

## HURecord, Vol. 14, No. 5

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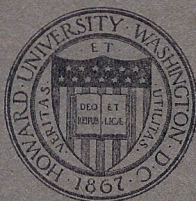
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VOL. XIV

MARCH 1920

No. 5

The  
HOWARD UNIVERSITY  
RECORD



EDITORIALS

THE MESSAGE OF MORDECAI JOHNSON

E. Albert Cook

NEGRO EDUCATION

James E. Gregg

INTERRACIAL CO-OPERATION

William Pickens

ON FURLOUGH IN GREAT BRITAIN

H. A. Carter

A COLLEGE MAN'S RELIGION

McLeod Harvey

THE LATIN ELEMENT IN ENGLISH SPEECH

George Morton Lightfoot

HOWARD ALUMNI YOU OUGHT TO KNOW

ALUMNI NOTES

UNIVERSITY NOTES

UNDERGRADUATE LIFE

COUNTERWEIGHTS

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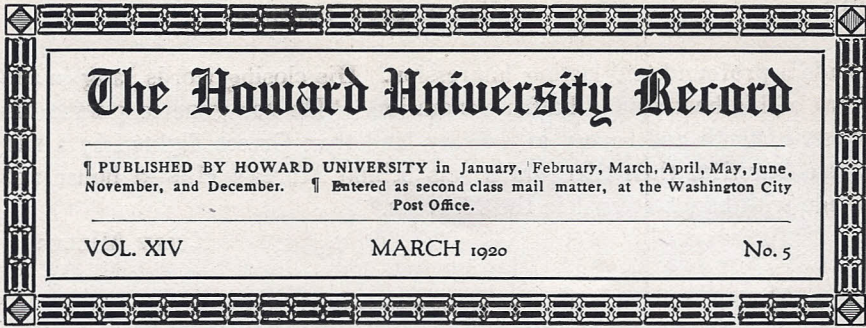
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## Editorials

### THE WILEY LANE SCHOLARSHIP

MISS EULALIA LANE of the class of 1915 has undertaken to establish a scholarship fund of \$4,000, the interest of which is to supply an annual scholarship to be awarded to the most deserving member of the Junior College. The foundation is to be known as the Wiley Lane Scholarship in honor of the uncle of the donor.

The Lane family played a conspicuous part in the life of the University during its earlier years. Four brothers and two sisters were enrolled in the student body, five of whom were graduated from the different departments. Miss Eulalia Lane is the daughter of Rev. Calvin Lane, and represents the second generation of the family in the life of Howard University.

Wiley Lane was graduated from the College Department in the class of 1879 and subsequently received his Baccalaureate from Amherst College. Upon graduation from Amherst he was called to a teachership in the Normal Department in Howard University, of which he later became the Principal. From that position he was called to the Professorship of Greek, a chair which he filled with singular zeal and devotion up to his untimely death in the winter of 1884. So deeply devoted was he to classical spirit and culture that through the good offices of his patron friend Senator George F. Hoar of Massachusetts he had perfected arrangements to complete his studies in the classical school at Athens. His ambition was cut short by an attack of pneumonia caught in a snowstorm through which he had gone to promote a civic enterprise for the welfare of the community.

After a half century of existence Howard University can well point to Wiley Lane as perhaps the completest embodiment of the refinement of nature, spirit of culture, and keen sense of consecration to which the University is devoted.

Senator Hoar delivered the funeral discourse over his remains in the University Chapel. His sincere grief at the loss of a friend untimely cut off, and his fine and delicate delineation of his character and qualities



made a profound and lasting impression. His closing words rang in the ears of his hearers for half a generation. "He has gone to pursue his quest of truth and beauty in a fairer land than Greece, lighted by a sun more beautiful than that which sets behind Morea's Hill—a house not made with hands eternal in the Heavens."

KELLY MILLER.

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### "NEW COURSES" AT HOWARD UNIVERSITY

IT has been the plan of the Record during the Current Scholastic Year to direct the attention of students, alumni and educators in general to the new courses which, in the educational reconstruction, have received added emphasis and enlarged equipment at Howard University. To this end, special articles, adapted to popular understanding, have appeared on Architecture, Physical Education, Military Training and Music. In subsequent issues, Home Economics, Library Training, Finance and Commerce, and Journalism will be discussed.

We realize that, generally speaking, these courses are not a distinct innovation in the educational program. Here at Howard, however, they have for the first time, with the inauguration of the quarter system, been placed on an equal college credit basis with the long established courses in science, language, literature, history and the social sciences, and many of them lead to specialized degrees in the Senior Schools.

Careful attention is being given to the organization and development of these courses so that, in the quantity and quality of work which is exacted of the student, they may be equivalent to the longer established academic studies. Teaching and laboratory facilities for these subjects have been strengthened and enlarged with the aim of affording the student, while in college, an opportunity to prepare directly for his actual work in life.

G. M. L.



## The Message of Mordecai Johnson

By E. Albert Cook, Ph.D., Professor of Systematic Theology in Howard University.

HE did not say much about "saving souls" and yet that was what he was after. But it was a different kind of salvation he had in mind from that which has been most familiar to the last generation. And yet, if Mordecai Johnson learned this new gospel from Walter Rauschenbusch, Walter Rauschenbusch learned it from Jesus Christ.

The Rev. Mordecai Johnson came from his church in Charleston, to Howard University, that the Day of Prayer for Colleges might have a great meaning for us, this year. He gave four addresses, including two preceding and one following the great day,—to the whole student body in the Chapel, besides speaking at the University Prayer Meeting on Wednesday night.

In the first address Mr. Johnson told how the world had anticipated happiness and prosperity to follow closely upon the end of the great war, if only it could be brought to an end.

And then he painted a picture, perhaps too dark in some spots, and yet doubtless not nearly dark enough to enable us to realize the real situation, of the evil and suffering in the world today, fourteen months after the armistice. What a sorrowful, wretched and needy world it is,—needy of salvation of some sort, whether of the orthodox sort or not! He told of how hopeless it had seemed, to try to get people to listen and respond to the "Social Gospel" of Jesus and of Rauschenbusch, and of the new hope that had come to him from some of the most recent declarations of large representative bodies, like the Federal Council of Churches and the Interchurch World Movement, of the necessity of a Christianity which would Christianize all of the relations of life, in this world, not waiting until after death for the establishment and enjoyment of the Kingdom of Heaven.

The complaint of the colored man in this country, against the white man, was one of the principal topics of the second address. Mr. John-



Rev. Mordecai Johnson

son referred to the various well known forms of injustice often practiced against the colored people, but said that the greatest wrong was the denial of the right to serve his fellow-man,—the word “You are not needed.” Then he described the thrill which had come to the colored man when this nation went into the war, and the word went out that everyone was needed, and the colored man was called upon, with the white, to do his utmost for the nation and humanity. And then, when the fighting was ended, those who had made such a splendid record of service and had attained such high hopes of a future in which they might stand proudly beside their brothers of all races, to share in mutual service, heard again the terrible word “You are not needed.” To serve humanity freely, with all of one’s powers, is the greatest glory of a man, and the denial of this right, the greatest calamity.

Then came the great day, the Day of Prayer, for which preparation had been so earnestly made. Again Mr. Johnson spoke words which thrilled and stirred all in the crowded chapel. He appealed to all to follow the Christ, the one who came “not to be ministered unto but to minister,” the great servant of humanity. He did not picture a hell yawning underneath those who did not accept a certain creed or pass through some special “religious” experience, but urged everyone to deny himself and take up his cross and follow Jesus in the path of service. He recalled vividly the pictured judgment scene and the approval and reward by the king, of those who in feeding the hungry, clothing the naked, visiting the sick and imprisoned, of the humble and lowly classes, had unwittingly been ministering to the king himself. He pointed out the universal need for such service of humanity, and the intricate problems and multitudinous tasks involved in meeting these simple needs of humanity, not for once or twice, but permanently, day by day. He showed how such service of humanity required the utmost consecration, the most complete purity of life, and the highest religious faith.

Such an appeal, to save one’s soul by enlisting for the service of humanity, was new and strange,—although it was the appeal that Jesus made. It may well be doubted whether the appeal and its significance were appreciated and understood by any large part of those to whom it was made. And yet it was partly understood and the response was most encouraging. When the decision cards were passed around, a large number signed them, indicating that they accepted Jesus as Saviour and Lord, either for the first time, or again after years in which they had not been following him. Meetings of the various academic classes were held during the afternoon, and confessions and resolutions were made, in some cases with tears.

What of the last day,—the day after? What would Mr. Johnson say as his farewell message? It was this: “Join the church!” He earnestly urged all the Christian students to become members of the churches, especially the little churches back home, when they returned to their

homes. No one knew better than the speaker the lacks and limitations of the little rural colored churches of the country. And yet, he insisted, they do far more than any other agency for the betterment of the colored people, morally, spiritually and in every interest and relation of life. And they need the whole-hearted service of the young people trained in our colleges.

The four days' visit of Mr. Johnson has had a profound influence on Howard University, and will make far more effective the daily chapel and weekly vesper services so impressively conducted by President Durkee. If the meaning of those addresses shall in time be fully assimilated by the students, and if there might be some systematic instruction in the fundamental principles of religion as Jesus and Rauschenbusch and Mordecai Johnson teach it, with such an adjustment of the forms of faith to the positive results of science as should enable the students at the same time to be honest intellectually and completely consecrated to the Christian ideal, Howard University might become one of the greatest moral and spiritual powers in the world.



