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THE SUMMER SESSION OF 1925.

Howard University, continuing the practice inaugurated two years ago, will, during the summer of 1925, through its Summer Session, extend to those who are anxious to improve themselves by further study the opportunity of pursuing practically all of the courses offered by the college during the other quarters of the University year. To this end the entire plant of the institution will be utilized in throwing open to the summer students all of the factors of university life that function at any other time. The libraries, laboratories, dormitories, as well as all other accessories, will be operated in connection with the conduct of the Summer School which will begin June 22 and extend over a period of eight weeks.

In this third session of the summer work at Howard, a very definite attempt will be made to extend the recreational and social features of student life which are generally recognized as an indispensable asset to a successful summer school.

The Record takes the liberty of reprinting an editorial, published in its issue of November, 1924, with reference to the Summer Session of 1924. It follows:

THE SECOND SUMMER SESSION.

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

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

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

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

G. M. L.

ADDRESSSES OF DR. MORDECAI JOHNSON—EDITORIAL REPORT.

The clear ringing call of an apostle has been heard again in Howard University. It came by the voice of Dr. Mordecai Johnson in the addresses connected with January 29, the Day of Prayer for Colleges. But, by the spiritual standards of the Bible, God spoke through him. The message had prophetic and apostolic characteristics.

It had the authority of the voice of God to the American Negro. It included Jesus and the great prophets of the old Testament did not speak in a vacuum. They spoke to a people in a definite historic situation the truth required to meet its need in the situation. There is a parallel between the Negroes in the United States today and that of the Jews in the Roman Empire in Jesus' day. Both are peoples oppressed by a dominant race of great material resources and physical power. As Jesus rejected as a means of racial salvation for the Jews in his day the Zealot's plan of physical force and the Pharisees' plan of expecting Jehovah's miraculous intervention for their deliverance and racial domination, and proclaimed the way of justice, righteousness and love; so today Jesus calls the American Negroes, not to dependence upon material force or the acquisition of wealth and worldly power for their deliverance, but to their own development of the spiritual power of righteousness and love. The Negro cannot well ask from others what he does not practice himself. The Negro will be in the position to win from others justice, equality of opportunity and love only as he himself practices righteousness and love. The Negro prophet who proclaimed the acquiring of land and wealth as the means of the salvation of the Negro race proclaimed
a heresy. The Negroes who make the acquiring of wealth their supreme end only become possessed of the same spirit as that of the dominant race about them. They will have the same kind of life and become oppressors of others. If the young college men and women of the Negro race study to become physicians, teachers, lawyers, business men, ministers or what not with the supreme motive of acquiring wealth and power, they will themselves become exploiters of others; they will become identified with the dominant spirit of their own oppressors and the selfish and materialistic life of the world which brought on the holocaust of the great world war and which is still headed for its self-destruction. If the Negro college men and women follow Jesus and do all their work from the supreme motive of service to their fellows, they will build their life and that of the race into His Kingdom of truth, righteousness and love which alone can triumph.

Dr. Johnson’s message had the same uncompromising ethical attitude of Jesus and the prophets. He showed from the old Testament prophets that the worship of mammon had come down through the ages. “The spoil of the poor is in your houses: what mean ye that ye crush my people and grind the face of the poor? saith the Lord, Jehovah of hosts.” He showed how largely the worship of mammon dominates the life about us, that the unprecedented accumulation of wealth and the indulgence in luxury in our day are accompanied by the poverty and privation of great masses of the people, class strife, insatiable greed and destructive war. The call is imperative “Ye cannot serve God and mammon.”

Dr. Johnson proclaimed no mere formal or surface or easy-going Christian discipleship. He enforced the same thorough-going and searching requirements for Christian discipleship which Jesus does in the Gospels. “And he said unto all, If any man would come after me, let him deny himself and take up his cross daily and follow me.”

No words can adequately describe the contents, the eloquence, the spiritual power of Dr. Johnson’s addresses. It was the truth, the eloquence, the spiritual power of a great personality in life communion with God who was giving himself through his message. Every part of his body sympathetically expressed the profound truth and feeling of his words. His addresses were also excellent examples of the historical and social interpretation of the scriptures and the social application of their teachings to the life of today.

It would seem that there could be from such a thorough-going presentation of the requirements of Christian discipleship only an intelligent and earnest decision. This made it all the more significant that 27 for the first time, and in all 444 out of the 550 to 600 students present, quietly and deliberately, each for himself, expressed his renewed or his first life decision for Christ. If each of these or even the great majority of them will continue to live this decision, there will result an immeasurable spiritual power in the Negro race, a great advance in the Kingdom of God on earth, and untold service for the Negro, the nation and the world.

E. L. P.
Special Articles

NEGRO HISTORY IN THE PUBLIC SCHOOL CURRICULUM.

By Charles H. Wesley,*

Professor of History.

During my experience as a teacher of history at Howard University, I have had many opportunities to secure at first hand, information concerning the knowledge which Negro students have had of the history of special periods and nationalities. From the very first, it has been amazing to me that there should be such an immense amount of ignorance of the facts of history as they relate to the Negro group, and such a hero-worship of the facts of history as they relate to other groups who live in America. But the main reason for this lack of acquaintance and of information concerning the Negro group is very evident. It is not the fault of the student, for his interest in nearly every case has been easily aroused in pursuit of these unknown facts. The faults may be quickly located. They may be found in the text-books and in the public school curricula. I have examined about twenty-five text-books in the field of American History—it could not be expected that there would be a great relation between Negro History and European History, for the Negro in Medieval and Modern times has been almost a negligible factor in the history of Europe—but among the American History texts there were only two which made any other mention of Negroes than as a group of slaves and pauper free Negroes. Individual Negroes of merit are mentioned in none. Coming up under such a system, it is very apparent that Negroes cannot be expected to know anything of their past.

It is a sad experience in a child’s life, which brings to it the realization for the first time that there is a political, a social and an economic difference between himself and his white playmate around the corner. It is more unfortunate that this child must soon realize that his badge of color in America is a sign of subjugation, inferiority and contempt. Some of us may recall such experiences in our own lives or of those near us. My little girl came to me at one time with her hands very soiled after her play. I told her to go immediately and wash her hands. After they were washed, she returned proudly and said, “Gee, Daddy, I’m white.” I replied, “No, girlie, you are not.” Her answer in a very hopeful tone was, “Well, I’m nearly white”; and again I replied, “No, you are not.

*Address delivered before the Teachers’ Institute of the 10th-13th Division and Allied High and Normal Schools, January 30, 1925.
You are colored.” That experience is only typical of incidents which are occurring every day in Negro life. We may attempt to withhold the information as to color differences, but as long as the child lives in America, sooner or later the rude shock must come of the racial difference between it and the child of fairer face; and this child of fairer face through the tradition of the street comes to realize its superiority over the child of darker face. In this way, the traditions of racial differences are perpetuated. It is the statement of a well-known fact that if racial relations are to be improved, we must start with the new generation. One shock after another comes to the rising generation until the iron of bitter disappointment is burnt deep into their souls. To the one of color, there comes the inevitable feeling of inferiority and the discouraging expectation that the race to which he belongs cannot and has not attained racial distinction. To the other, there comes the feeling of superiority and the expectation that because of the position of the group to which he belongs, he must claim the seat of authority over his darker brother.

Shall we allow these vicious impressions to find their way into the inner fiber of our American youth, or by a conscious effort of teaching shall we seek to remove them by substituting for personal and racial tradition the more positive foundation of historical facts? Only a study of history in all of its phases and of all of its people can meet successfully the bitter experiences which are driven into the inner selves of American children by these first childhood experiences in racial contacts. The correct information may be obtained, as some of us have obtained it, in our homes, at mother’s and father’s knee, where we learned the wonderful stories of times past. But the task of the home has been rapidly taken over by the school, because it can be carried on more efficiently. Once the education of the human race was carried on in the home, and the great body of social tradition was transmitted by way of the parent and the elders. In the process of evolution, the school has taken over this function, for there the body of organized knowledge is supposed to reside either in books or in teachers.

History is no longer the story of ancestral greatness or tribal glory or national aggrandizement. It deals with the entire past of humanity, with all men in all times and in all places. It is the development of man in his activities as a social being. The Curriculum so far as history is concerned should embrace then the study of the contributions of all peoples. In the interest of a better American nation, this is particularly true of those people who have contributed to American History. It has been a recognized fact among American historians that American History should not be studied without a correlation of it with the history of the old world. This has been regarded so necessary that in the production of so important a set of histories as the cooperative series known as the American Nation Series, that the first volume should be entitled, “The European Background of American History.” This connection with Europe in study is explained as necessary because the American youth must take into account the origins and contributions of the nations from
which our civilizations have been derived. The story of the transfer and the evolution of the contributions through the peoples of England, Ireland, France, Germany, Spain and Holland are passed in review. Is it probable that there is one group whose origins and whose contributions have been neglected by the historians of America's past? Is it true that in the chronicle of the American people there is a neglect of one section of this people? These questions must be answered in the affirmative. Negro origins and Negro contributions to America are unknown because of the text-book treatment, which is written as a rule to support a particular racial bias, and also because there are teachers who do not know these facts, who do not care to know them and who are indifferent as to their diffusion.

I come to you today with the special object of following the scholarly motive—the search for truth, of creating interest concerning this field, of acquainting students not only with the facts which are common knowledge but also the truth from one neglected field, and with the hope that the teachers who hear me may be inspired to equip themselves to become the lantern bearers of the truth of history to all young America. It is regrettable that there are not teachers from the schools of the other group here in order to hear the treatment of this subject. Facts speak for themselves. They may prove disappointing to personal opinions, but the serious searcher for truth will expect to have his choicest opinions controverted by the discovery of new facts.

I want to ask you today to think with me briefly concerning, first, the study of the Negro in Africa; second, the study of the Negro in America, and third, the advantages which are to be derived from this study. In the brief period that I shall speak, if I shall not succeed in giving to you any new information or any really new thoughts, as I briefly survey this field, I shall be satisfied if I can convey to you a point of view—the teacher's point of view in the teaching of Negro history so as to secure the greatest value to all pupils. The work of interracial committees and good-will attitudes can be immensely advanced by a different point of view on the part of the teachers of social subjects.

I. The Negro in Africa.

In the first place, let us note the place of Africa in any educational plan for the study of the history of man's past. The civilizations of the Greek, the Roman, the German, the English, the French and other nations are embraced in the modern study of history. But the treatment of the African civilization has been left to Anthropology and to Ethnology. Therefore, the first named countries have a place in the school curriculum, but the contribution of the latter element is neglected and denied a place either in courses or in the teaching of general history in the modern school. The geographies which are used in the schools give pictures of naked savages in Africa as examples of this people. While beautiful pictures of Goth, Hun and Vandal warriors clad in skins—which were used, by the way, not so much because of the desire to hide their naked
bodies as because of the requirements of the cold climate—these pictures give concepts to young America of the glories of the European past. But why study the tribes of one continent and neglect the tribes on the other, when both of them have contributed to the making of America?

There were kingdoms in Africa as glorious and as brilliant as those of the Goths, the Vandals, the Huns, the Angles, the Saxons, the Jutes and the Franks. There were governments, laws, industrial and economic manifestations which rivaled the early kingdoms of Europe. While German savages were fighting and quarreling in the forests of Germany, kingdoms were flourishing in Africa. The Arab conquests of the seventh and eighth centuries and the later periods caused the decline of these empires. The same fate might have come to Europe if Charles Martel had not turned back the eastern conquerors as they were advancing into Europe at Tours in 732. There Christian and Mohammedan civilizations struggled, and it was determined that henceforth European civilization should be Christian and should take from the East only what was desirable for its own advancement. In Africa, the Mohammedan waves of Ottoman and Seljuk Turks swept over the African kingdoms leaving only ruins in their wake. Africa and Europe for centuries had withstood repeated assaults, but the permanent occupation of these periods gave to Northern and Central Africa the same lethargy which came to Spain until Ferdinand of Aragon and Isabella of Castile had freed Spain from the Mohammedan yoke by capturing Granada in 1492, and immediately thereafter the substitution of the Inquisition and religious bigotry continued the decline of Spanish civilization.

