kiss me, of course,
But you'll have to use force;
Thank goodness, you're stronger than I am.

A Silent Partner.

"Don't you miss your husband a lot," the friend asked, "now that he's become a traveling man?"
"Oh, no," the wife declared cheerfully; "at breakfast I just stand a newspaper up in front of a plate and half the time I forget he isn't there."
HOWARD UNIVERSITY CARD FOR ALUMNUS OR FORMER STUDENT.

1. Name ........................................................................ ... (first name) (middle name) (last name)
2. Present Address ......................................................... (City) (State)
   Street Address ........................................................
3. Permanent Address .................................................... (City) (State)
   Street Address ........................................................
4. Date Entered Howard University ....................................
5. Number of years at Howard ...........................................
   Department Entered ...................................................
6. Other Departments Entered ...........................................
7. Degrees Conferred, if any ...............................................
8. Year of Graduation .....................................................
   Year Discontinued Course at Howard ..............................
9. Occupation or Profession ..............................................
10. Business Relations (i.e., connection with business enterprises, banks, etc.) ..........................................
11. Schools Attended Before and After Attending Howard ................................................................................

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