## Negro Education

*By Dr. James E. Gregg, Principal, Hampton Normal and Agricultural Institute, Hampton, Virginia.*

Address delivered at the evening session of the Reconstruction and Readjustment Congress held at Howard University, November 13, 1919.

Mr. President and Friends:

**I**T was very kind to have Dr. Durkee introduce me as coming from Berkshire County, Massachusetts. I am not ashamed of that county, but I am very glad now-a-days if I may be introduced as coming from Virginia, for Virginia is now my home. I hope I may be able some day—if I am not yet—to be a good Virginian. Mr. Jackson Davis has been spoken of once or twice. I enjoy telling a story which he told me about a good old lady whose farmhouse was so close to the line between Virginia and North Carolina that it had never been determined whether she lived in Virginia or North Carolina; but one day the State surveyors came along; and they relocated the boundary and made it perfectly certain that her house was in Virginia. The old lady said she was “so relieved,” because she had always understood that the climate of North Carolina was “powerful unwholesome.”

To turn now to the very great subject which has been given me—so great that it troubles me. This subject of “Negro Education” I am not

willing to discuss any more than Dr. Post felt willing to discuss Negro Labor—as if it were something apart from the white man's education or the white man's labor—it is all one. I am not really qualified or willing to speak of Negro education as if it were different from some other education, except in this respect: All education, we shall agree, must regard, must study, must take account of the pupil and of his environment; must know wherein the pupil differs from other pupils; must know wherein his environment differs from other environments. And, therefore, if the Negro is different from others; if as a pupil he shows certain peculiar gifts and aptitudes, and it may be certain handicaps, his education ought to take account of those facts. If they are facts, they should be faced and recognized; and he should be treated and trained accordingly; and if his environment is in any sense peculiar, his education ought to be shaped accordingly. That is merely the sincere, the common-sense method of procedure.

With the Negro pupil, as with the white pupil, first consideration should be given to the pupil himself. The temptation, I fancy, is often to do the other thing. We have seen what happened to Germany because the German Emperor and his advisers and his associates determined that they would educate a race of soldiers—men who should be trained to obey their commanding officer first of all and to do whatever he told them to do, no matter how brutal he might be. I have heard Mr. Hoover say that in certain districts of Belgium where the younger German soldiers were stationed, it was noticed that their treatment of the Belgians was more ferocious and beastlike than in other districts where older men of the German army were to be found; and that it was believed that one reason might be that about twenty years ago the Kaiser made up his mind, or was told by someone, that a great deal could be done, through daily attention in the schools, to mold and to shape the minds of the children; and that a systematic propaganda of brutality was then put into the public schools and the younger generation trained up in that habit of mind; and that the result was seen in the suffering of those people in Belgium. There you have it carried to its worst extreme—the idea of educating the pupil with reference to his environment—the things around him and the supposed demands of that environment. That, I believe, is beginning absolutely at the wrong end. You should begin with the child himself. We should strive to do all we can to develop what is latent in him of power and goodness. Give him a chance—the chance which is his right—to become the man that God meant him to be, and let his environment come second. His environment should not be disregarded. Of course, it should come under consideration and most careful consideration. But we should first consider the pupil, and then he should be fitted, adapted to his environment through his education; fitted for life for the very fullest use of the opportunities that life will

bring to him. This involves not only vocational training, but also some degree of culture.

The matter has been put succinctly and truly, I think, by Professor Hanus of Harvard University in the report which we have just received at Hampton from him with reference to our Trade School. On the first page of that report Professor Hanus says this: "While pursuing its dominant aim—to train skilled artisans—it should not fail to provide for all its students training for citizenship and participation in the extravocational interests of educated men." The pupil, no matter how distinctly vocational his education, must be trained somehow to use his leisure time profitably and happily, and he needs, as Professor Hanus has suggested, to be made able to orient himself in the great world of humanity, to see where he is and what he is a part of, to discover his own rightful place and to fill it, in the great world of his fellow-men. Every child of whatever color deserves first just such education as will open his mind to the sunshine of God's truth; such education as will make him aware of himself and of his world, and then, after this part of education has been given which opens the mind and makes the pupil able to go on and to use the resources of the world's treasure of learning, wisdom and knowledge, we should make sure he gets training which will make him self-supporting, self-respecting, useful and upright; and a man—as General Armstrong said—cannot easily be good if he is starving. He needs to be given something which will enable him to earn an honest living. He must have that, and somehow or other that should enter into our educational scheme. His training should make him such a man that he will do well whatever work he is given to do. How the world does call for people who will do their work well, thoroughly, so that no one else will have to do it over after them! I sometimes think you can almost count on your fingers those whom you can trust to do the things that are given them to do, and to finish them up, so that they will not have to be followed up. And those whom you must follow up and must watch their work, must keep on your mind all the time—you know—we all know—what a multitude and what a nuisance this second class of persons is.

In such a fundamental and universal system of education, at no point should the child, the pupil, or the student ever be allowed to feel that the door is shut to his going further and higher. That is another right which I believe is human and universal, and every one of us ought to feel that he has a right to keep on with his education. All of us can keep on learning right up into our old age, and our education ought never to stop; and for boys and girls it is a terrible experience to feel that the door of further learning and further preparation for life is shut in their faces.

In thinking today about what an educated man is, I believe that we might say that an educated man is one who does his work intelligently, thoroughly, effectively, conscientiously, unselfishly, with some under-

standing of what it is all for. Of what it is all for—you and I need to give meaning to our daily routine—to make it worth while—to make it tolerable—to make it such that we can enjoy it. The Prime Minister of France, Monsieur Clemenceau, said the other day: "The world's only salvation from social and economic chaos is work." That is true. That is what we all need to realize, no matter what our work is. Let us restrain our lamentations because all about us is not just as we could wish it to be after the greatest political, social and economic catastrophe in history. Readjustment and reconstruction will take time.

The last time I was in Washington I went home by boat to Old Point Comfort; and on the boat I met a gentleman whom I had never met before. He proved to be a judge from one of the older towns in North Carolina, and had been head of the school board there for sixteen years. I said to him, "How do the white and colored people get along in your community?" He said, "They always get along well." He added, "I don't know a white man in our town who is not glad to see the colored people get ahead, and who wouldn't do anything he could to help them get ahead." That was what he honestly believed. He felt that he himself was ready to do anything he could for the colored people in his town; and his white friends, he was confident, took the same attitude. These, my friends, are the things that the newspapers don't tell us about. They call attention to cruelties and murders, but disregard the ordinary things: the justice and kindness which most men feel in their hearts and gladly practice day by day. Let us renew our faith in man and our faith in God, and go forward.



## Interracial Co-operation

*By Dean William Pickens, Vice-President, Morgan College,  
Baltimore, Maryland.*

Address delivered at the evening session of the Reconstruction and Readjustment Congress held at Howard University, November 13, 1919.

**T**HE color of a man's skin is a very crude test for his quality and worth; almost as crude a test as the color of his hair; and not nearly so good a test as the color of his nose. And yet about the greatest basis for the classification of men in this country is skin-color. Some of us declare that there is no color line, but we unflinchingly recognize it. White men do it, black men do it. You and I recognize it. Here we are now discussing "the Negro's industrial opportunities," by which we acknowledge that there is something special in his case, and that a simple

discussion of industrial conditions in America will not adequately deal with his condition. It is our present purpose to emphasize coöperation in spite of distinctions.

The business of inter-racial coöperation in this country is not so simple and easy. It requires imagination, sympathy and generosity in both groups. The recognition of common interests is the surest reliance. This can be illustrated in the industrial world. Labor cannot exclude the Negro from its ranks by its own vote and then blame him for being a strike-breaker. Where mere sentiment fails, a community of interests helps. In Tacoma, Washington, the attorney for the unions persuaded them to admit Negroes, after colored men had been brought from Chicago to break a strike. And after half a million more of Negroes moved into the North, the American Federation of Labor voted to admit them. There will still be discrimination in local unions and the struggle will be generations in length, but the action of the Federation is the beginning of the right.

The way in which the Negro race has climbed steadily against odds is the most encouraging thing in the history of the great republic. The man farthest down has made progress, and relatively the greatest progress. The black man is not today ahead of the white man, but the black man has traveled farther. He began many leagues behind three hundred years ago, even fifty years ago; and the distance between him and the man ahead has been diminishing, not increasing. Who could begin further back than a slave begins? Is not this historical accomplishment worth something when we begin to evaluate the Negro? The same is not true of the Indian. A few generations ago, I am told, there were three million Indians in this country, and that now there are only three hundred thousand—and nearly all of these are in jail, for a "reservation" is a big outdoor jail. The Indian began free and numerous, and has almost reached the point of extinction and the condition of bondage. The Negro began as a slave; and in less time than it took the Indian to divide by ten, the Negro multiplied by ten. The unconquered race of the United States is the black race, for it has overcome and is overcoming the most fearful odds and difficulties ever put in the path of a race.