In the study of history from the texts which are used in our schools, Africa is regarded only as a source for a labor supply and as the habitat of savages through all times and as the home of degraded civilizations and peoples. Unfortunately, the average historian who prepares a history text-book knows little about Africa prior to the rise of the Slave Trade; and more unfortunately, if he does know of these facts, he does not see the propriety of stating them to a reading public who would not be very pleased with the reading of it. And yet, if the object of study is to seek the truth, then it should be the object of the schools to give the truth to the younger generations and not the concepts which are narrowed by the special interests of text-book authors.

There are volumes which are constantly bringing into our view new truth concerning the races of mankind and more especially concerning Africa and its peoples. The opening of the tombs of kings Tiribiqua and Tutankamen has aroused new interest in things African. The continued publication of the Harvard African Studies has kept before the scholarly world the newer discoveries. Scientific, geographical and anthropological societies are having these facts presented at their occasional meetings. Our own Smithsonian Institute has not been negligent in arousing interest in this field. Not so long ago, I came across a bulletin of the Geographical Society containing an article under the caption, "Did Africa people Europe?" Why should not the public schools
join in this movement to discover and disseminate new truth? Of course, it is evident that the work of research in this field should be undertaken by those who are trained technically under competent direction for the purpose, by those who understand the languages and by those who have visited the libraries of Europe and North Africa in search of material. Nevertheless, there is a great body of knowledge which is available to all students of history, and which all may read, understand and pass on to another who does not know. In order to be practical, I list a number of books which are easily accessible to teachers and busy students. Numerous other references to periodical magazines, to travels and observations, to the annals of learned societies and to volumes in the large libraries of Europe and America may be obtained through bibliographical aids.


—. The Origin of African Civilization. Smithsonian Institute, Annual Report, 1898.


Du Bois, Felix. Timbuctoo, the Mysterious. Longmans, Green & Co., 1896


It is plain to any student of history that the path of civilization across Europe has been northward and westward from its source. In this geographical area, the contact of nation with nation by means of easily navigable waterways made possible a social heritage in which Greece, Rome and western Europe might well take pride. These superior civilizations were developed not of themselves but by the contact of peoples with peoples. War, trade, conquest and migration have awakened the isolated nations of Europe to the beauties of other civilizations than their own. The friction and close union of one with another produced a product of greater merit, and so the possession of a superior civilization has helped to create a conception of superiority among the races of men. Most European civilizations of merit have been composite. The mere fact, therefore, that one nation has been the possessor of a superior civilization at a specific period in its history states nothing as to its innate capacity. For the positions of the superior races of today are the
equivalents of those positions which were held by various races of the past, each of which with equal impunity could be termed the superior race. What great racial dogmas may not the Romans have drawn from their first contact with the barbaric Teutons and Cimbri of Germany, the Gauls of France and the Basques of Spain? What attitude of superiority could the Romans have assumed from contact with the Celts of Britain, and what must have followed in the Roman mind when Great Britain relapsed into a state of semi-barbarism after the Romans had abandoned the conquest of the island?

Favorable geographical circumstances, propitious environments, trade, commerce and contacts have caused one group to advance more rapidly than other groups who remain in a relatively static development, because of a lack of communication with other people. In spite of these disabilities, there have been civilizations in Africa, North and South, which have developed of themselves and now command the admiration of those who read of them. The Zulus of the South and the Spartans of Greece have much in common in civilization and fighting qualities. One future day, the world may recognize this similarity. There in Africa is government and law, which compare favorably with the systems of other nations; Art, which arouses amazement at its skillful adaptations and a general culture which may equal the stage of advancement in similar European groups. In the interest of truth, the History of Africa needs a correlation with the study of the histories of other nations. Not that Africa should be studied separately but jointly with other histories, especially as it is related to American history.

II. The Negro in America.

In the second place, the contributions of Colored Americans to American History have found no place in the average school text and comparatively small space, time or comment in the public school curriculum. But the growth of the institution of slavery with a description of the Slave Trade as it affected America may be found. The Negro is studied as a Slave, but not as a Laborer, Soldier, American Citizen and Achiever of worthy results. The Negro Americans of color who took part in the era of explorations are granted no part in this period. Scholarly historians are not continuously overlooking this matter. Professor Edward Channing of Harvard, in his History of the United States, Volume I, gives an example of this type, but as I have told him on several occasions he has not touched the surface of these facts. Negroes proved of value to the Spanish as guides, companions and slaves in the Southwestern part of the United States.

The contributions of the Colored Soldiers of the Revolution should not be neglected. From the Boston Massacre to the Surrender of Cornwallis, there are many incidents which deserve admittance in the presentation of our national development. These, with the patriotism of the War of 1812, at New Orleans with Jackson and on the Lakes with Perry,
show that even when beaten with the lash or cowed by threat, the Negro-Americans displayed traits of bravery comparable to the deeds of soldierly unhampered by chains of slavery and ignorance.

The individual Colored Americans who have made efforts to contribute to American life should be noted; Phyllis Wheatley, the writer, who made no special innovation or contribution in American literature, but who demonstrated that even in the eighteenth century Colored Americans could have the possibilities of literary attainment as well as manual labor; Benjamin Banneker, who was the first American to make a clock and to publish one of the first almanacs in America, and who served upon the Commission which surveyed and laid out the District of Columbia; Crispus Attucks, who was a martyr to the cause of American freedom and whose monument stands today upon the Boston Commons; and numbers of others who blazed the path of freedom for themselves and waited not for freedom as a gift from others: Frederick Douglass, the orator and statesman; Harriet Tubman, the heroine of the Underground Railroad; Sojourner Truth, the advocate of Emancipation and Woman Suffrage and those whose names are buried in forgotten history, but whose work with that of unnamed Americans made possible an America free for all men. These memories ought to be hallowed by the present generation, the recipients of their efforts.

When the storm-cloud of Civil War which had been endangering American affairs threatened with menacing thunders to pour its torrents of sectional strife and discord for a final settlement of liberty's future in America, it was at Port Hudson, at Millikens Bend, at Fort Wagner, at Fort Pillow, in the Campaign in Virginia, in the Battle of the Wilderness, around Petersburg and in other engagements that regiments of Colored soldiers heroically defended and marvelously surpassed their reputation and the gallantry of previous wars. Their display of soldierly qualities in the Spanish-American War and in the World War has won for them distinction and such acknowledgment of their worth that in later days, rarely are misapprehensions expressed as to their military prowess which may be based upon historical facts. In Congress and in the halls of state legislatures; in Industry and in the field of Invention; in the professions and in business; in Education, Music and Art large contributions have been made to American life. Such facts are worthy of presentation in any course in American History.

Books are being published which may serve as illustrative material and as collateral material in every classroom. If separate courses are not established, collateral reading may be assigned and informal talks and reports arranged. The teacher need feel no longer that there is only controversial material upon this subject. Scholarly works are coming from the press which may be used with profit by public school teachers and which may be read with profit by students. A select group of these texts is.
Pritchard, M. T. Ovington, Mary W. The Upward Path; a Reader for Colored Children. Harcourt, Brace & Co.
The Journal of Negro History.
The Negro Year Book.
(No effort has been made to present an exhaustive list of works, but only a set of books which would be of special service to teachers who desire the more immediate sources of information on this subject.)

With the aid of these books and magazines, scientifically edited in the main, the contributions of the Colored American may be profitably correlated with other histories or specially studied. I hope, before another year has passed to add another volume to this collection as a result of recent researches which I have been conducting. If separate courses are not established and special text-books introduced, in the interest of efficient teaching, every teacher should be encouraged to familiarize himself with non-partisan facts and with information which is disentangled from untruthful tradition and testimony which are based upon personal opinion. If every successful teacher prepares an outline, what is to prevent, during the study of the American Revolution, an inclusion of Attucks, Salem Poor, and the Negro Soldiers with Washington at Valley Forge? In presenting Slavery, what is to prevent the mention in contrast of free Negroes who caught the attention of thinking America in spite of their economic debasement? In many public schools, because of the many special subjects and special teachers for whom place must be made, it may not be possible to give special and detailed courses. But it is possible for every teacher of history to be acquainted with information upon special topics growing out of this field of study.

III. THE ADVANTAGES OF THIS STUDY.

We should be interested in studying this special field of history (1) Because of the specific knowledge which it supplies. The desire to know and to seek the truth is strong in every mind which comes under the influence of the schools. It should be the aim of the schools to give facts and not inferences or suppositions. Tradition has enshrouded all of the Americans of African descent with an almost diabolic hue. So much so
that some Americans may find no good in any who are tainted with one evidence of Negro ancestry. The future of America is insecure as long as this condition exists. This tradition is passed from one generation to another and the only way that we know the facts is to secure it through that institution which is the guardian of knowledge—the school. If some movement of this type is not begun, the ignorance will continue to fill the mind of the average American in regard to the Colored American. Unmolested ignorance in whatever sphere of activity finally results in harm to some one if only the possessor. Education is more than information in Science, the Arts and Languages. It is the study of life in its past and its present, and it should seek to have the pupil adjust himself to his environment and his fellows with a correct knowledge of them. Anything less does not deserve the name of education.

(2) Because our sympathies may be broadened. For a lack of this bond today the world is languishing and unrest abounds. It is true that a "touch of nature makes the whole world kin." If those who study and think may realize that Colored Americans have played their part in history as other men have done, the path of the nation will be all the more smooth. The student of history may feel a sense of fellowship with all past generations when it is realized what the past has been. Here, one may see that Colored Americans have been just as efficient as other men, where opportunities have permitted, and that when opportunities were denied they have been just as inefficient.

(3) Because a better racial understanding may be obtained. The great need of races and social classes is an understanding of one another's claims. For this purpose international conferences are held, international leagues and world courts are established and boards of conciliation and mediation are created. For this purpose inter-racial committees are being formed in the North and in the South. The spirit of racial cooperation is present and if it is extended, especially in the field of education, America's future is assured, other things being equal.

(4) Because it will give an opportunity to appreciate one's possibilities of attainment. This study may teach every ambitious individual the heights which he may attain by showing how others in less favored circumstances have achieved. It will teach that one's duty does not begin and end with himself and those who are like him in physical appearance, but that it reaches to all Americans. The study of what the members of the Negro group have done under adverse circumstances willanimate the desires of those who live in more favorable circumstances to larger achievement.

(5) Because a more efficient and patriotic citizenship may be secured. Knowledge for self is selfish, but knowledge for use is the way of efficient service. The study of the history of those men who make up America at present should lead to a greater efficiency on the part of all Americans. And yet patriotism savors of selfishness. For we love not only the country which we learn to serve, but also the country which serves us with its protection and its justice. Colored Americans may study this history
in order to be more intelligently patriotic. What kind of a citizen will
the Negro make, if the history upon which his claim to citizenship rests
does not embrace his race-group? All Americans may study these facts
in order to adopt, in civic attitudes, a more constructive statesmanship
and a judicial balance rather than a partisan and racial sentiment.

In urging the study of Negro History in the schools, I am conscious
that there are those who say that we Negroes today ought to forget the
past. How may we do it, when as long as our faces are dark, the shadow
of the past follows? This is the advice of those who are ignorant of
the facts of Negro History. However intelligent they may be in other
fields, when such a position is assumed, it is a display of a lack of
knowledge not only of Negro History but of all History. Pride of
origin and past heritage has been the touchstone of the success of all
nations in the past. Wherever national and racial decay have come, they
have begun with the decline of pride in self. Then someone adds, why
not urge the teaching of Irish, German, Hebrew, and Swedish history
in the schools? The response to this is that other races in America do
not feel this neglect, for their history is written and there is never a
slur or slight or blot upon their past which text authors will allow to
creep into their works. Other racial histories are known and studied.
Traditions of inferiority and base untruths do not encompass them.