This people is fit to live in this country, and should have the primary right to work for a living. This right should be limited only by their capacity and fitness for the work. The community loses in efficiency and productiveness by color-discrimination, or any other artificial discrimination in industry, for the person fittest to do the job may be kept out because of a lack of some irrelevant qualification, like color. We can illustrate from recent history: During the war many industries and organizations lost in efficiency and became annoying to the public, because their ablest employees and operatives were taken away for war-work, and people who were slower of intellect and clumsier of hand were put into



the vacant places. But the traditional color bar kept us from advancing the more efficient and intelligent colored people to these vacant places, and compelled us to fill them by less capable and sometimes very ignorant whites. Traditionally and sentimentally, the telephone operator had to be white. Accordingly, when the very efficient white 'phone girl was called away to war-work, the colored girl of high school and college, deft of finger and quick of wit, was not put into the vacancy. To our own hurt we preferred untrained and almost untrainable white girls, and the war-time 'phone service became famous among our sacrifices. The "bar sinister" became a burden to the nation. It prevented it from serving itself by its own best at this point. It is just as if we had possessed a mine of good ore and a mine of poor ore, and some unfortunate superstition had prevented us from working our good mine, even though the enemy was threatening our very life. The greatest superstition of all the ages is Color Superiority. Because of it, the nation is losing in all sorts of work all of the time—not only in war but in peace—not only in handiwork, but in brain work. Many an American Negro has been kept from serving his country in the very place for which God and nature fitted him, for these high original powers seem to have little respect for race prejudice.

Meanwhile that element of the black American race which survives this handicap and makes progress in spite of it, is growing stronger and more wonderful. Opposition and difficulty, when overcome, does not *destroy*; it *helps*. It becomes *opportunity*. Organisms grow strong by what they overcome. A black boy engaged in high jumping contests with white boys, and two white boys held the ends of the bar over which the jumping took place. When a white boy came to jump, they would lower this bar a little, but when the black boy came to jump, they would raise it a little. It was not long before this black boy could jump a foot higher than any white boy in the group. They had compelled him to jump higher every time, to use more of his energy in the jump. What would be the end, if for the next three hundred years, white people could succeed in compelling colored people to have more intelligence in order to vote, to have more skill to get a job, and to have more virtue to stay out of jail? Opposition not overcome is death; while opposition overcome becomes a great opportunity and a stepping stone to higher and further things.



You should read THE RECORD every month

## On Furlough in Great Britain

A TRIP TO CANTERBURY.

By *H. A. Carter, '21.*

OUR party left the Eagle Y. M. C. A. hut, in London, on the Strand, at 10:30 A. M., June 12, 1919. We proceeded from the Strand and crossed Waterloo Bridge to the Waterloo Railway Station, where we took a second-class coach. The train soon pulled out. After we passed the outskirts of London, the Y. M. C. A. guide, who attended us, said, "Fellows, we are now in Kent, a country known as the 'Garden of England.'" He also told us to look out for the famous Chatham naval base and Rochester Castle, as we rode along. After a ride of about an hour and a half, we saw rise above the green, wooded hills, as if to greet and bid us welcome to the royal and ancient capital of Kent, the magnificent Gothic spires of the old Canterbury Cathedral.

The English people regard Kent as the cradle of their race, and Canterbury as the mother-city of the British Empire. Here it was that the English race first founded a settled home on English soil; here also did English commerce first establish a permanent centre. Therefore, of right, so say the English people, may the famous old city of Canterbury claim the venerable title "Ave Mater Angliae."

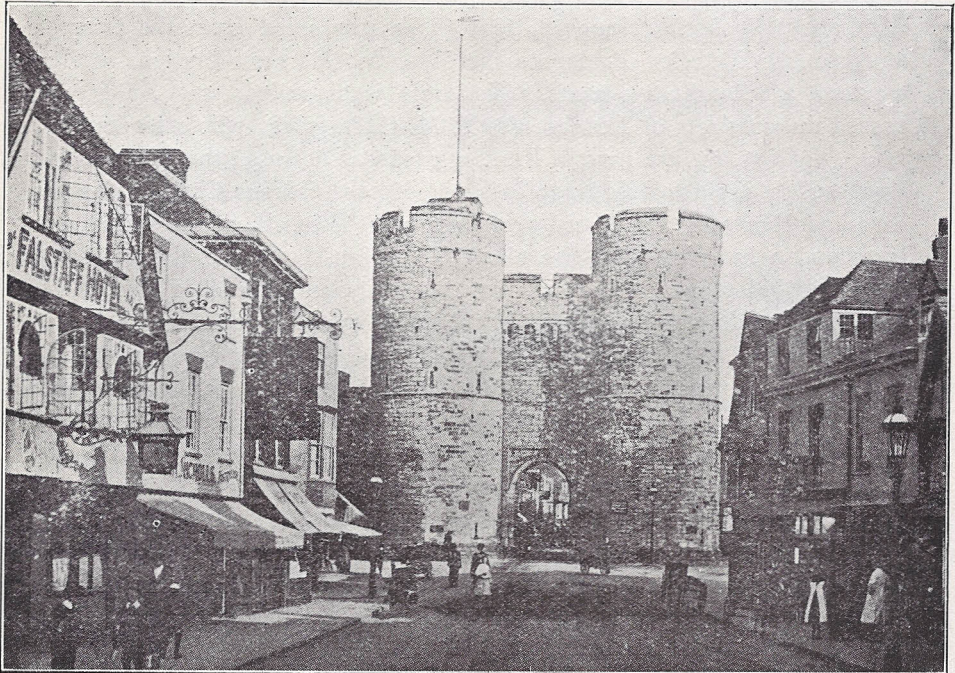
The traveler who sojourns for a brief space within the shadow of her Cathedral, threading her picturesque streets full of memorials of the past, strolling further into the "Garden of England," with its shady lanes and glimpses of blue over the fair, rich background of wooded hills and meadow, bears with him more vivid and more delightful impressions of the "Old Country" than can be gathered from a longer stay in any other of the English cities. In none other can he derive a greater benefit, alike to mind and body, than from her wholesome, health-giving air.

The situation of Canterbury, with its equable temperature, southern aspect, and low rainfall,—it is well within reach of the fresh sea breezes, yet is sheltered by the hills from the colder gales of the north and east—insures an amount of bright sunshine hardly exceeded anywhere in England.

One great American said, "It is the bounden duty of every English-speaking man and woman to visit Canterbury at least once in their lives." No other city, excepting Rome, can boast of more varied historical association, of more striking and beautiful monuments to preserve them.

Of these ruins, the magnificent Norman Keep, the still glorious Westgate, St. Augustine's Abbey, St. Pancras, the Saxon church of St. Martin, with its unbroken record of thirteen centuries of Christian worship within its walls, the impressive gateway of the great Monastery of Christ Church,

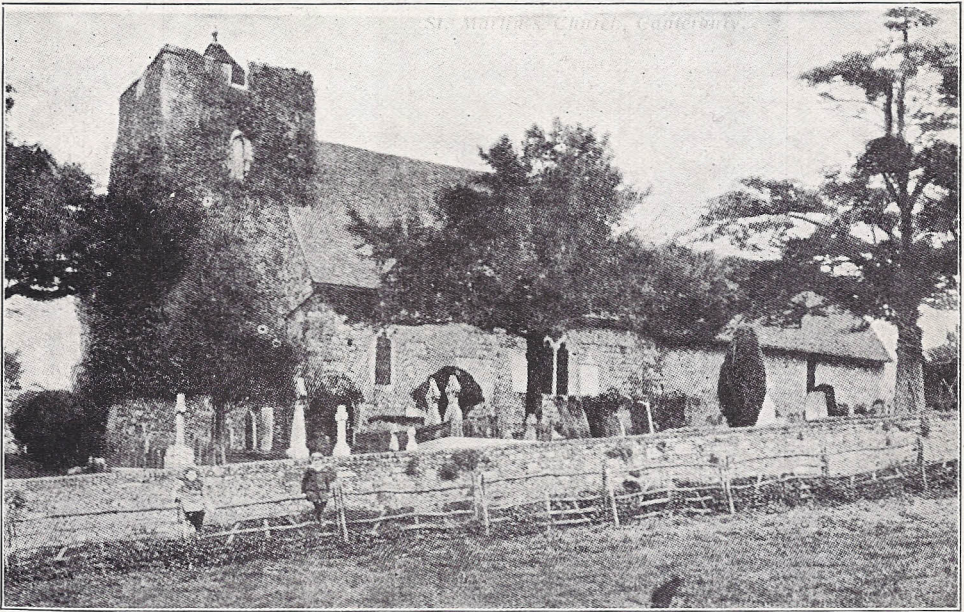
brief space at my disposal reference to the most famous is all that can be here attempted.



The Famous Old Westgate Tower (Canterbury)

The Westgate is the most famous of these ancient landmarks. It was completed as we see it in 1380 by Archbishop Simon of Sudbury. Situated at the river-crossing where traffic to and from the Continent converged, it holds a position which has at all times been of great importance. It was used to guard the London Road, itself a section of the ancient Watling Street. The first written record of its former existence dates back to 1023, when the gate was repaired to admit the procession that accompanied Canute when he brought back from London the remains of the martyred Archbishop Alphege and presented his golden crown as a peace offering and atonement for the many sins of his countrymen, the Danes, against the Church of Canterbury and her people. Here, too, according to old tradition, in 1067, after the Battle of Hastings, William of Normandy gave to the men of Kent their ancient laws and privileges on condition that he be allowed to pass in peace on his way to Dover.

Through this gate also passed on July 12, 1174, the mightiest King in all Christendom, Henry II, fasting and uncrowned, to be scourged in the Cathedral of the murdered Archbishop Thomas á Becket. Soon afterward the Canterbury Pilgrims, made famous by Geoffrey Chaucer, began to crowd through its spacious archway. For more than 500 years the great Westgate of Canterbury has withstood the perils of war, and the wear of time, in addition to dangers of municipal neglect. From 1543 until as late as 1829, the interior of the structure was used as the city goal. In the lofty guard chamber over the archway the condemned cell can still be seen. From this dismal enclosure malefactors had only to walk a few paces to a window opposite, out of which they were hanged upon the gallows, which is still preserved.



St. Martin's Church (Canterbury)

St. Martin's is one of the oldest Christian churches in the world. The old English historian, Bede, states that it was built while the Romans still occupied Britain. It is dedicated to St. Martin, Bishop of Tours. The nave of this old building shows evidence of Roman plaster and workmanship. Recent explorations have revealed a high arch in the West Wall, on each side of which is apparently a Roman window, afterwards lengthened out by Saxon or Norman builders. In it can be seen many other features of Roman and Saxon architectures. There can be no doubt that this church was the oratory of Queen Bertha and her Chaplain, Bishop Luidhard, as well as the scene of St. Augustine's preaching and of the baptism of Ethelbert, King of Kent. Within the walls of

this Cradle of English Christianity divine service has been celebrated for at least thirteen centuries without an apparent interruption.



Canterbury Cathedral (looking from the Westgate Tower)

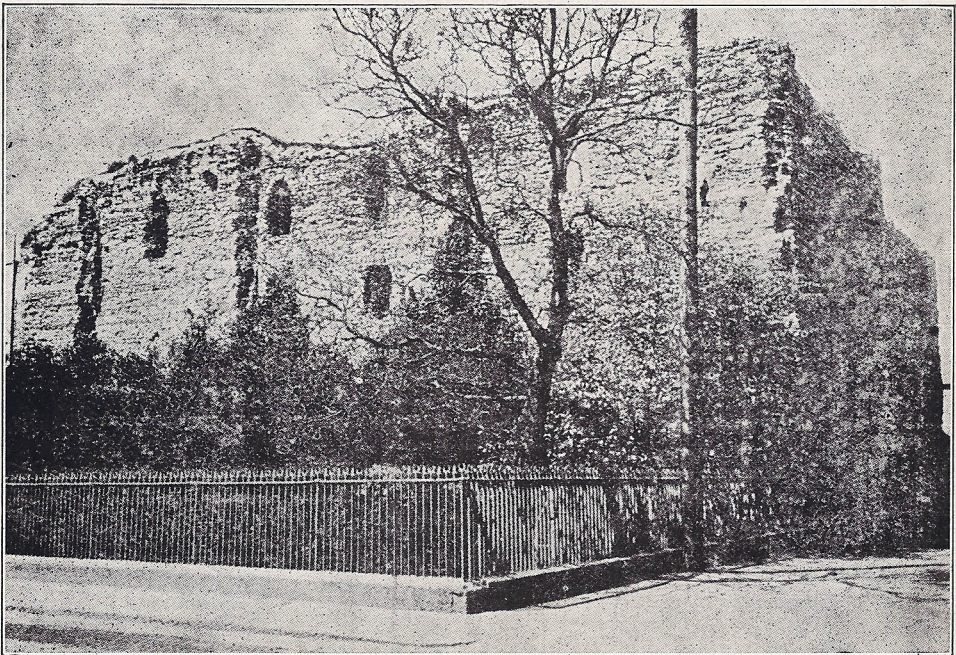
The Canterbury Cathedral appears today a magnificent Gothic structure overlooking the city. Apart from its architectural interests, this premier cathedral of England, in its close connections with great secular events of English history, stands unrivalled.

More than thirteen hundred years have passed since the site of the present structure was conferred by King Ethelbert, of Kent, upon St. Augustine. During that time the Cathedral has been built and rebuilt several times. It was burned by the Danes in 1011. and 1067. On December 29, 1170, the Archbishop Thomas á Becket was murdered within its sacred walls. The spot where Becket fell can still be seen.

With one exception, all the older Archbishops from Cuthbert, who died in 759, including St. Dunstan, St. Odo, and St. Alphege, lie buried in its walls. Here, too, lie St. Anselm, Hubert Walter, Stephen Langton, and all later primates down the Reformation. Besides these, it contains the royal tombs of King Henry IV and Queen Joanna Navarre, as well as that of Edward the Black Prince, who, with his prisoner, the King of France, visited the Cathedral after the battle of Poitiers, and afterwards built within a beautiful chantry in the crypt still called by his name.

The stone steps leading to the choir of the Cathedral and shrine of St. Thomas are worn almost flat by the heavy shoes of the Pilgrims who journeyed here on Chaucher's day. The original shrine of St. Thomas was destroyed by the monks of Canterbury during the reign of Henry VII, in order to prevent the sacred bones of St. Thomas from being harmed when the Cathedral was sacked by Henry's soldiers. A recent excavation exposed the hiding place of St. Thomas' bones. For many centuries this hiding place had never been known.

In succeeding ages nearly every sovereign of England has visited the great Cathedral in state, and here for more than thirteen hundred years the voice of prayer has daily risen in the services of the National Church. The Cathedral of Canterbury stands out as a monument not only of English art and architecture, but also of the early political and religious life of the entire Anglo-Saxon race.



**Ruins of Canterbury Castle, the oldest castle in England ( Canterbury )**

Canterbury Castle is the third largest Norman Keep in England, and resembles the smaller Keeps of Rochester and Dover. The lower floors, provided with loopholes, were used for storerooms and guard chambers, while the second floor, with its deep arched windows, contained not only the state rooms, but the principal entrance as well. Unhappily, Canterbury Castle, one of the most interesting historic monuments of Great Britain, is still in the hands of the Local Gas Company.

### LITERARY ASSOCIATIONS

The city of Canterbury can boast of literary associations just as important as those of history. It is closely connected with some of the greatest names in English literature. In addition to its earlier traditions, its later associations begin with Geoffrey Chaucer and his Pilgrims, and are continued by Christopher Marlowe, who, like Colonel Lovelace, the cavalier song writer, was a native of the city. Daniel Defoe frequently preached in old Blackfriars and chose a part of the city called the "beast market" as the scene of the "Apparition of Mrs. Veal." Mr. Micawber's inn and Uriah Heap's office, immortalized in "David Copperfield," can still be seen by lovers of Dickens. On Burgate and Palace Streets is "The House of Agnes," long associated with the name of Dickens, and two others, one of which the old residents who knew Dickens declare he had especially in mind in describing Mr. Wickfield's "very old house bulging out over the road, a house with low lattice windows bulging out still further, so that I fancied the whole house was leaning forward, trying to see who was passing in the narrow pavement below."

Every English city has its own special claim to distinction, its own associations appealing to a greater or smaller circle of the English-speaking world, but Canterbury appeals to every circle, great and small, whether it be interested in art, history, literature, or theology.



## A College Man's Religion

*By McLeod Harvey, Professor of Psychology in Howard University.*

WHY do we say the religion of a college man? Is religion one thing for a college man and another thing for a farmer or a minister? There is a special emphasis that goes with different types of thought. If we define religion as "doing justly, loving mercy, and walking humbly with God," one person places the emphasis on doing justly, another on loving mercy, and a third on walking humbly with God. To a child the emphasis is on trustfulness, to the philanthropist it is on service with gifts, to the clergyman it is upon witnessing the message, to the doctor of medicine upon healing, to the teacher upon teaching. Each sees the Christian life from a slightly different angle, regards the chief concern of life from his own point of view. One gives a large place to forms of worship, another to acts of mercy, another to religious contemplation. One stresses the intellectual aspect of religion, another the emotional, and still another the volitional or practical. Conversion to Saul of Tarsus, Zacchaeus, and Jerry McAtulay was a different thing from what it was to Jeremiah, John the Baptist, McKay of Formosa, and many who have fellowship with Christ from their early years, and have no sudden break in the continuity of their religious experience.

It is natural for the college man to put things in scientific terms. He is accustomed to seeing things as regulated by law, as parts of a great whole, and subject to rigorous conditions from which there is no escaping. He looks for a systematic and reasonable explanation of things. That is his business, and he cannot allow his religion to be an exception in the course of his mental habits. He perhaps came from a home or church where doubts were regarded as sins, and religion was to be taken on trust, from the authority of a church or a book. But at college, doubting the long accepted theories of men is a part of his training. Hence he needs a religion that will satisfy his reason and meet the incessant questioning of his mind. The theory of evolution has come to be an accepted fact with him, as much as the law of gravitation; and his religion must not only not run counter to that, but find a comfortable place within it. He wants a religion that fits in with the experiences of daily life.