Often such objections are raised by Negroes themselves. They are
based upon the above grounds, and also upon mixture of blood. Our
attitude toward this history is affected by the fact that in the veins of the
Negroes of America there flow all bloods. We feel ourselves Americans
first, and properly. This admixture has tended to weaken that pride
of lineage which has been the criterion of success for other nations.
Negroes are held together, not by pride in themselves, but by the lash
of public opinion, segregation and social barriers. Admixture of blood
destroyed the Anglo-Saxon ages ago, but how proudly some men speak
of their Anglo-Saxon origin. Perhaps when the Truth becomes known,
Negroes in America may speak and act with the same pride. We are
Americans, we expect to demand and claim our citizenship, but citizenship
has its basis not only in place of birth but also in racial self-respect.
American tradition would teach us that Negroes have been nothing but
slaves, inferiors and servants. This opinion is so general that it has
spread among Negroes themselves and it is not unusual to hear slighting
remarks of this type from so-called educated Negroes themselves.

Let us disprove these assertions by interesting ourselves in this study.
Let us introduce the generation under our tutelage to the complete truth
from the past. Let us join Negro history to the study of all history.
When the text brings in personal opinion, prejudice and neglect, let us
dare to have at our command, either in books or in our memory the cor-
rect information so that the student’s point of view may not be narrowed.
Fundamentally, I believe that the education of Negro boys and girls
should be the same as the education for white boys and girls, and that
what is good for one is good for another. Negro History should be
taught in the schools of both groups. This has been the purpose of my message; for to encourage its introduction into Negro schools alone, would lead ultimately to the same nationalistic principle which has made the teaching of history so vicious in Prussian, French and Austrian schools in the past. In the interest of the cause of education, of a more equitable study of the history of all peoples, of a better informed American Citizenry and of an America in which the rule of brotherhood shall reign, Negro History should be taught in the public schools. But we of the Negro group must first interest ourselves in this study. When we learn to appreciate ourselves, others will then learn to appreciate us. In the words of Kipling:

"Judge of the Nations, spare us yet,
Lest we forget, lest we forget."

THE SERVICE MOTIVE.

(Address to the men of the University.)

By WILLIAM STUART NELSON,
Instructor in Philosophy and Religious Education.

A great philosopher of the pre-Christian era declared with striking emphasis that man is designed for action. "Behold a man," he suggested, "and observe his fitness for that role. His arms and legs, his body, strong and lithe, are fashioned, not for passive pursuits but for quick, effective action. His nerves await on edge the call and respond directly." There came another philosopher whom men called the Christ. He knew, too, that the end of man was action, but happily he saw further and taught that it was action in behalf of one's fellow men. And here is the conclusion of the whole matter!

But we cannot rest solely upon an appeal to external authority, neglecting the exercise of our own reason. We seek today a basis for the speech even of those long esteemed as oracles in themselves; the most cherished documents must submit to critical analysis, and every institution may expect its authority to be questioned. Mazzini saw clearly when he proposed that our standards of judgment should be history's verdict and the conscience of mankind. He might have summarized and said the individual conscience enlightened. Let us waive, then, the appeal to authority and approach this matter upon the basis of our own reflection. Can we agree that service to our fellow men is the supreme good, that the highest end of the individual is to serve mankind?

In maintenance of this point of view we offer three considerations. The first is to claim for service this high place because it is the basis of the idealism in the world, of all that we picture as most beautiful, highest and noblest. There is none but will admit the fundamental place of love in idealism. Replace love with its opposite and instantly you
replace idealism with a sordid, selfish materialism. Love is the synonym for good, the warp and woof out of which the supremely beautiful, the ideal, is woven.

But love finds its most complete expression in service. It is thus that in the beautiful hymn on love found in the thirteenth chapter of Paul’s first letter to the Corinthians that we might have in one version “charity,” in another “love.” Love is charity, service, it is that which “beareth all things, believeth all things, hopeth all things, endureth all things.”

Motherhood is our measure of the divinely beautiful and good, and why? Because it is born of a spirit that endureth all things; it loses its life; it gives all; it serves. Why do we esteem great examples of fraternal love. Because they are of the stuff that leads men to lay down their lives for their friends. We still have admiration for the times when “knight-hood was in flower,” when for his lady the knight deemed it a trivial thing to die. Patriotism has gained a place among our ideal conceptions because it bears the suggestion of service.

The soldier going out to die for his country has been for men the personification of unselfish sacrifice. It is service, then, that is fundamental to love and is the basis of all that is ideal in the world.

And is not our idealism worth preserving? It may be counted fit only for dreamers and unworthy of virile men. For a truth it is not only the most beautiful but the most serviceable possession of mankind. “Man cannot live by bread alone.” It is the ideal by which men live, toward which they struggle, for which they die. It is the ideal that gives us our song and poetry and romance; that gives us our strength and power. Without idealism life would become a drab, flat existence bereft of every tender emotion, sordidly materialistic. Mankind would be turned into the pack struggling frightfully for the last scrap, a warring mass. Idealism is indeed worth preserving, but to preserve it is to make service the motive for living.

A second consideration is that the service motive is essential to the highest development of character. It is axiomatic that unselfishness is fundamental to nobility of character. As a man doeth so is he. To perform the unselfish is to become unselfish. To do the noble deed is to become the noble man.

But is nobility of character worthy of our concern? When Pizarro, the Spanish explorer, offered Alonzo wealth if he would betray the secret path to his country’s stronghold, Alonzo replied, “Wealth? I have the wealth of two gallant sons and I have stored in Heaven the riches which repay good actions. Yet my chiefest treasure do I wear about me.”

“Inform me,” demanded Pizarro, that he might make the possession his own.

“I will,” answered Alonzo, “for thou canst never tear it from me an unsullied conscience!”

Plato ascribes to his master, Socrates, this brief and simple prayer: “Beloved Pan, and all ye gods who haunt this place, give me beauty in the inward soul; and may the outward and the inward man be one. May
I reckon the wise to be wealthy; and may I have such a quantity of gold as none but the temperate can carry. Anything more? That prayer, I think, is enough for me."

Character is that in us which is fundamental. It is the totality of one's being and all else is but contributory to it. Material possession, intellectual attainment, pleasure are all of no import except as they contribute to the making of a man good or bad. Then since character is the final reality it would seem worthy of development into the noblest possible.

It is important that we be concerned as to what we are, but is it not also a matter of some moment that we look to what we shall be when we have shuffled off this mortal coil? But character alone is eternal, immortal. All else passes. The ship that bears us across the river of death has no place for goods, it is a passenger vessel only. If there is another shore we shall stand upon it stripped of every material ammendment, our characters naked and unadorned. But if these selfish considerations do not lead to enthusiasm for character development there is the further reason that it is character which must count for most in our posterity. To bequeath riches may be to bequeath disaster; to bequeath a great name may be to bequeath a spirit of bigotry; but to bequeath to our posterity nobility of character is to chart their course, fix their heaven, so to compass them about that only a miracle can send them adrift. The development of character is indeed a worthy aim, and that unselfish service is the path to it is a truth of no mean import.

Finally, service is the source of that satisfaction which no mere material possession can bring. Receiving impoverishes, giving enriches; for to receive is to become debtor, while to give is to become creditor. Those who have reaped of life's greatest satisfactions, we cannot doubt, are those who have served life best. For example, what years of pleasure could bring a joy equal to that of a man the moment he witnesses a generation, or a group, or an individual rise up in profound gratitude for the service he has rendered them? Wealth fails often to bring satisfaction. How many rich have been known to turn to the pursuit of social service in an effort to find that joy which no material possessions could bring them? There is in the custody of the government a "conscience fund" to which many of the dishonest send their loot which has brought them torture rather than satisfaction. But unbounded must be the joy of the unselfish scientist, the philosopher, teacher, of the man in every walk, who sees as fruits of his efforts the happiness of his fellow man.

The Galilean did not err, if we have reasoned here to any purpose; as he taught we cannot help believe.

Service is the Summum Bonum; the service motive is the only ennobling incentive. It is for this reason that we appeal to you, young men of the University, to make your lives service centered. Whether it be in the choice of your professions or in the daily performance of your tasks, let the mainspring of your actions be the service you can render your fellow men. In that you will find your greatest joy; in that you will find your noblest recompense.
JOHNS HOPKINS UNIVERSITY has again challenged the attention of the educational world. Its founding in 1867 as the first college designed exclusively for graduate study was its first deviation from the accepted standard for the American college. Even the later introduction of undergraduate work has not dimmed the value of the contribution which it then made. For at this mid-century date, the standards of scholarship in America were not particularly high and research work was practically unknown in the colleges. Today, fifty-eight years after its foundation, Johns Hopkins makes another gesture toward better scholarship and affirms again its belief that the university is primarily a place for study.

The University authorities have decided that more intensive work can be done if the first two years of the college are lopped off. In accordance with this belief, the Baltimore high schools have consented to enlarge their curriculum to care for the more advanced work turned over to them by the university.

Such a radical step—for so it will appear to the majority of people in America—was not taken in haste nor without a philosophy back of the act. The University feels that this step is in line with the natural division of education: that the freshman and sophomore years of the college belong properly to the secondary school period while the junior and senior years are properly a part of the graduate school. Studies in the composition of the student body have revealed the fact that large numbers of students drop out or fail at the beginning of the junior year. The inference made from this data is that large numbers of young men go to college who have neither the ability nor the inclination for study. Therefore it is better to relieve the faculty and the university of the heavy burden of trying to instill scholarly attitudes and a thirst for learning in students who cannot be thus interested. When such freedom from strain is afforded, it is hoped that both faculty and students will work better and that a better product will be graduated and the advancement of knowledge furthered. Incidentally it is hoped that the degree of doctor of philosophy will now be gained in four years instead of five. In other words, there is about to be opened in Baltimore one or more junior colleges in connection with high schools which will care for the first two years of college work.

Such a division of education has long been in vogue in Europe. There the graduate of the secondary school goes immediately to the university. In fact there is a very noticeable difference between the graduate of a European secondary school and one from an American high school. The requirements for the Rhodes Scholarship seem to recognize this difference in requiring that American candidates must have completed their sophomore year in college before making application for the scholarship. Ameri-
can colleges recognize the difference by placing graduates of European secondary schools in the junior year of the college.

There is a growing tendency in the United States to make this same distinction. There are at present more than two hundred junior colleges in the country. In the large majority of cases these colleges are made a part of the public secondary school. In only a very few instances are they connected with the senior college and in a few other cases they are private institutions. Many of the small private colleges, notably in Missouri, realizing the futility of trying to keep up with the university, have dropped the last two years of work and have concentrated on the task of accomplishing high grade work during the first two years.

There are many reasons given for the surprisingly rapid growth of the junior college in connection with the public secondary school. The two which loom largest to the parental eye are the lessened expense and the desirability of keeping immature children under home influence. Each reason has much to commend it. Students are going to college at an earlier age than formerly; there has been a consistent decline in the age of entrance since 1880—colleges and universities have become so large that proper supervision is well nigh impossible—all life moves at such a rapid rate that the hesitancy of thoughtful parents to thrust an immature son or daughter into such a maelstrom can well be appreciated. To such the junior college is more than welcome. And the fact that classes are smaller and the opportunity for training in the ways of leadership wider, adds something of value to a course in a junior college which is an adjunct to the secondary school.