He may begin with a line of intellectual argument to prepare the way for the experimental, as the scientist prepares a theory under which he can marshal his facts. He says we are sure of our own existence, and we are sure of the existence of the external world, because of the constant experimental knowledge we have of them. The world manifests itself to us in many ways, and the facts can only be explained upon the assumption that there is a world. So, too, God reveals Himself to us in



a great variety of ways, and we are forced to the conclusion that God is with us. The ontological argument assures us that there is an absolute. The cosmological argument gives us a first cause. The teleological argument shows us a present designer of all things. The psychological argument teaches that reason alone will account for human reason. "Personality, freedom, conscience, love, intellect, these are themselves almost divine, and they are the pledge that there is a being truly divine, from whom they spring." Our thinking, loving, willing are only possible as we are dependent upon the divine. The moral law shows a moral absolute. There is the moral argument. Conscience is the channel through which God reveals His moral nature to us. Sin is recognized by us as an awful reality, as real as any fact of the material world. So a moral law is a reality, and so a moral government and a moral governor are self-evident facts. A sense of guilt is real and is the sense of divine displeasure because of our sins. Conscience speaks to men in imperative tones, which can be no other than the voice of God. If man disobeys, he is violating his own nature.

Then comes the next step in the religious argument. God reveals Himself to us in a fellowship with Himself. We know Him because of our communion with Him. We will devote the most of our space here to that argument. But first we must lay down our working hypothesis.

The written account which we have of the life and teachings of Christ furnishes us with this working hypothesis. Here we have the highest teachings and the finest character known to men. It has been well said that the best rule of ethics would be to ask yourself the question, "What would Jesus do if he were in your circumstances?" The uplifting influence of that teaching and that life upon the world enforces its claim as the one outstanding theory to be tested out in human life. Here, then, we get our start for a scientific study of religion. The theory is clear and distinct, Jesus Christ, the Son of God, the only sufficient Savior, calling upon men in imperative tones to be His followers.

We all accept the graphically stated truth, that God made us for Himself and that the heart is restless until it finds rest in Him. We are all so constituted. All religions testify to that. And when the soul yields to the demands of Christ, it has a new and striking experience. It is in the realm of spiritual facts, strong and full of meaning. As scientific studies deal with facts of the material world, so in religion we deal with facts of the spiritual world; and our knowledge in the one field can be as sure as in the other. Wherever Christ's promises have been tried in meeting man's spiritual needs there has been only one result. It is the same among all ranks and conditions of men, among the educated and illiterate, among those brought up in Christian lands, and among those just emerging from savagery, among young and old, rich and poor, among those who have lived moral lives, and among those who have spent years in profligacy. From all come the one testimony that when the condi-

tions Christ lays down are met, man's deepest needs are met, strength is given for weakness, comfort is sufficient for sorrow, there are new ambitions, new emotions, new satisfaction in life, a transformation that is best described as a new birth.

Mere curiosity or desire for knowledge will not secure the knowledge that comes only through submission to the will of Christ. Repentance and faith in Him find a new knowledge that nothing else will give. As submitting to certain conditions is essential to understand music or science, so sincere repentance and faith bring in new spiritual light, clearer knowledge of God. As one man sees no harm in a certain course of conduct that another man thinks abhorrent, simply because they have taken different attitudes toward great principles of conduct, so the one who has adopted Christ's attitude sees things in a new perspective. The Bible and Christian experience agree as to the reality of such new knowledge being attained by fellowship with the Spirit.

As a result of taking the new attitude toward Christ, an emotional change comes over the individual. He is interested in things that formerly had no interest for him. Bible reading, church services, church work, now attract him. Zacchaeus before his conversion was chiefly interested in self-aggrandizement; and for that he not only refused help to the needy, but would deprive others of their rights. Later both these tendencies were revolutionized, and he exclaimed, "Lord, the half of my goods I give to the poor, and if I have taken anything from any man by false accusation, I restore him fourfold." A multitude of living men today have had a similar experience. There are new likes and dislikes, new enthusiasms, new hopes. There is sincere sorrow for sin and a full determination to live the right life.

A change in will comes with this experience. A man who has been long under the power of an evil habit, such as drunkenness, admits that he cannot do the things that he would. He signs a pledge, and almost immediately goes out and violates it. His will is wanting. But under the new motive power that is now established within him, he is able to keep out of the way of temptation; and, if duty calls him thither, to go past the saloon without entering. This can only be explained by the assumption of a real vital force energizing him.

The change that takes place in conscience is to be noted. In the previous state conscience was continually condemning the man for his misconduct, sins of omission and sins of commission. It was always holding up before him the misery of his manner of life, and asserting that he was under the displeasure not only of his own better self but also of God. It asserted that a day of reckoning must come when he would have to give an account of his conduct, and when there would be no escaping. But since his change of attitude toward Christ, the work of conscience is changed. It is fully as sensitive, if not more sensitive, to wrong as be-

fore. But it assures him that God's favor is secure. Trust and peace have taken the place of accusation and fear.

Growth in the finest things of life cannot be doubted to be a fruit of Christian experience. We are conscious of being stronger in all lines of right conduct as we abide in Christ. We are on the upward trail, and as we journey upward we not only see things that before were hidden from us, but our lives become purified in the healthier atmosphere. We are less selfish, more thoughtful of the claims and needs of others, are delivered from the power of some subtle perversity, better qualified to help others, more worthy representatives of the Man of Calvary.

With the Christian's progress there comes an increase in assurance that he is in the right way. At first there was to a large extent the use of our theory to be proved true by having the facts of experience brought under it. But with the testing out of promises, and finding the theory stand the strain of all the circumstances of life, there grows up a confidence that is irresistible. Individual prayer has been answered most wonderfully, and will be answered again. The rock on which the Christian stands he believes to be abiding, he is in a fortress that is impregnable. There is a rest and peace that only now and then a flitting cloud of doubt attempts to darken; and with the passing years and added experience these passing clouds become fewer and less disturbing.

There is a growing confidence also in ability to serve for the kingdom of God. The Christian believes that God has a special and definite work for him to do. He believes that when he has committed himself to the leading of the Spirit, he has been guided right, and is now engaged in the work that was intended for him. Then he believes that there is a provision of the essentials for success in that work. As the Holy Spirit fitted the apostles for their work of advancing the church, so today the Holy Spirit fits God's people for their work, whether it is in the home, or church, or office, or classroom. Such confidence adds force to the work to be done. It is worth much to begin a piece of work with full confidence in ultimate success. And when results justify that faith, it adds to the confidence that is needed for the enterprise that follows.

The means of grace as essential to such a Christian life must be noticed. We can only have growth as we meet conditions. Without food and exercise there is no health or development. Attendance upon the gatherings of God's people is a fundamental for the best Christian progress. As social beings we are greatly influenced by social contact. Being prone to grow weary in well doing, we need the quickening influence of others. So, too, we need the help of Bible study, prayer, and active service for Christ. As we use these means of growth and quickening we find ourselves positively better; rising in every way toward our own ideals. Of this we can be as certain as of our existence.

In such an experience the college man not only can find a satisfying

religion, but here alone can he find a satisfactory explanation of human life. No other theory of the universe and man, that has ever been advanced, has been able to satisfy, even remotely, either man's intellect or heart. Here we have that which does both. Here we have a Person who enlightens, strengthens, purifies, satisfies, wherever He is admitted into the life.



## The Latin Element in English Speech

*By George Morton Lightfoot, Professor of Latin in Howard University.*

WITH the exception of life itself, perhaps no greater boon has been bestowed by Providence upon mankind than the power of framing articulate speech. No single agency has figured so extensively in the development of civilization as the written and spoken word. Through the medium of language, we not only possess the power of communicating our thoughts and feelings in the daily intercourse with our fellow-men, but we enter into full heritage of all that is best in the vast accumulation of knowledge in the past; since whatever any particular age may produce in the realm of thought and feeling that is valuable, is through the vehicle of language transmitted to succeeding generations.

Every force or factor operating in human development is dependent upon language for its expression and promulgation. Inventions of science, principles of philosophy, movements in history, theories in economics and in ethics and the finer creations of the feelings, whether they find expression in poetry, fiction or criticism, are alike dependent upon language for delicate and accurate statement.

Language is intimately and vitally connected with the progress and development of the human race. The great nations of the past have left no product which gives us such a complete idea of their civilization as the image of themselves which is stamped upon their language; while every tongue of modern times by its very spirit and structure reflects in no uncertain way the traits and tendencies of the nation that speaks it.

In view of the fact that language has so practical a bearing upon everything connected with our daily life, there is nothing more important in the educational scheme of any country than an adequate and suitable program for the study of both oral and written speech. I think that it is safe to say that even in this busy twentieth century in which the practical and material side of things is so strongly emphasized, we have found that it pays to give due consideration to careful and accurate expression. In

reviewing our American educational system from the elementary school to the university, we find that not until recently—about twenty-five years ago—was much attention given to the formal study of English. Pupils in the schools and students in the colleges, aside from the study of English grammar and of rhetoric and the reading of a modicum of English literature, were expected to acquire a command of the vernacular and an appreciation for literature through the indirect medium of other subjects rather than through the formal study of English. But it seems that all of a sudden the educational world awoke to the realization of the importance of formulating regular courses in the English language and literature, extending through the greater part, if not the whole, of the student's course of training. Though several movements in this direction may have sprung up independently in different educational centers, the most notable efforts looking to the betterment of English instruction in the schools of this country were inaugurated through three agencies:

1. The report of the English section of the Committee of Ten in 1894 which gave sound and sane recommendations as to methods and courses not only for English in the secondary schools, but in the grades as well.

2. The reports of the Board of Overseers of Harvard University (1892-1897), which stimulated the investigation of the whole subject of English courses and the teaching of English both in the schools and in the colleges.

3. The work of school and college associations of the different sections of the country in conjointly recommending and adopting definite and uniform courses and requirements in English in practically all parts of the United States.

These movements finally caused the authorities in every stage of education, elementary, secondary and higher, to give to the study of English in all of its phases a recognition which it had never before received, and, in fact, a place was accorded it far above that of any other subject in the school course or the college curriculum. So, at the present time, whatever may be the basis of the several coordinate groups in the school or the college course, English is always accorded an important place in each group. As a result of this wide and growing interest in the study of our mother tongue, we find that the subject of English now has enrolled in its courses a larger percentage of students than any other subject found on the program of our schools. This quickening of interest in English has led to the study of the language in almost every phase of linguistics and for every conceivable purpose.

It has been studied on the practical side with a view to greater clearness of statement for oral speech, for business and journalism, and it has been studied on the philological and historical side with reference to its structure and derivation. An eminent authority on the teaching of English makes the following statement:

"Granted a mastery of the mother tongue and a fair acquaintance with English literature, it remains to be said no teacher has an adequate preparation for teaching English, even in the elementary grades, who has not been thoroughly grounded in at least one foreign language, ancient or modern."

This statement concludes by saying that if the knowledge of one foreign tongue is good for a teacher, a knowledge of two is still better; although the decision as what these two languages shall be must be determined in any individual case by the teacher's opportunities, yet if there is room for choice and but two languages can be studied, doubtless the most advantageous combination is Latin and German.

In the training of the American boy or girl the Latin and the English tongues are so blended that they play a highly important part. The close relation of the two languages and of these two civilizations is not always apparent to those whose academic prejudice against the study of Latin is such that they are unwilling to give a fair hearing to such a proposition. Those who keep in touch with educational statistics are aware that for the past twenty-five or thirty years there has been a rapid decline in the study of Latin in the colleges and that now we rarely find as many as 25 per cent of the students pursuing that branch—more often about 5 per cent.

In the public high schools and private academies the number for some years has been in the neighborhood of 50 per cent. This lack of popularity in the case of Latin is due to many causes, but mainly to the fact that parents and pupils are made to feel that Latin study has no practical value in their training and is retained in the course merely for traditional reasons.

We stand in great danger at the present time of becoming hopeless victims of delusions based upon certain exaggerated notions regarding the actual progress which we are making in our modern life. Both inside and outside of school and college, all too frequently do we have dinned into our ears that this thing is "modern," or that procedure is "up to date." The present atmosphere, very unfortunately, causes us to be permeated with the idea that, in order to be considered modern we must cut loose from our ancient moorings and regard *ourselves* as originating most that is wholesome in our present-day life. This feeling may not be surprising in the case of those who are so deeply engrossed in the transaction of every-day affairs that they must depend largely upon the daily press for their information and ideas, but that students and even instructors, whose business it is to think and to investigate, should yield to this popular fallacy is not far short of ridiculous.

The average school boy, and, only too often, many a student in college, whose study of the classics has been prosecuted not with sympathy and sense, but in a purely mechanical way, in his retrospective imagination makes the ancient Greek and the ancient Roman a strange creature, indeed. He often pictures him as devoid of flesh and blood and purely an intellectual product of the constructive historian. The student of history

and of civilization who in his investigations is obliged to go below the mere superficial aspect of things is amazed at finding out how vast is our indebtedness to the nations of antiquity—particularly to the Greeks and the Romans—not alone for vital and commanding factors entering into our modern life, but for many of the smaller details affecting our daily existence. He discovers that many conveniences and luxuries, as well as much of the refinement and culture of which we so proudly boast and which we often narrowly, if not ignorantly, ascribe to modern cleverness, were enjoyed and appreciated in the individual and the national life of the classical nations. He finds out that these nations in their private and public affairs entered into the burdens and pleasures of a civilization as complex and complete as our own, and that in the civic, economic, religious and social aspect of their life they were confronted, in the main, with all of the questions and issues with which we have to deal in the twentieth century. The query often arises in my mind as to whether or not many of our leading educators, and a host of minor ones, are really sincere and sensible when they urge with great insistence that the ancient languages are “dead,” while French and German, algebra and geometry, chemistry and physics are intensely practical. Now, can any one possibly claim that French or German is of any practical use to the American boy in the general acceptance of the term *practical*? Do we acquire any conversational fluency in either of these languages after four or more years of study? And even if we did, in our strictly English environment what purpose would be served by this ability to converse? Must we not with candor admit that the argument for the study of these languages is but an extension of the defense for the study of Latin and Greek? That is, in order that we may be brought into touch with many of the masterpieces of the world’s literature whose content and beauty are inseparable from their linguistic dress and that we may broaden our sympathy by coming into contact with those phases of modern civilization which have taken a different turn from our own? May we also ask, for the purpose of enlightenment, whether any student, unless his life’s work is along technical or professional lines requiring a minute knowledge of these subjects, receives any more direct practical advantage from the study of algebra and geometry, chemistry and physics than from the classics? Do we not in the storm and stress of life forget *as such* every theorem in algebra, every proposition in geometry, every law of chemistry and physics as readily as we do the gerundive constructive or the intricacies of Greek syntax?

As a matter of fact, not one of the subjects included in the above list is practical in the sense in which the term is employed by the utilitarians. Not one, except in the case of the specialist, may be used directly in earning a living. But they all, with the possible exception of algebra, play a decidedly conspicuous part in the development of *power, initiative,*

*efficiency, culture and character*, which, after all, should be the true aim of education.

But when we attempt to engage in thorough and genuine study of the language of any particular country, we find that such a tongue is by no means an isolated product, but invariably is more or less largely connected with the speech or language of several other peoples. This is certainly true of all the dialects and tongues spoken in modern Europe and markedly true of our own English. Now, of the vast array of tongues in the great Indo-European family of languages, there is none, either ancient or modern, which has played so important a part and performed so valuable a function as the Latin language. It forms the great connecting link between the languages of antiquity and the majority of the modern tongues of Western Europe. It is the great central ganglion through which what was best and most serviceable in the science of language, comprising forms, syntax and vocabulary, has flowed into the current of our modern tongues. It is impossible for us who enjoy the present form or stage of civilization to estimate correctly our indebtedness to Rome for the many valuable elements which the life and influence of the Eternal City have contributed to our modern progress. In law, in government, in literature, in military science, in organization, in business, in language and ecclesiastical forms; of all of these contributions, the greatest without much doubt comes in the form of the Latin language itself.

The Latin tongue belongs to that branch of the Indo-European family of languages which is known as the Italic and is regarded as the greatest representative of all the languages which belong to this group. Any particular language cannot base its claim to immortality upon the fact that it is a practically perfect vehicle for the communication of thought and feeling; that it is artistic in its structure and is easily adaptable to all the needs of literary expression, but aside from the possession of these admirable qualities, its importance must in large measure be determined by the political and commercial supremacy of the nation that speaks it. This is true of the Latin or Roman language. It is also true of the English language.

It is not necessary that one should pursue the study of history very far in his course before he discovers that Rome from the very beginning of her authentic history was a steadily growing power and that through the splendid achievement of her armies and her far reaching Colonial policy, she established by successive stages supremacy over nearly the whole of the ancient world. To such an extent that in the reign of Augustus, the Roman empire included nearly all of the civilized world. In her lofty patriotism and national ambition, Rome felt that it was her mission to subdue the nations of the earth, to teach them the Roman language and other forms of civilization, and to govern them by law. In this she succeeded, but far exceeded her own expectations; for she not only held



sway over the world of her time for many centuries, but gave such impulse and direction to the moulds of modern civilization that her influence has in many ways become a living part not only of the civilization of western Europe, but also of England and America.

The Romance languages—Spanish, French, Italian and Portuguese—are nothing but corrupt forms or modern dialects of the ancient Latin tongue; they represent the popular speech of the Romans—known as the “*Sermo Plebeius*” as used in the different provinces by Roman soldiers, artisans, farmers and business men. In them, the rich inflectional system of the Latin is almost lost and much of the highly developed syntax fails of preservation, while the differentiation into Spanish, French, and Italian is due to the condition of the popular Latin at the time of Roman occupancy in the provinces, the temperament of the semi-civilized native element and, perhaps, the infusion of an additional foreign element and many other influences that operate in the development of a language.

At this point I shall make a brief historical survey of the English on the Latin side. A study of the origin and development of the English speech would disclose the fact that our mother tongue has borrowed from almost every language with which the trained linguist or student of philology has any acquaintance—Hebrew, Greek, Latin, French, Spanish, Italian, Dutch, Celtic, Gothic and old High German are a few of the many foreign tongues which have blended with the native Anglo-Saxon element to give us the modern English of today.