To offset these very obvious advantages, certain questions of educational values arise. Chief among these is the question of aim. Once, so the story as told at the University of Virginia goes, there was a man who had two sons, very, very much alike. So he sent one to Harvard to be made into a Harvard gentleman, while the other was sent to Yale to be made into a Yale tough. Every year one became more like a Harvard gentleman; and year by year, the other became more like a Yale tough. And year by year they became more and more alike. The moral of this rather foolish story is obvious—evidently each college aims at producing a certain type of graduate and evidently few succeed. If this were true after four years of residence, will it not be more true if two years are cut away, the very years when youth is most impressionable?

At present there is no stated aim which is generally accepted by all colleges and universities as worth striving for. However, there seems to be a consensus of opinion that, relatively, the American college lays less stress on scholarship than does its European prototype. Also it is conceded that in America more emphasis is laid on social activities and competitive sports. To quote a much repeated but indefinite aim, that the college trains for leadership, is to beg the question. Whatever meaning such a pronouncement may have must depend upon the speaker. To the writer its connotation can be simply that the leaders in America are the business men, the bankers, brokers, manufacturers. The sons of these
men, those who will inherit leadership, desire a college degree for its social prestige, but they are not willing to put the best of their energy into scholarship. As the majority of the young men in American colleges go into occupations which call for executive ability rather than a scholarly mind, the universities have lowered their standards to meet the demand of their most influential patrons. In short, to quote a professor at one of the small but select New England colleges, “One teaches as much chemistry as a gentleman should know.”

It seems self-evident that the new arrangement of junior colleges as part of secondary education, while the junior and senior years are combined with graduate work, will never appeal to this type of student. Nor to a second type which frequents the colleges, the young men who go to college to engage in competitive sports, chiefly intercollegiate football. As Van Loan has aptly put it, “the athletic bowl is the mausoleum of culture.” To such young men, four years is none too long a time in which to perfect his game, and the present scholastic requirements are already too stringent not to interfere with his dreams of glory. If the time be shortened and the pressure for scholarship increased, the hope of glory on the athletic field might well be abandoned. At this angle, most opposition might be expected from the alumni whose sport of betting on the big games would be seriously interfered with. But that is another story.

To the few, those who go to college to pursue scholarly interests, the new arrangement will make a profound appeal. They will find the whole atmosphere of the college changed. There will be intellectual stimulus both in the classroom and on the campus. “C” will cease to be the mark of a “gentleman” and social gatherings may rise to a level higher than crossword puzzles, poker, or the inevitable jazz.

To the faculty—the long-suffering faculty—such a re-alignment smacks more of the millenium than of America. Instead of trying to raise a mass of inert material, which never was and never can be interested in the intellectual life, the faculty might rejoice in students who were a spur and a stimulus to their own further growth. Instead of having to explain every chance allusion to mythology or to literature, one might be reasonably sure that a reference to the Great God Pan might convey a glimmer of meaning or that a chance reference to the parable of the Ten Virgins need not lead to a library reference. Or it might be that a student’s reference to Rockwell Kent or Matisse might stimulate a teacher to reading outside his field, with desirable results both to him and to his classes.

It is, of course, high treason to undervalue, nay, even to criticize, the virtues of a democracy. To suggest that the rule of the many may tend to mediocrity is to run the risk of a term in Leavenworth. And the hope that America will ever outgrow its admiration for sheer bigness is futility of the crassest kind. The large university is here and will remain ad infinitum. Only the most blatant optimist could think otherwise. In the face of such inevitable thousands of mediocrity seeking a college degree, what hope is there for the scholar whether on the faculty or of the student body? To such, faint voices crying amid the blare of football yells, the
junior college attached to the public secondary school appeals as manna in a great desert, as the shadow of a rock in a weary land. If the foundation of such institutions should continue at their present rate, it may be that our successors in the pulpit and in the pew may witness a renaissance of learning in America which will be aristocratic but stimulating.

UNIVERSITY NOTES

HOWARD TRUSTEES HOLD SEMI-ANNUAL MEETING—ADMINISTRATION OFFICERS MAKE REPORTS.

The semi-annual meeting of the Board of Trustees of Howard University was held February 10 in the Board Room of the Carnegie Library on the University Campus. The members of the Board are:


Dr. Charles R. Brown, of New Haven, Conn., Chairman of the Board of Trustees of the University, presided.

President Durkee Reports Progress of the School.

President J. Stanley Durkee of Howard University in his report at the semi-annual meeting of the Board called attention to the great progress which the University is making in the educational world. The wide scope of collegiate and professional work being done at the University is indicated in the statistics showing the number of students enrolled in the various departments of the University at the close of the Autumn Quarter, December 31, 1924.

The tabulation is as follows:

Student Enrollment at Howard.

College Department: Junior College, 624; Liberal Arts, 188; Commerce and Finance, 26; Education, 49; Applied Science, 63; Music, 42; Public Health, 1; Evening Classes, 155; making a total in the College Department of 1,148 students.

Professional Schools: School of Religion, 109; Law, 99; Medical College, 247; Dental College, 104; Pharmaceutical College, 49; making a total in the Professional Schools of 608 students.

Special students: School of Pharmacy, 3; Religion (Special Correspondence), 97; Music (Certificate Courses), 24; making a University grand total at the end of the Autumn Quarter, 1924, 1,880 students. For the Winter Quarter additions will bring the attendance up to 2,000.

The President commented upon the registration figures that there would probably be a total of 2,400 students enrolled in the University during the school year 1924-25.
Secretary-Treasurer Scott Gives Analysis of Financial Affairs of University.

Dr. Emmett J. Scott, the Secretary-Treasurer of Howard University, in discussing his financial report to the Board of Trustees at the semi-annual meeting, gave a thorough analysis of the income and expenditures of the University, explaining in detail the report of the Auditors of the University covering the past fiscal year. A comparison with the total assets at the close of the preceding year showed the increase of $112,524.69, the valuation of the education plant showed an increase of $20,971, representing the purchase of new equipment amounting to $17,374 and expenditures of $3,597 on account of the New Gymnasium, Armory and Athletic Field. Other items contributing to the increase in the total assets of the University, including the increase in the endowment funds brought about through the endowment fund campaigns in the interest of the Schools of Medicine and Religion of the University. Attention was also called to the fact that while there has been an increase in the total assets of the University, the University's needs have greatly increased and there is necessity for a larger sum for operating expenses.

Resolution Passed Lamenting Loss of Andrew F. Hilyer.

The Board of Trustees appointed a committee to draft a resolution to express the great loss which the University and the Board of Trustees have sustained in the passing of Mr. Andrew F. Hilyer, who served so long and faithfully Howard University as a member of its Board of Trustees.

The committee is composed of Dr. Francis J. Grimke, Justice Stanton J. Peelle, and Hon. James C. Napier.

While at the University members of the Board of Trustees made a tour of the grounds and a special visit to the site where the new Gymnasium, Armory, and Athletic Field will be situated. The bids for the work on these development projects have recently been let and work on the laying out of the site has been commenced.

HOWARD LAW SCHOOL RECEIVES PRAISE OF TRUSTEES—CONSIDERED AS WORTHY MEMBER OF STANDARD LAW SCHOOLS OF COUNTRY.

According to a report made to the Board of Trustees at its semi-annual meeting, held February 10th, by its Committee on the School of Law, composed of Dr. Albert Bushnell Hart, Hon. James C. Napier, and Dr. Marcus F. Wheatland, this particular school of the University is set up as a model for the other schools of the University in the progress it has made as to its administration from a physical and academic point of view.

The Chairman of the Committee warmly commended the administrative officers and the faculty upon the splendid work which the Law School is doing, stating that it is worthy of being placed along side of the standard law schools of the country.

Among those who are responsible for the increased recognition which the work of the School of Law of Howard University is receiving are Dean Fenton W. Booth, who, with the able assistance of Vice-Dean James A. Cobb, has carried forward the plan for reorganizing the curriculum and raising the standards of the Law School outlined by the late Dean Mason N. Richardson and the members of his faculty, and Professors William L. Houston, Dion S. Birney, Charles V. Imlay, William H. Richards, Robert H. Terrell, and Andrew Wilson.

Others cooperating with Dean Booth and Vice-Dean Cobb are Professors George E. C. Hayes, Edward Stafford, James P. Schick, and the efficient Law School Secretary, James C. Waters, Jr.
HOWARD TRUSTEES RECOGNIZE GREAT LOSS SUSTAINED IN PASSING OF ANDREW F. HILLYER.

The Board of Trustees of Howard University at its semi-annual meeting, held February 10th, passed the following resolution, which indicates the high esteem in which the late Andrew F. Hilyer was held:

"WHEREAS, with regret we, the members of the Board of Trustees of Howard University, make note of the death of our colleague, Andrew F. Hilyer, who departed this life on January 12, 1925, after a brief illness; and

"WHEREAS, for a number of years Andrew F. Hilyer was a member of this Board and served on some of its most important committees; and

"WHEREAS, he was always ready to serve the University in any capacity and to the utmost of his ability, and never any hesitation on his part to do whatever he was asked to do, however taxing it might be upon his time and strength, giving a willing service, a cheerful service, a whole-hearted service; be it

"Resolved, that the Board of Trustees of Howard University, in meeting assembled this tenth day of February, 1925, take this opportunity of expressing our high appreciation of his long, faithful and efficient service as a member of this Board; and be it further

"Resolved, that a copy of these resolutions be sent to the bereaved widow, that a copy be sent to the press, and that a copy be spread upon the minutes of this meeting of the Board of Trustees of Howard University."

Mr. Hilyer served on the Board of Trustees of Howard University for twelve years. He graduated from the Law Department of Howard University in 1884. His college training was secured at the University of Minnesota.
COURSES TO BE OFFERED IN HOWARD UNIVERSITY SUMMER SESSION TO BE ANNOUNCED SOON—SESSION TO EXTEND OVER EIGHT WEEKS—REGISTRATION JUNE 19, 1925.

Announcement will soon be made of the several courses for the Summer Session at Howard University. Plans are now being worked out by Professor George M. Lightfoot, who was recently designated by President J. Stanley Durkee as Director of the Summer Session. According to present information, the registration for the Summer Session will be held June 19th and 20th and the courses of study will begin on June 22nd.

The Summer Session will run for a period of eight weeks. The courses offered will be the same in content as those given during any other part of the school year. Howard University has been able during the past two years to build up a Summer Session which will compare favorably with those conducted by the larger institutions of the country. The work done by its students is of the quality which will secure recognition and credit by other universities.

Professor William J. Bauduit was the first to undertake the conduct of the Summer Session. Much credit is due him for the splendid way in which the first two sessions were handled. Each year brings an increased enrollment and it is expected that the coming Summer Session will have an enrollment twice as large as those of former years.

HOWARD UNIVERSITY SCHOOL OF PUBLIC HEALTH BROADENS ITS WORK—LECTURERS FOR SOCIAL WORKERS.

The School of Public Health of Howard University, in its attempt to serve in the largest possible way, has inaugurated a course of lectures for the colored social workers of Washington. The will to do this important bit of service has been stimulated by the earnest and frequent requests of this local group of workers.
This is but the beginning of a larger program which the School of Public Health and Hygiene contemplates projecting. A department of Social Service leading to a collegiate degree was originally placed in the comprehensive plans of the School of Public Health. Unquestionably there is a need for training efficient social workers along broad lines which combine humanitarian with scientific principles, and this is the aim of Howard University.

Among the lecturers are the following: Dr. A. B. Jackson, Director of the School of Public Health and Hygiene; Professor A. S. Beckham, Professor of Psychology; Dr. Benjamin Karprnan, Professor of Psychiatry; Dr. Mary Fitch, Professor of Home Economics; Dean Kelly Miller, Dean of the Junior College; Professor W. S. Nelson, Professor of Religious Education; Professor Jones, Professor of Sociology; and Miss Emily Dinwiddee.