The introduction of Latin words into the speech of Britain took place long before the formation of the English language began. The island of Britain was unknown to the ancient world until about a half century before the Christian era. It was then in 55 B. C. that Julius Caesar, Governor of Gaul—now modern Belgium, France and Switzerland—after completing the conquest of that province turned his attention to the British Isles, because he had noticed that in almost all the wars with the Gauls, aid had been furnished them from that quarter. Since he was not able to secure any information respecting the island either through traders or his own scouts, he resolved to cross the English Channel and land his army upon British soil. This he did both in 55 B. C. and in the following year. From a military standpoint he accomplished but little beyond advancing a short distance towards the interior and imposing a tribute upon some of the tribes. Tacitus in speaking of the achievement of Caesar says that Caesar was the first of all the Romans to cross into Britain with an army and although he terrified the inhabitants by successful battles and gained control of the coast, it may be said that he merely showed the island to posterity, but did not hand it over as a permanent Roman possession.

It was nearly a hundred years later when in 42 A. D. the Emperor Claudius renewed the attempt to Romanize Great Britain. The movement begun by him was continued by his successors until about the end of the

first century. This campaign resulted in the conquest of the greater portion of the island; though the attempt at Latinization was not as successful as it was in Gaul and Spain, yet we learn from Tacitus that "Agricola, Governor of Britain (78-84 A. D.), caused the sons of the British chiefs to be instructed in the liberal arts and that those who had previously disdained the Latin language eagerly sought to attain fluency in the use of that tongue." In spite of this effort, the use of Latin did not spread outside of the cities, but entirely disappeared with the withdrawal of the Romans in the fifth century. Traces of Latin from the Roman occupation are to be found in only a few words and endings such as possibly street from *strata (via)*, chalk from *calx*; port from *portus*; wall (*vallum*), and endings like: Coln (Lincoln), from *colonia* (colony); chester, cester, caster from *castra* (camp) as in—Lancaster, Winchester, Rochester, Worcester and the like.

Now with the migration of the Jutes, Saxons and Anglos (449 A. D.) from the north of Europe began the formation of the Anglo-Saxon which contained much of the old German element, showing not only the old German words, but much of the inflection. It is a very easy matter to trace the resemblance and really the connection of German and old English in the words used to express the ordinary objects and essential acts affecting our daily life. Such as English, man—*Mann*; bread, *Brod*; book, *Buch*; grass, *Gras*; apple, *Apfel*; shoe, *Schuh*; to eat, *essen*; to stand and *standen*; to drink and *trinken*, etc. There soon mingled with the Anglo-Saxon element the numerous Latin words introduced through the missionaries sent by Pope Gregory in 597. These Roman missionaries converted the Teutonic inhabitants of Britain from Heathenism to Christianity. And as a result there came into great power and influence the learned ecclesiastics who conducted in Latin the services of the Church and also made use of that language in conversation and in writing.

Then, too, it will be remembered that every educated Englishman employed Latin, both in writing and in speaking, as fluently as he used his Mother tongue. And so six hundred Latin words came into the Anglo-Saxon before the Norman Conquest.

The effect of the Norman Conquest—1066—upon the English tongue was far reaching. Although the native English continued to be spoken, it no longer remained the language of the cultured classes; it ceased to be the language of the nobility. It was not even taught in the schools. The educated classes employed in writing either Latin or French. The fact that the native English came into such discredit by reason of the attitude of the conquering Norman caused a wholesale introduction of Latin words. But these words, though Latin, for about five hundred years came into the English mostly through the French.

Then, beginning with the revival of learning, the schools and literary men of the time drew directly from the Latin. So that the majority of Latin words introduced into English speech since 1500 have come in di-

rectly from the Latin. From this time up to the present, there has been a steady flow of words directly from Latin into English in proportion to the demands of the latter. The Latin words found in English are used both for general and for technical purposes.

In the general use of Latin words in English we find that in conversation we rarely utter a sentence however seemingly simple that does not contain one or more Latin words, while in our more formal written speech, it is the Latin element of our vocabulary which imparts accuracy and dignity to expression. It were idle to attempt to point out here the numerous Latin words or phrases that we use every day in such a variety of instances, which have but little, if any, connection with the technical vocabulary of any science, art or profession. Almost anyone would be surprised, after examining only a short paragraph in a daily newspaper or in a non-technical magazine, or even the words used by the teacher in the schoolroom for a brief period, to find how large a porportion of Latin words enters into our diction. In other words, we are constantly speaking and writing Latin without realizing that we are doing so; for so great is the assimilative power of the English, that we do not feel these words as Latin or foreign, but as English. This does not alone apply to Latin words that have suffered all of the changes due to the laws of English formation so far as prefix and suffix and phonetics would require, but also to a vast number of words which are purely Latin in form. They represent all of the parts of speech and exhibit the numerous varieties of Latin inflection or accidence. Here are a few examples: *Addenda*, *impetus*, *pabulum*, *maximum*, *inferior*, *folio*, *item*, *alibi*, *interim*, *simpliciter*, *vim*, *recipe*, *modicum*, *affidavit*, *errata*, *memorandum*, *veto*, *vacuum*. This brief list includes eighteen words which are purely Latin in form and yet in their use in the vernacular, there is an entire absence of any feeling that we are employing foreign words. We have here a gerundive—*addenda*—which means things that should or must be added; *impetus*—a noun of the fourth declension—meaning impulse, start; *pabulum*, a neuter noun of the second declension, meaning nourishment; *maximum*, a superlative of an adjective, meaning greatest or highest; *inferior*, a comparative degree of an adjective, meaning lower; *folio*, an ablative singular of *folium*, meaning “on such and such a leaf;” *item*, an adverb, meaning likewise or also, used first in English as an accountant’s term in enumerating all of the items of an account except the first; *alibi*, an adverb meaning *elsewhere*, which is now used in English as a noun. Note the expression, “He proved an *alibi*;” *interim* is another adverb which in English becomes a noun, as during the *interim*; *vim*, meaning force, is a noun of the third declension, accusative case, but is so popular a word that it has almost become slangy; as we speak of one as lacking vim in whatever he may be doing; *recipe*, *veto*, and *affidavit* are all pure verb forms—and are all used as nouns—of which *recipe*, an imperative, meaning “take,” is the formula of a physician and is the name given to the docu-

ment itself. *Veto*, meaning *I forbid*, is the first singular present indicative, but is used as a noun in our language to express the power of an executive to check legislation under certain conditions. This list could be extended to almost an amazing degree, but is sufficiently long to show the practical importance of this particular class of pure Latin words in English.

Still more remarkable than the assimilation of these Latin words which, as I have shown, are affected by all of the forms of inflection, is the presence in our language of a large number of phrases which, though Latin, are no longer felt as such. These phrases are used in every connection and are often employed with understanding even by those who are wholly unacquainted with the Latin tongue. Illustrations are found in the following phrases:

De Novo—from the beginning.

Per diem—by the day.

Alter ego—my other self.

Post mortem—after death.

Bona fide—in good faith.

De facto—in fact.

De jure—by law.

E pluribus unum—the formation of one federal government out of several separate states.

Ex cathedra—from the chair, from high authority.

Habeas corpus—a writ for delivering a person from false imprisonment.

In loco parentis—in the place of a parent.

In statu quo—in the former state.

In toto—entirely.

Nolle pros—for *nolle prosecute*—which indicates the willingness of a plaintiff not to further prosecute his suit. This phrase as well as *habeas corpus* may be found almost any time in the daily paper and is readily understood by the average reader. We have also the familiar *sine die* (without naming a day for reassembling) applied to Congress and other deliberative bodies.

There are numerous other phrases of this description which, while they form a part of the Latin in English, are, many of them, less familiar and limited to some profession or craft. But the peculiar feature of the use of these phrases is the fact that the English has completely absorbed them as English, but prefers to keep them in their Roman garb. This is at once evidenced when we attempt to translate these familiar Latin phrases and note the loss in force and aptness of statement. The English for these phrases is often flat and artificial and less English than the Latin itself.

Besides, we must briefly take into account the great array of abbreviations of Latin expressions which are understood as English. A few are: A. M. (*ante meridiem*), before noon or midday; P. M. (*post meridiem*—

afternoon) ; e. g. (*exempli gratia*—for example) ; A. D. (*Anno Domini*—in the year of Our Lord) ; I. E. (for *id est*, that is) ; *Ibid*, for *ibidem*, in the same place. We find every day in the newspapers abbreviation like *et al.* and *et ux.*, used respectively for *et alii* (and others), and *et uxor* (and wife)—terms used in connection with the transfer of real property.

These words and phrases, which I have just indicated, are purely Latin and have intruded themselves into the English through diverse influences and at various stages in the development of our vocabulary. They have nothing whatever to do with the by far larger class of English words of Latin derivation which run high into the thousands and which on their face pass as English. I refer to the numerous words with Latin stems or roots, modified by endings or prefixes which are either English or are regarded as English, such as: absolve, conform, reserve, contortion, inject, appreciation and similar words which we constantly employ to meet the demands of oral and written speech. It is estimated on reliable authority that one-fourth (25 per cent) of the Latin vocabulary has passed into English.

In the Bible and in Shakespeare, only sixty per cent of the words is of Anglo-Saxon origin ; in the poetry of Milton, only thirty-three per cent. The remainder of the vocabulary in these great works is largely of Latin derivation.