A NEW MEMBER OF THE FACULTY.

The addition of Doctor M. J. Herskovits to the academic faculty as professional lecturer in physical anthropology, is indicative of the expansion which is taking place in the field of the social sciences.

Dr. Herskovits holds the degree of doctor of philosophy from Columbia University. The major portion of his work was done under Professor Franz Boas, America's most outstanding anthropologist. Dr. Herskovits promises to be one of the eminent anthropologists of the future. His line of specialization, physical anthropology, has been a much neglected field of research.

His work in physical measurements of school children in New York has already brought him into public recognition. His emphasis on physical measurements is placing the study of racial differences on a firm scientific basis. This is the step which holds forth a more promising outlook for the field of anthropology, and we can now look forward with some degree of expectancy to the development of a body of scientific data in that field.

SCHOOL OF MEDICINE

Professor Ernest E. Just, Professor Zoology in the University, gave two lectures to the medical students in the Medical School Amphitheatre on "Electrocardiograph: Its Physical and Clinical Applications." These lectures were thoroughly scientific and were of very great interest not only to the student body but to the Faculty, many of whom were present.

Dr. Marshall E. Ross, Medical '22, writes that he is building up a good practice in New York and that he contemplates specializing in Surgery. Should he finally decide to do this he plans to return to Howard and take a post-graduate courses in Surgery.

Dr. Ross also states that there is a great dearth of colored pharmacists in New York City, and that the opportunities for them there are splendid. I hope that some of the Alumni of our College of Pharmacy who read this will find it possible to take advantage of the opportunity offered.

The Howard Medical News is meeting with great success and has been welcomed with enthusiasm by many of the Alumni. It is hoped to make this little paper a valuable means of communication between the school and the Alumni.

Dr. Gilbert A. Cole, Dental '15, has opened offices at 326 Eye St., S. W., Washington, D. C.

Dr. Max Freyberg, Medical '24, has opened offices at 1808 Lexington Ave., New York City.

Dr. Bernard Harris, Medical '23, has been elected to the staff of the Providence Hospital, Baltimore, Md.
Dr. Bernard Christmas, Dental ’24, has passed the Maryland Board of Dental Examiners, and plans to open offices in Baltimore.

Mr. Clarence Q. Pair, Class of 1926, of the Medical College, has successfully passed the New York Board of Regents Partial Examinations.

Messrs. John E. Ford and Charles M. Colden, Class of 1926, of the Dental College, have successfully passed the partial examinations of the Pennsylvania State Board of Dental Examiners.

Edward A. Balloch, Dean.

SCHOOL OF RELIGION

Rev. Edward E. Johnson, Class of 1922, has accepted a call to Jamaica, B. W. I., and is beginning his work there.

Rev. Samuel H. Williams, Class of 1920, was united in marriage to Miss Effie L. Theodora Speid on Monday, January 26th, at the Church of St. Simon the Cyrene, Philadelphia, Pa.

The students in the School of Religion are highly favored in that a new course of study is now being given them. Through the generous cooperation of Dean George W. Cook, of the School of Commerce and Finance, instruction in the business side of a minister's life will be given. As the minister must often be the custodian of funds collected by his church for various purposes, he should understand the elements of bookkeeping. As he also has to deal with business matters connected with the church, a knowledge of the elements of business law will be of great value to him. As advisor to his people, he should know how to give wise counsel in business transactions. The School of Religion is trying to prepare its students to meet all of the duties which will be theirs when they enter upon the active work of the ministry.

Rev. Arthur F. Elmes, Class of 1917, visited his Alma Mater recently. Since graduation, Mr. Elmes has been in charge of the Congregational Church at Wilmington, N. C. Here he has built up a fine institutional work in connection with his church.

D. B. Pratt.

SCHOOL OF LAW

RED LETTER DAYS IN FIFTH STREET.

Since our last notes were recorded, another month has come bringing with it a number of happy events of the type called usual, and at least one or more days of the type called red in the best sense of the meaning of that somewhat overworked adjective.

A PERFECT SCORE.

If February 9, 1925, does not take its place as a "Red Letter Day" in the annals of the Howard University School of Law, then methinks there'll be no days of that sort at any time in our history. 'Twasn't because that particular day came and brought with it certain events, but rather was it because of the manner in which those events came into being.

In the afternoon, while the old sloop "Law School" was resting lazily in the channel, who should swing over the rail, without a moment's notice whatever of their coming, but the personnel of the law school committee of the Board of Trustees. There was the chairman, Dr. Albert Bushnell Hart, of Harvard; Dr. Marcus Wheatland, of Rhode Island; and J. C. Napier, Esq., of Nashville, Tenn. Having declared
their purpose to be one of inspection, they proceeded to give effect to their plan at once. From the dean's office they went into Room 21, thence to the third floor, where the library and its contents compelled their admiration, thence throughout the remaining unexplored portions, and at each turn the exclamation was the same: "Perf!"

By this time, a conference with Dean Booth which followed the tour of inspection, had brought on the 5 o'clock hour and the corps of students. The Dean, from his place on the bridge, gave orders to assemble the crew, whereupon Vice-Dean Cobb at once echoed the order down the line. From hurricane, poop, quarter, cabin, glory-hole, and stoke-room, they poured and gathered all in the grand saloon (Room 11), whereupon Judge Booth led his distinguished visitors to the rostrum where chairs for the quartet has been placed.

The rest you probably have already divined. In one of those gems which he knows so well how to produce and place in their proper setting, Judge Booth felicitated the students upon the rare opportunity which the moment was about to afford. He then introduced Dr. Hart. The doctor, full of pep, took the breath of the assemblage when he announced that having completed a youth marked by 40 years of experience as a teacher, he had now decided to enter upon manhood with that profession as his chosen work in life. He spoke of the good old days when being "called" to the bar was like a song of other days, and contrasted the processes then in vogue with the drastic regimen which is now the order of the day in the field of admission to the bar. After paying a tribute to Christopher Columbus Langdell, father of the American case system in legal education, and to President Charles W. Eliot, his discoverer, Dr. Hart was glad to pay a tribute also to this School of Law which he declared to be doing its work in a way that met the entire approval of the Board of Trustees of the University. All the news from the Law School is good news, said Dr. Hart, and he assured us the trustees could be depended upon to show in an appropriate manner their appreciation of that fact. Dr. Hart was accorded an ovation.

Mr. Napier, venerable and aristocratic in mien, responded not only as trustee but alumnus as well, of the Class of 1872. He told of the early days of the University as seen by himself and his classmates, among whom were the late D. Augustus Straker, the Belchers, Milton M. Holland and Charlotte E. Ray, who through the open door at Howard University, passed out to lead the vanguard of her sex as an exponent of legal learning.

Dr. Wheatland was happy in his humorous references to the lawyer as a man, whom he had always tried to steer clear of. He said he honored him, and respected him, too—but he also ducked him to the extent of his ability. Dr. Wheatland echoed the sentiments of Dr. Hart and Mr. Napier as to the interest of the trustees in the fortunes of the School of Law and pledged himself to go the limit in promoting our interests in the years to come.

In the audience at the time were noticed three of Alma Mater's boys who have taken their places at the bar—they just happened to drop in at the moment. They were Attorneys Chesley E. Corbett, '08, of the Oklahoma bar; Richard H. Lewis, of the District of Columbia bar; and Counsellor Tally R. Holmes, of the vintage of 1924, who that very day had also been admitted to the bar of the District of Columbia.

Taking it by and large, would ye not also think of February 9th as a "Red Letter Day"?

SLAUGHTER OF THE INNOCENTS.

A letter with which we neither agree nor disagree, was printed in The Washington Post of February 13, 1925, as follows:

"To the Editor of The Post—Sir: Since the recent bar examinations there have been all sorts of rumors concerning partiality in grading the papers and the resolve
to pass only a favored few. I happened to be one of the men who flunked, and unfortunately this was my second experience, but I have the utmost confidence in the board of examiners and do not think that any partiality could have been shown. It is very probable, however, that the District has too many lawyers and that in an effort to cut down the number the examiners have made the examinations sufficiently hard so that only a small number will succeed. Of the men who took the last examination, 541 in number, only 110 were successful. Of those that failed, there were any number of brilliant men. Several are holding down very responsible legal positions, two were honor men in their classes at Georgetown. This shows that the examiners just picked "the best of the best" and passed them, for certainly many of those whom they failed must have at least been on the border line. What can be done about this? Is it not most discouraging that after three years of the intensive study one has to do in law school, a bar examination that is at least reasonably fair can not be given. Several of those who flunked have lost thousands of dollars by reason of their failure, and they have only to look forward to being one of the "lucky ones" next time.

"Either the courses in our law schools should be so complete that no bar examination is necessary to test a prospective practitioner's knowledge of the law, or some public spirited alumnus should spread broadcast to the law students the news that there is small chance of being admitted to the bar, in order that they may turn their talents to other directions.

"Pro Unfortunatis."

"Washington, Feb. 12."

The foregoing tells its own story. It presents "Constant Reader" under a new alias having his say in words of his own choice. Never before in the history of bar examinations has a mortality of 80 per cent marked the close of a fitness test in this country. "Cannon to the right of them, cannon to the left of them, volleyed and thundered," and it mowed 'em down like grass before a scythe, but among the torn and bleeding 20 per cent that remained to tell the tale of that new field of Flodden were two of Alma Mater's boys, Ambrose Shief, '23, and Tally R. Holmes, '24. Having had their names enrolled in the Supreme Court on the day before, both were admitted to bar of the Court of Appeals on February 12th.

Congratulations, Counsellors! You have proved that while the Alma Mater must pay, and does pay willingly the price demanded the world over, the fact remains that she retreats only so far as she is shot from the mouth of a cannon, and there she plants her standard. She asks no quarter of any man.

ALUMNI AND FRIENDS WORTH WHILE.

Thomas J. Price, '06, of the Little Rock bar, was the sprightly caller who came in on January 16th and registered the greetings of the southwest in general and of Arkansas in particular. Tom, like the rest of us ('cept Kid Lucas) is getting gray. In all other respects, time has dealt so gently with him as to leave him the same jolly, hail fellow well met, that he was back twenty years ago when Hank Thomas, the Pinketts, Charlie Carter, Ben Jefferson, of Oklahoma; Toomey, now of Miami; Roger Watts, Tom Beckett, and all the rest of that splendid old outfit in the halcyon days of the yesteryear, made 5th Street what it never has been since that time. Miss 'em? Ghee! How one would love to see that bunch get together just once more!! On January 24th two young stalwarts about knee-high to a duck pounced in on us and in a jiffy announced that them as with 'em were no more nor less than their father and mother, Mr. and Mrs. R. W. Horad, of Vermont Avenue. After inspecting the plant from stem to stern, these testy hopefuls of the Clan Horad said they wouldn't commit themselves now, but they would promise to consider seriously enlisting in the Law School crew twixt now and the close of 1942.
On February 9th, who but Bill Andrews, Jr., A.B., from Howard, of the Columbia Law School, New York, son of Wm. T. Andrews, of the Class of 1892, and M. Grant Lucas, Jr., son of M. Grant Lucas, of the Class of 1896? These grandsons of the Alma Mater elected to look elsewhere for their professional training, but they were welcome and they will always be welcome just the same,—particularly if they keep their promise to say to others what they said to us about the impressions they gained in 5th Street.

The fine, separate contribution of February 9th, in addition to the “big time” event staged in the afternoon and evening, was a visit of Judge John H. Henderson, of Iowa, who came in with Dr. Edward L. Parks, Dean of Men. Formerly circuit judge by the suffrages of his fellow citizen who delighted thus to honor both him and themselves, Judge Henderson became a member of the Public Utilities Commission of his State. This non-political office he has now held for twelve years. Those who read public utilities law as explained by the Supreme Court of the United States do not need to be told much more than we have just written about Judge Henderson; for the aim of the great Public Utilities Commission of Iowa has been all but completely flawless in its correctness, and no man who has been weighed in the balances and found wanting could remain a member of it again for an hour.

In the course of an inspection which embraced the whole plant, Judge Henderson joined Dr. Parks in paying a glowing tribute to our clean, comfortable and up-to-date new library; and best of all, Judge Henderson promised not only to come again, but next time he said he would spend an entire evening with us. We ask it again: Would ye not also record 2-9-'25 as a Red Letter Day?

TRANS-MISSISSIPPI GREETINGS.

It is a coincident that while a distinguished citizen of Iowa was recording here the greetings of his State, there was speeding westward a letter signed by ourselves conveying the greetings of the Alma Mater to other distinguished citizens of the very commonwealth from which our visitor had come. Because of the nature of the occasion which called it forth, we reproduce the letter itself as follows:

February 7, 1925.

Negro Bar Association,
State of Iowa,
(Through George H. Woodson, Esq.,
Chairman, Courtesy Committee),
Des Moines, Iowa.

MR. PRESIDENT, LADIES AND GENTLEMEN:

On behalf of the High Command of the University and of the Dean and Faculty of the School of Law, I take great pleasure in extending to you, upon the occasion of your twenty-third annual banquet, the greetings of Howard University.

To some of you, this note will be sounded as the voice of a mother upon the ears of her own sons. To others, it will be the word of one who wishes you well without regard to the domestic relation. If, however, we may reach common ground in the belief that “one touch of nature makes the whole world kin,” then I think the sentiments of our hearts may all harmonize in the communion and fellowship which everywhere obtains when men of strength and character “stand face to face though they come from the ends of the earth.”

As to the Howard University School of Law: If you ask what she is doing, the answer may appropriately be that if she is doing anything at all it is because you and others have done and are still doing so well your part to make her exertions worth while. “Since May 31, 1922, Howard University has spent more than $20,000 in an effort so to set her house in order as to give this School the right to claim a
place in that group which is doing its full share of that part of the world’s work which pertains to legal education, and doing it the way it ought to be done. This claim we now make without any hesitancy whatever, and upon the record as compiled to date we shall continue to make it whether the Association of American Law Schools graciously grants us the privilege of membership or not. That this larger group embraces reputable schools which are, and others which are not, members of the law school association is too patent for denial.”

The words quoted above are from a letter written on February 6, 1925, to a State Board of Law Examiners, the question being upon the status of this School as a non-member of the American Law School Association. The Howard University School of Law now has an up-to-date home, with accommodations for more than 400 students, a beautiful new library with more than 5,000 volumes and room for 5,000 more, a faculty comprising 11 practicing attorneys and 1 United States judge, who is its Dean, and last but not least, she has a student corps which in point of gallantry, doffs its hat to no man. Suffice it, therefore, to observe, that if we can perfect our title to recognition as a standard school of legal learning, we shall have small need to worry about the narrow vision of him whose blindness consists chiefly in refusal to see. In the words of your own program, “God be with you ’till we meet again.”

Very truly yours,

JAMES C. WATERS, JR.
Secretary.

BENEFACTORS OF THE LIBRARY.

Grateful acknowledgment is hereby made of the receipt of “The Theatrical Counsellor,” by Leon A. Berezniak, of the law firm of Berezniak & Dittus, of Chicago. Attractive in size and typography, the volume turned out to be a veritable Vade Mecum for the traveller. It covers all the essentials of the law and bailments from the practical everyday angle of the average traveller, and should prove particularly helpful to the vaudevillian in his swings around the big-time circuits.

JAMES C. WATERS, JR.

Miss Eleanor I. Harper, of the class of ’23 and also a recent graduate of Chicago Normal College, has been appointed as a regular teacher in the John B. Drake School, 2641 Calumet Avenue, Chicago, Illinois. Miss Harper is the only colored member on the faculty.
The Howard University orchestra, directed by Sergeant Dorcy Rhodes and assisted by Professor Wesley I. Howard, violinist, was presented in concert at the Lincoln Theatre, Wednesday, February 4, 1925, at 6 P. M. The orchestra played the following selections:

Overture—"Egmont" ................................. Beethoven
Suite—"Anthony and Cleopatra" .............. R. Gruenwald
  a. In the Arbor
  b. Dance of the Nubians
  c. Solo Dance
  d. Anthony's Victory
Violin Concerto—"Symphonie Espagnol" ........... Edouard Talo

Professor Wesley I. Howard

Symphony—"G Minor" ................................. W. A. Mozart

The performance has received the praise and commendation of many professional critics. Professor Howard's interpretation and technique as displayed in his rendition of the "Symphonie Espagnol" marks his place in this realm of art.

The Chi Rho Sigma, Honor Chemical Society of Howard University, increased its membership by the initiation of three new members on Saturday, February 7, 1925. They were Mr. Elbert Mack '25, Miss Bernice Chism '26, and Miss Melva Dier '27. All are honor students and have achieved success in the other departments of the University as well as in Chemistry.

The Class of '25 has taken the first step toward a permanent alumni organization. On Monday, February 2, 1925, the members of the senior class met in the Assembly Room of Miner Hall, with Mr. Wm. Johnson, President, in charge. Miss Helen Heartwell, assisted by Miss Madolyne Towles '26, sang "Give Me One Rose to Remember." Mr. Emory B. Smith, Alumni and Field Secretary, told the Class of the need of permanent alumni class organizations. The Seniors elected as their permanent Class Secretary, Miss Hilda A. Davis, who will be the medium by which the members will keep in touch with the works of the classmates.

The senior girls, under the direction of Dr. Fitch, have formed the Tau Sigma Club, which meets bi-monthly in the apartment of the New Dining Hall Building. These meetings are eagerly awaited as the time when the senior girls can enjoy good times among themselves.

On Tuesday, February 3, 1925, the members of the Cooperative League entertained the senior girls at an informal reception. The Seniors appreciated the opportunity of meeting the wives of the faculty members, for they feel that this is one way of overcoming the barrier which exists between student and faculty.

H. A. D.
MR. CORBY SPEAKS ON STUDENT MOVEMENT.

Among the interesting lectures of the month of February, was one delivered by Mr. Corby, one of the Negro students who went to Europe in the interest of the student movement. Mr. Corby's speech might be divided into two parts. The first part was a discussion of European student life and its influence upon the national life. Here, he stressed the fact that student opinion counted for a great deal in Europe; that European college students had organized themselves into bodies with definite standards. Moreover, if certain things happened in the country, such as the showing of unwholesome moving pictures, the students used their influence to check them.

This power of students is an unknown thing here in America, Mr. Corby brought out. His interest, however, was with Negro students in particular. "Our Negro college students have no definite idea for their race," he said. He concluded his address by making a plea for Negro students to know themselves and to honor their race and history sufficiently not to chance the danger of losing their identity by going over into the white race.

M. C. H.

WRITE MOTHER AT ONCE.

As one starts up the porch steps of Clark Hall, one may see through the window of the Y. M. C. A. Reading Room a large placard bearing the inscription: "Write Mother at Once." One would naturally wonder why such a placard should be necessary. It seems almost absurd to think that one should need to be reminded to write to such a friend as mother.

Upon second thought, however, the placard seems to be very timely. The Howard man has many interests which tend to absorb his attention, and to make him forget some of his most urgent duties. He has a daily schedule consisting of at least three subjects, and each of his professors emphasizes the fact that the student should spend at least two hours in preparing for an hour of recitation. He is expected to meet all his classes promptly, and there he must face difficult situations. His English professor makes assignments which are impossible to cover; yet they must be covered. His professor of philosophy lectures in unknown terms through the hour, and at the close, berates him for his blank-mindedness. Later in the day he spends two tedious hours on an experiment which ends in an explosion. The student's nerves are involved in the explosion.

At evening, the student makes his way to Clark Hall, and as he enters, the placard faces him with its bold letters: "Write Mother at Once." He begins mentally to make out his program for the night: One hour for recreation in the "Y"; six hours for study; two hours for an engagement down town; one hour for a long letter to mother—ten hours of work. It is six o'clock in the evening when he thinks out this elaborate program, and he must be ready for breakfast at seven in the morning.

He takes the hour for recitation in the "Y", and is surprised that he runs a bit over time. At "seven-thirty" he reaches his room, with but little time to change suits for the engagement down town. He must also bandage his hair down for a while so as to make it "be still" for a couple of hours. He finishes dressing just in time to make the engagement. At eleven o'clock he returns to his room, and rushes to his books.

At two o'clock in the morning, as he yawns heavily, he decides that he is not accomplishing anything, and that in consequence, he may as well go to bed, depending on "getting by" with the professors and writing home some other time. And Mother, his dearest friend; Mother, whose prayers are always following him; Mother, who is always eager to hear of his successes and to sympathize with him in his trials, must go another day without hearing from her son!

J. TAYLOR STANLEY.
THE VENETIAN GLASS-BLOWERS.

On Thursday night, February 5, one Mr. Cross and another gentleman, both experienced in Venetian glass-blowing, gave a demonstration in our chapel. It was interesting, to say the least, to watch one of the artists as he blew out of plain tubes of glass a Christmas tree bulb, a small pitcher, a pipe and a bird. The bird which was made had a hollow stem on it, and there was a small hole in its beak. This was a device for testing the expansion of one's lungs by the amount of water one could blow out of it. The men also spun out glass until it was as fine as silk. On exhibition were a tie and a piece of cloth made of spun glass. We were told that the dresses of movie actresses are often made of this material because of its lustre.

During the time that Mr. Cross was demonstrating, his co-worker explained what was being done and also gave the history of glass-blowing. We were told that in some places, such as Germany, a glass-blower received his training from early childhood. With some peoples, it is as much a profession as law or medicine or dentistry. More than that, it is an art with them. Every glass-blower strives to attain perfection in his work just as a true artist strives for perfection in the painting and touching-up of his pictures.

The dangers which threaten the glass-blower were also pointed out to us. For instance, if Mr. Cross had sucked too far up the tube the hot silver material with which he colored the Christmas tree bulb, the outcome would have been serious. The talk on the blowing of the glass itself was especially interesting. The objects made were left at the University by the gentlemen.

B. C. S.

RULES THAT REGULATE.

In this two-ply social system which characterizes the government of "we, the people," many fundamental concepts, calculated to advance the social order, are incorporated into rules and laws by the leaders of the dominant group in order to force the populace into grooves which will enhance progress. The subject class copy after these rules and laws, more or less faithfully, in proportion to their desire for progress or the valuation placed upon the particular regulation. A case in point is athletics.

The accumulated experience of the past has demonstrated that professionalism in athletics is vicious to the best interest of adolescent boys and girls. Therefore, all institutions in this democracy which are primarily concerned with the development of the youth of the race, such as public schools, colleges, Recreation Centers, Boy Scouts, Y. M. C. A. and Y. W. C. A., taboo the professional game in connection with their athletic program and adhere, in so far as their rules are effective, to the principles of amateur exercise which foster sports solely for the pleasure and physical, mental or social benefits derived therefrom. The reason for this is obvious.

The professional game, being a cold-blooded business proposition, is primarily interested in financial profits and not in the athletic development of novices. It takes the star athletes, after they have been developed in the amateur ranks, and exploits them in response to public demand. This procedure, perfectly legitimate and proper when applied to adults, is, nevertheless, suicidal to the athletic ideals of the institutions above mentioned. "Athletics for the masses" is a leavening process which affects directly the social and physical fibre of the race by increasing longevity, reducing delinquency and promoting the general health of the nation. These are the aims of amateur athletics. Since professionalism in athletics affects only an infinitesimal proportion of the population, general physical training is not improved by reason of its activities. However, impotency does not justify the charge of viciousness.

Hand-in-hand with the rise of professional sports have developed the sinister evils of gambling, throwing games, double crossing, fake exhibitions, together with scores of other equally repulsive corollaries. Search the records of the professional sports
of horse-racing, boxing, wrestling, baseball, bicycling, basketball and you will find a long trail of scandal in the wake of each. The knowledge of these evils, which tend to break down established ethical standards, has led leading citizens who are cognizant of the grave public danger involved, especially to the adolescent to divide sports into two distinct classes, professional and amateur, the former serving those who wish to capitalize sports and the latter fostering sports solely for sport's sake.

In 1900, Theodore Roosevelt, then Governor of New York, in a message to the Legislature, stated: "When any sport is carried on primarily for money—that is, as a business—it is in danger of losing much that is valuable and of acquiring some exceedingly undesirable characteristics." Chas. I. Whitman, former Governor of New York, on a similar occasion, wrote: "It is inadvisable to permit certain promoters, who never take a step of healthy exercise, to make their living by exploiting the skill of certain individuals who in turn do not look upon athletics as healthy exercise."

Acting upon this principle, Jas. E. Sullivan and a group of public-spirited laymen had founded the Amateur Athletic Union in New York City in the early months of 1876. Today, this organization, in cooperation with affiliated and allied bodies, controls the activities of the simon-pures in America. Each and every branch of the amateur governing body has uniform rules which draw a sharp line of cleavage between an amateur and a professional sportsman. Under the eligibility rules now in vogue, there are clauses which provide debarment for such infractions of the amateur code as fraud, competing for money, coaching for money, capitalization of athletic fame, competing against or with ineligible persons.

In this latter connection, Art. XIX, Sec. E-2, of the Constitution of the Intercollegiate Association of Amateur Athletes of America, one of the allied bodies of the A. A. U., says: "A person shall cease to be eligible to compete as an amateur by participating in any public competition or exhibition as a member of a team upon which are one or more members who have received, do receive or who are to receive, directly or indirectly, pay or financial benefits for participating, without having obtained as a condition precedent the consent in writing thus to participate from the proper faculty authority of the university or college of which he is at the time of such participation a matriculated student."

How are these laws enforced? Every school boy knows about the expulsion from the amateur ranks of James Thorpe, America's greatest all-around athlete, following the Stockholm Olympics; of the suspensions of Sheppard, Kiviat, and Smith, all athletes with international reputations; to say nothing of the scores of minor cases which annually come under the hammer of the amateur officials. Nor has the bludgeon escaped prominent members of our group, whose prowess has reached a stage of perfection to warrant close scrutiny by the athletic critics. It is true that amateur rules are not strictly enforced in certain outlying districts of the South and in intra-racial athletics among Negroes. As long as Negroes confine their athletic activities to Negroes, the regulations of the Amateur Athletic Union are left in the hands of Negro organizations affiliated with this body. It makes little difference to the solons of 305 Broadway whether or not these Negro organizations regulate. Whenever competition becomes inter-racial and on a large scale, the parent body looks down upon Negro aspirants with an eagle eye. They must be bullet-proof against all taint of professionalism if they hope to survive.

In 1920, after the St. Christopher Club of New York City had placed one Negro on the Olympic team and qualified two others, the high potentates began to take due cognizance of athletics among Negro clubs in the Metropolitan district. Basketball was the storm center because this same club had come within a game of winning the Metropolitan Junior Championship against some of the best white clubs in the country. Every prospective amateur athlete was required to take out a registration card. Those who could not pass the amateur test were barred forthwith. This investigation drove scores of professional athletes who had been camouflaging as amateurs into professional ranks. The Loendi Club of Pittsburgh was outlawed by the investigating
committee. The Commonwealth and Renaissance Clubs, professional organizations, arose over the carcass of the once formidable Spartan Field Club and the Alpha Physical Culture Club. The St. Christopher Club alone survived the shock. Frederick Rubien remarked at the time of the investigation that basketball was the carbuncle on Negro amateurism. In the following year, Sol Butler, national broad-jump champion and record holder, was hauled over the carpets for playing basketball with the Forty Club of Chicago, an outlaw organization (now the Eighth Regiment Basketball Team). When this investigation ended, the amateur ranks lost one of the three greatest broad jumpers in competition, whereas the professional game gained a mediocre performer.

In the February 10 issue of the New York Times, the Amateur Athletic Union, in order to quell ugly rumors anent the expense accounts of Paavo Nurmi, Finland's greatest runner, who is now visiting in America, cites rules governing the expense accounts of amateur athletes. Nurmi's expenses, according to this report, are paid into the office of the A. A. U. and are on file for public inspection.

It will be noted that all the rules referred to above are fundamental to the existence of amateur sports. Infractions against any of them affect the amateur standing of the athletes involved. There are other rules which are conducive to the propagation of sport, yet, not necessarily vital to amateurism. For example, some colleges have a three-year eligibility rule, others have a four-year eligibility rule. An athlete who competes four years for sports' sake is no more a professional than one who competes three years for sports' sake. Yet, the rule is justified in both instances because it provides for the addition of new blood and the elimination of veterans every third or fourth year. The one-year residence rule is another expedient, but not necessarily vital law. One of the chief complaints against the Colored Intercollegiate Athletic Association from which Howard withdrew recently was that the association in the fourteen years of its existence had maneuvered around vital issues such as the status of summer baseball players; the qualification of teams which play basketball against professional organizations. At the same time, the association raises Gehenna on issues which touch the strategic more than the vulnerable spots of amateur athletics. Romeo Dougherty, editor of the New York Amsterdam News, who knows the "in and outs" of both the amateur and professional game better, perhaps, than any living Negro, said, after a certain C. I. A. A. team played the Loendi Club, that amateurism doesn't mean much to Negro institutions, anyway.

The Board of Athletic Control, now that Howard is definitely out of the C. I. A. A., has formulated a set of rules which "is more rigid with especial regard to proselyting and eligibility of players than that of the association," says Dr. Edward P. Davis, President of the Board. "Quite so," chimes a dubious public. After all, it is not so much the rigidity of the rules, but rather the power to enforce the rules that counts.

T. J. A.
COLLEGES REVEAL BIG GAIN IN YEAR—COLUMBIA AND CALIFORNIA LEAD ALL AMERICAN UNIVERSITIES IN ENROLLMENT.

By the Associated Press.

Philadelphia, February 7.—Following a diminished rate of increase in 1923-24, attendance at American colleges and universities has this year risen in percentage approaching post-war gains, according to an article in the School and Society, prepared by Raymond Walters, dean of Swarthmore College and associate editor of the journal. Dean Walters has received reports from 160 institutions on the approved list of the Association of American Universities.

The 1924-25 increase over 1923-24 in full-time regular students in 148 institutions which reported both last year and this is 8.5 per cent; the advance of 1923-24 over 1922-23 in 134 of these institutions was 3 per cent.

In numerical rank the University of California and Columbia University are again leaders. California's enrollment, including both Berkeley and Los Angeles divisions, is first in number of regular full-time students, of whom there are 15,580. Columbia has 11,621. In grand total enrollment, comprising 1924 Summer School and part-time students, as well as full-time regular students, Columbia leads the country, with 30,021 students, and California next, with 24,112.

Illinois Stands Third.

The University of Illinois, with 10,089 students, stands third in full-time regular enrollment, and the University of Minnesota is fourth, with 9,417.

Third and fourth places in grand total enrollment are held by New York University and College of the City of New York, with 16,915 and 16,136 resident students, respectively.

The University of Michigan and Ohio State University are fifth and sixth in regular full-time enrollment, with 8,856 and 8,757 students, respectively.

Standing of Colleges.

The full-time enrollment of the remainder of the 25 largest universities are as follows:

Wisconsin, 7,643; Pennsylvania, 7,626; Harvard, 7,035; New York University, 6,889; Nebraska, 5,777; University of Washington, 5,450; Fordham, 5,438; Cornell, 5,238; State University of Iowa, 5,227; Texas, 5,191; Syracuse, 5,132; Chicago, 4,989; Pittsburgh, 4,874; Yale, 4,731; Boston, 4,302; Northwestern, 4,173; Oklahoma, 3,882; Kansas, 3,838; Missouri, 3,060.

The grand total enrollment of the 25 largest universities not already referred to are as follows:

Chicago, 12,015; Illinois, 11,513; Wisconsin, 10,972; Michigan, 10,650; Ohio State, 10,547; Boston, 9,872; Pittsburgh, 9,408; Northwestern, 8,864; Nebraska, 8,237; Cornell, 7,302; Texas, 7,241; University of Washington, 7,225; Harvard, 7,058; State University of Iowa, 6,995; Southern California, 6,460; Cincinnati, 6,442; Syracuse, 6,299; Fordham, 6,233; Colorado, 5,698.

The five largest exclusively women's colleges are reported as follows: Smith, 2,023; Wellesley, 1,583; Vassar, 1,150; Goucher, 1,042; Mount Holyoke, 772.
The merry battle between humanists and utilitarians in the American colleges goes on. Editors of college papers in the past few weeks have taken pot shots at the foes of the Liberal College; at the sponsors of the vocational in opposition to the cultural ideal in education.

Williams Opens.

At Williams College the editors of The Record fired the opening guns of the present skirmish. They take a vigorous stand in opposition to the utilitarian trend of the Williams curriculum and insist that the college should teach a man "not how to make a living, but how to live."

"There is coming a time when Williams College, having reached the parting of the ways, will have to choose between two principles of education: modern vocationalism or old-fashioned humanism. She can not straddle both policies if she is to stand upright in character and individuality. Of course, there is always the possibility of choosing the middle path; those who cherish a love for the golden mean will arise and proclaim its virtue vociferously.

"In deciding the educational policy of a college, however, the danger of devotion to a middle course is the danger of coming to possess an ill-defined, spotty character standing clearly for neither one thing or another.

"The colleges of the country have become crammed to overflowing with earnest youths seeking 'success' through the 'sesame' of a college education. Now when some thousands of disillusioned youths are turned loose on the land, something is bound to happen. A great howl has arisen about the impracticability of a college education. So great was the howl that our educational authorities (ambiguous euphemism, saving us the embarrassment of distinguishing between faculties and trustees) began to make concessions to its demands. Courses in economics of a more highly specialized character were introduced; Greek and Latin were allowed to go by the boards as non-essentials; special business schools sprang up; and there reigned the present state of uncertainty and confusion in our higher educational system.

"William, originally a college that taught the fine old humanities," has made some of these concessions. Greek is gone; Latin is fortunately still with us; the usual number of economics courses are introduced; and a course called American National Problems has been made the equivalent of required freshman English. This last is a concession for which we shall never be able to forgive our authorities.

"The point is this: what the country needs, what Williams College needs, is a clarification of the purposes of a higher education. College training, as some one has aptly said, ought to teach a man not how to make a living, but how to live, there must be a division of functions. If the man of today wants to know both how to live and to make a living, he must study both and we doubt if there can ever be an institution that can teach both. Let our colleges quit this half-hearted attempt at supplying the popular demand for practicability. The humanities in learning have their distinctive values—let the business school teach the art of making fifty thousand a year.

"Would that Williams College would let 'business success' go to the devil and revert to the idea of Mark Hopkins, of being a Mother of Men."

Harvard Replies.

A Graduate School of Business has been established at Harvard. It was recently endowed with a $5,000,000 gift from George F. Baker, New York financier (New Student, January 24.) The Crimson believes that Harvard has solved the problem that perplexes Williams:

"Those who fear a contamination of the ideals by the necessarily commercial spirit of the Business School are placing a cheap estimate on these ideals—their strength
and worth. The development of the Business School is rather to be commended as the one satisfactory solution of the problem that is now perplexing Williams.

"To relieve the College of its half-assumed burden of vocational training—that is the true function of the Business School in the University, as it has been of the Law School, the Medical School, the Dental School, and the Graduate School of Arts and Sciences. The hierarchy of the American educational system is gradually crystallizing; and with wise guidance Harvard College is assuming its own and proper place in that order. It is now free to pursue the high ideal of teaching men "how to live." To Williams and all the other colleges who are still straddling the path it can but offer its present relation to the graduate vocational schools as evidence of what can and must be done."

Kneeling to Mammon.

One of the editors of the New Republic, C. E. Ayres, arrives at the same conclusion in an article entitled "Is Commerce Education?"

"Not every university, of course," says Mr. Ayres, "boasts a temple to commerce, with unilateral light, elevators, telephones in every room, and a pair of pillars at the entrance to symbolize architecture. But this is universally the road to growth. . . . "By grace of the Credit System, our colleges all up and down the land are compounding with Greek and literature, mathematics and biology new credits, uncouth to academic ears, in accounting and salesmanship, railroad administration, and labor from the standpoint of the business manager. . . . "Humanism, culture gets its definition," states Mr. Ayres, "by contrast with commerce and industry. . . . There can be no compromise between trade and the life of the spirit. . . . The period of education which youth is allowed for the cultivation of its mind can not be shared with apprenticeship for trade because the two can not be mixed.

"The insertion of business courses in the curriculum not only lends countenance to this contradiction, it incorporates it in the faculty. Not only does the institution as a whole bend the knee to Mammon; he has his personal representative upon its staff, his professors of financial manipulation, instructors in labor management, and assistant professors of tax dodging." . . .

Because the administrators and faculties of the colleges of business "talk as though they conceived themselves to represent business unredeemed," their influence on liberal education is harmful. "When all the instruction in economics is confined to the school of commerce, as is the case, for example, at the University of Minnesota, or when the school of commerce is able somehow to dominate the whole group of social science departments as was true a short time ago at the University of Chicago, the resultant situation is as unfortunate for liberal education as could be imagined."

This is, however, merely a passing phase in the evolution whose outcome Mr. Ayres looks upon hopefully: "If business is all powerful and can have its way the way it will take is a business school of law or medicine. It will exact seven or eight years of university study of which the first four will be the liberal college course, somewhat concentrated upon preparatory subjects.

"The concentration will save liberal education, though not without risk and fairly heavy casualties."—The New Student, January 31, 1925.
ALL CREEDS AT INTERNATIONAL HOUSE—IN THE UNIQUE INSTITUTION ON RIVERSIDE DRIVE STUDENTS REPRESENTING ALL RACES DEMONSTRATE THAT MANKIND IS ONE FAMILY.

Overshadowing Grant's Tomb itself, on Riverside Drive, there has arisen in the last year an edifice which in any city save New York would be described as immense. It is the International House, to be defined in dull phrase as a hotel for 600 foreign students who have entered one or another of the fifty-two universities, colleges and professional schools of this comprehensive metropolis. It is also the headquarters of the Cosmopolitan Club, which includes 700 men and 500 women from sixty-seven different countries.

The appearance of such a community on Riverside Drive is a phenomenon for which there is no precedent in history and no parallel in the world today. Consider these figures: The Cosmopolitan Club contains 126 Chinese, 89 Japanese, 60 Canadians and 45 Filipinos. If we group the membership in continents, we find that there are 280 Asiatics, 428 North Americans, 35 South Americans, 233 Europeans, 14 Australasians and 11 Africans. The religions represented are Brahmanism, Buddhism, Christianity, Confucianism, Judaism, Hinduism, Jainism, Islam, and Zoroastrianism. And Christianity is professed by Catholics, Roman, Greek, Gregorian and Nestorian, by Protestants, by Quakers and by Christian Scientists. Here, if anywhere, may universal youth seek the universal faith.

The International House represents a benefaction of $3,000,000. In any other day than ours and in any other country such a gift would have evoked amazement for a generation. What honorary degrees would not Oxford and Cambridge confer on a founder at once so “pious” and so affluent? The historians of the future, surveying this and similar bequests, will tell our grandchildren, probably, that the United States is passing through a period similar to the fifteenth and sixteenth centuries in England, when, in a rapidly developing civilization, rich men and women established colleges and schools, which ever since have been the basis of education in the British Empire. The Dukes and the RockefeJlers and the Carnegies and the Peabodys and the Eastmans and the Vanderbilts correspond to the Clares and the Pembrokes and the BaJliols and the FitzWil!iamses and the Bodleys, who endowed the ancient universities of England and as justifiable publicity sometimes attached their names thereto. We are inclined to support that, compared with the Middle Ages, ours is an era of vulgar advertisement. Occasionally prominent men do see their names in print, but after the organized vanity known as the feudal system, with its escutcheons and coats-of-arms and titles and other trappings of heraldry, there is a refreshing modesty in the successful citizenship of the United States. It is by mere accident that one learns that it was the younger John D. Rockefeller who built the International House.

Rockefeller and Wolsey.

At first sight, Mr. Rockefeller does not seem to be, perhaps, a reincarnation of Cardinal Wolsey. But, of course, we do not know what Cardinal Wolsey would have had his church been Baptist and his Pontiff Dr. Woelfkin. Both Wolsey and RockefeJler have been zealous for the faith. Both have been impressed by what King Henry VIII called “the New Learning” and Dr. Fosdick believes to be a “Modernism” evolved in the twentieth century. And both were builders. At Oxford, Wolsley’s college, though spelled Christchurch, was pronounced “the House.” On Riverside Drive you also see “the House,” only with the word “international” prefixed—a word which echoes in Latin what Wolsey, in his Greek manner, meant by catholicity.

In the decoration of the clubrooms the architects might have argued that an International House should be international. Ornaments might have been introduced which would have reminded the students of the old folks at home. A pretty frieze of eye-
glasses and cricket bats would have conciliated the roast beef of old England. Room for a Taj Mahal might have been found on the roof. Turkish scimitars, Australian boomerangs, French tapestries, Italian Madonnas, Russian samovars, German tankards, Irish harps and shillelachs, Japanese gardens and Chinese dragon might have been cunningly arranged to suggest Geneva, Viscount Cecil of Chelwood and Mankind. But a simpler and wiser plan was adopted. This home of all nations sets forth to all nations the purest style of Colonial America. The America that furnished the home is content to be herself.

Amid the lavish display of hotels, here is a restraint, all the more impressive because it has cost so much. The curtains are soft of hue, but brocaded by hand. The chairs are hand-upholstered. The furniture reproduces the perfect examples of a former day. The panels on the walls and fireplaces, the fanlights above the doors, the hand-blocked paper, supplied by the nation of Lafayette, and the very lamps where oil is electricity, are models of the actual originals amid which this nation was born.

Colonial Character of Interior.

The connoisseur of the Colonial style who is familiar, let us say, with the Schuyler House at Albany, will find little in the interior of the International House to remind him of what old America used to be. But within the doors you are transported into the eighteenth century, and in these soft and stately parlors General Burgoyne, who so much enjoyed the hospitality of the Schuylers when he was a prisoner of war, would have felt quite at home. Even the staircases would be familiar. For here are the Colonial banisters like those at Albany, which still bear the gash of a tomahawk, thrown by a red Indian at a contemporary Schuyler baby.

Of course, neither the Schuylers nor their captive and captivated Burgoyne would have been quite prepared for the guest roll of the mansion on Riverside Drive. As a dormitory, the International House is not one but two edifices, and it is only in the clubrooms that all the students meet. East meets West. Hitherto we have talked about the melting pot as an arrangement in the social inferno for fusing immigrants. But this is the melting pot in excelsis. The mental and in many cases the social aristocracy of all nations here hold court. Doubtless the students are post-graduates who know how to take good care of themselves. But the real safeguard is society itself. Public opinion—wholesome and insistent—prevails; and public opinion is stimulated by national pride. Every student considers that on his or her hands is entrusted the honor of a distant nation.

It is will be noticed that earlier in this article I enumerated the religions to be found at the International House in alphabetical order. That is as Harry Edmunds, the originator of "the house," would wish it. For no religion is here allowed to assert its predominance. The Moslem, the Hindu, the Brahman is encouraged to hold his head as high as the Christian. There are conferences at which the various religions are compared. And the theory on which "the house" proceeds is that if ever one religion is to prevail over or absorb the others, it must be by a goodness that is obvious and not by dominance of argument. To draw out the good in all religions is thus the aim of the community and each religion is invited to make its contribution to the piety of mankind. So with art and with drama. The various national groups hold exhibitions and present programs which show what unsuspected reserves of beauty lie hidden within the unappreciated civilizations of the world. Every group is thus inspired to be and to show the best that it can.

Yet over this diversity there reigns a spirit of brotherhood. For instance, all the nations kept Christmas. At that festive season Santa Claus was kept exceedingly busy. The women and the men in residence hung out stockings, and mysteriously all were filled—the men helping Father Christmas with the women's footgear, and the women helping with the men's. After which ceremony—when day dawned—there was a general obliteration of theological frontiers amid Yuletide merriment.
It was Mr. and Mrs. Harry Edmunds who evolved the idea of the International House. To them it was obvious that what students needed in a strange land was home. It is to homes that foreign groups are invited for an evening every Christmas—the hostesses including Mrs. Carnegie, Mrs. Rockefeller, and others of a like outlook on life. Why the great idea did not occur to the academic authorities responsible for foreign students is a question too delicate to be pressed. And how to apply the idea to other centers—Boston, Chicago, Seattle, for instance—where students foregather is likely to become, in due course, a matter of inquiry. For these students are a ponderable factor in the balance between war and peace. Many of them are destined to be the statesmen of the future. There stands Grant's Tomb with the motto, "Let Us Have Peace"—the peace imposed by force. And at The Hague there rises that palace, built by Andrew Carnegie, which is consecrated to peace—dictated by justice. But here in the International House the nations are learning to practice a peace won neither by battle nor by argument, but evolved out of mutual service.

They retain their national and spiritual labels. But they require a new vision of mankind as a family. Obviously they can not dwell forever on the Mount of Transfiguration. The International House is no more than a temporary tabernacle. But when they leave the New World and plunge again into the Old World, at least it can be said that they have in a vision that city of God which one day will become the city of man.
COUNTERWEIGHTS

Fritzie: "I'll bet I could attract a lot of attention by going to church and putting a ten-spot in the plate."
Ritzie: "I could do better than that by going to Times Square and putting a dime in my stocking."

She: "Mary Ann is some toe dancer, isn't she?"
He: "She ought to be; she's had enough experience dancing on mine."

Although many men have started in with nothing but a shoe-string, we think suspenders are safer!

PLAIN TEEDLE.
There was a young man named Teedle.
Who wouldn't accept his degree;
He said, "It's enough to be Teedle,
Without being Teedle D. C."

Julien: "Has a man ever kissed you while he was driving?"
Juliette: "I should say not. If a man doesn't wreck his car while he's kissing me, he isn't giving the kiss the attention it deserves."

CAUGHT.
Irate Father (to son whom he has caught smoking): "Smoking, hey?"
Son (nonchalantly): "No, sir; tobacco."

Coach (to prospective candidate): "Are you related to Mike O'Reilly, the famous all-American quarter of several years back?"
Candidate: "Very distantly, sir; he was my mother's first child and I was her twelfth."

How it must cheer the censor's prudish heart to learn that time tables have no legs.

Rume: "Whence the black eye, old thing?"
Mayt: "Oh, I went to a dance last night and was struck by the beauty of the place."

"Want to go on a sleighing party?"
"Sure; who're we going to slay?"

"We passed your house last night."
"Thanks!"

"I'm going to have my face lifted, Jane."
Jane: "Have it removed!"

"I wish to heavens, Margaret, you'd stop living beyond your means to impress those Browns, simply because they live beyond their means to impress you."
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