But when we come to consider our Mother tongue in connection with its use in the technical sciences and learned professions, we find that the terminology is almost exclusively Latin or Greek. In the field of Biology, for instance, the scientific names of all plants and animals are in Latin. Practically every term in Botany, Zoology, and the medical sciences is either Latin or Greek. One cannot stroll through a botanical garden or a zoological park without being confronted with the Latin names of the plants and animals at every turn. These names which conform to all the requirements of Latin inflection and agreement, are understood by students of biology the world over.

In Theology, we find that words relating to ecclesiastical matters, religion and the Bible are either Latin words, or Greek words which have passed into our language through the Latin forms. In fact, the influence of an educated clergy and of the early Christian Church is responsible for the presence of a great many technical and literary words in our language. A few examples: Pope, Monk, Penitence, Salvation, Condemnation, Pastor, Minister, Cathedral, Heterodox and the like.

When we come to the language of the law, we discover that for the educated lawyer a knowledge of Latin is simply indispensable. The student of Law, finds upon almost every page of his legal treatises, textbooks and court decisions technical terms, phrases and maxims which he cannot master without a certain degree of familiarity with the Latin tongue. The persistent presence of the Latin in our legal phraseology is due to the close relation of English and American law to Roman juris-

prudence and to the fact that legal pleadings were required to be written and delivered in the Latin language both in England and in the colonies up to about fifty years before the American Revolution.

In the course of this discussion, I have frequently mentioned Greek, a cognate tongue with the Latin, since they both have a common origin in the Sanskrit. I have been forced to do so, because, as I have before hinted, so many of the so-called Latin words in our speech are really Greek words which have assumed a Latin form. The direct contribution of the Greek language to our vocabulary is mainly in scientific terms, designating principles and processes, and aptly covering the idea, function or purpose of a scientific theory or invention. We find: hydrostatics, hydrokinetics, acoustics, halogens, telegraph, telephone, stenography, aeroplane, eugenics, dictagraph and the like. It is at once a distinct tribute to the vitalizing power of the Greek tongue, and a vivid reminder of the narrowness of those who style it a "dead" language that whenever a new principle in science has been established or a great invention has been made, recourse must be had to the vocabulary of Greek in order to find a term which will in apt and adequate fashion describe such an invention.

English Literature: In the realm of English literature where not only an accurate knowledge of words, but also interpretation of thought and appreciation of the author's sentiment and style must be stressed, students without the prerequisite Classical training themselves, are at a great disadvantage as compared with those who through their acquaintance with Latin and Greek bring to the study of English literature a power of understanding and a sense of appreciation of much that is fundamental in the way of literary forms, historical and mythical allusions. In epic, in drama, in satire, in the literary epistle, in elegy, in lyrics, in fiction, in criticism, the authors of our English Classics are deeply indebted to Greece and Rome for modifications or prototypes both in form and in treatment. As models, we have Homer and Virgil in epic; Sophocles and Plautus in drama; Horace, Juvenal and Martial in satire; Aristotle, Horace and Quintilian in literary criticism; and Petronius in the study of the sources of English prose fiction; and so on in numerous other forms of literature. An eminent professor of English literature in one of our great universities says on this point:

"We cannot pass over the Latin element, and attend to the native element alone; for, to all intents and purposes, the native element never is alone. English literature is not composed of a bundle of independent parallel forces; it is the resultant of forces uniting at many points and from many angles. What makes it distinctive is not this or that stream, but the confluence of many streams—to which Latin is almost always a heavy contributor."

In fact, one who has not given much consideration to this subject will be surprised to find out how favorable is the attitude of the majority of

teachers of English—both in composition and in literature—to the study of the Latin language, at least through the entire four years of the high school course—the more thorough and scholarly the instructor of English, the greater is his insistence upon training in Latin as a preparation and parallel study for an accurate and appreciative prosecution of courses in the English language and literature. It is really the opinion of many of the ablest men whose work is wholly in the department of English and who cannot on that account have any professional bias in favor of the Classics, that for the sake of effective teaching of English, an alliance should be formed between the teachers of English and the teachers of Latin and that this alliance should be formed not with a view of helping Latin, but of helping English.

I have endeavored in the foregoing pages to point out the Latin element in our English speech. To summarize, I have indicated:

1. The vital connection of language with our commonplace as well as with our higher life.
2. The somewhat recent realization on the part of educational authorities in this country of the practical importance of a systematic and extensive study of English.
3. The several movements which conspired to cause the study of English to be the most popular as well as the most exacting of all the studies of the educational program from the elementary school through the college.
4. The great influence of Roman life and the Latin language upon practical life and upon languages of modern times.
5. The historical connection existing between the Latin and the English tongues.
6. The various groups or classes of pure Latin words and phrases and abbreviations, found in our oral and written speech with examples to illustrate each.
7. A description of the hosts of words of Latin origin found in English in connection with every department of human effort—both high and low.
8. A brief hint as to the influence of Classical models upon our own English literature.

But I cannot conclude this discussion without making a plea for a deeper and longer study of the Latin language not only because it is so essentially a living part of our Mother tongue, but because I believe that, if properly studied, it constitutes a vital factor in our educational courses both in school and in college. "The value of the study does not consist merely in the partial acquisition of a foreign language, and an increased knowledge of our own, but in the effect upon the student's mind of contact with the Roman intellect and the Roman habit of thought."

I regard it as a dire menace to the future of English training and in fact to education in general in America that the vast majority of high schools and preparatory schools in the United States now require no Latin

for graduation; none require Greek and in fact only a small number offer Greek at all. I cannot of course, because of the limitations of my subject, discuss the value of Latin as an educational instrument in other departments of study, but we have seen that by reason of its vital connection with English, we must study Latin in order to understand English. I shall conclude by quoting briefly from a profound student of the Teaching of English:

“The future of real English study is bound up with that of other languages and especially Latin and Greek. The real issue is not between ancient and modern languages, nor between English and other modern languages. It is between serious language study and no worthy language study at all—not even English. When that issue is plainly discovered the reaction may be expected. Meanwhile the preservation of standards in English work itself imposes upon English teachers everywhere the duty of promoting classical studies as a matter of self-interest.”





## Howard Alumni You Ought to Know

### Dr. Wm. A. Sinclair

IT is wholly safe to say that no Alumnus of Howard University has rendered more distinguished service to his Alma Mater and to his race than Dr. Wm. A. Sinclair.

Dr. Sinclair was born at Georgetown, S. C., two years before Gen. Beauregard fired upon Fort Sumpter. When about four years of age, in the early part of the Civil War, he was sold with his mother, from his home; but about a year after the war, after many trying experiences, they returned to his native place, where a partial reuniting of the family was effected. His father died shortly after this and the widowed mother became responsible for the boy's maintenance and education. He attended the local schools of his native town and prepared himself to enter upon a higher course of study at Claflin University, Orangeburg, S. C. From this institution he went to the well-known South Carolina College at Columbia, that venerable institution of learning which in the days of slavery had been patronized by the aristocracy of the state, including Hayes, Rhett, McDuffie, Barnwell and Calhoun, and which, under republican administration of the state after the close of the war, had been thrown open to colored as well as to white students. Colored students were debarred from this institution in 1877 and Mr. Sinclair entered Howard University where he was graduated from the college and theological departments, and where he later received the degree of Master of Arts.

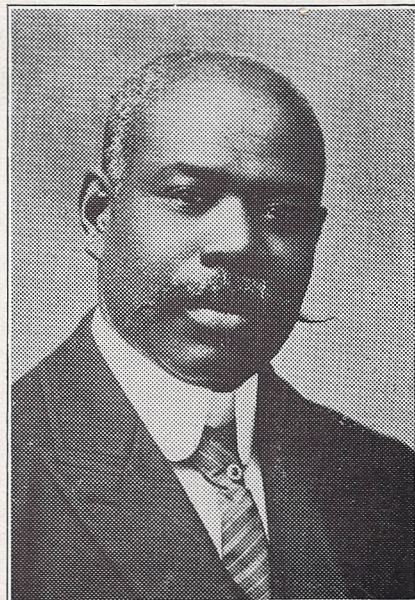
The next step in his educational development was post graduate study at Andover Theological Seminary where he won a prize for a dissertation, and delivered an address at the commencement exercises.

For six years he devoted himself to missionary work under the auspices of the American Missionary Association,

at Nashville, Tenn. Here he took advantage of the opportunity to study Medicine at McHenry Medical College of Central Tennessee University (now Walden University of Nashville), and took his Medical degree, being also the salutatorian of his class.

During his college vacations Mr. Sinclair taught school, and later filled with credit and success, the positions of Principal of the Graded School at Georgetown, South Carolina, and Professor of Natural Sciences in Livingstone College, Salisbury, N. C.

Dr. Sinclair was for seventeen years the Financial Secretary of Howard and raised nearly the amount necessary to build the Andrew Rankin Memorial Chapel. Throughout this period of his activity he showed unusual power of oratory, and in his labor for his Alma Mater he has been heard in the pulpit and on the platform throughout the



Dr. William A. Sinclair

United States and in the United Kingdom, as well.

Dr. Sinclair has been actively connected with every comprehensive movement looking toward the welfare of the race, and besides being the author of many pamphlets dealing with race relations, he has written a very noteworthy book, "The Aftermath of Slavery," which shows profound research and reflective study.

A splendid view of his present activities may be seen from the following:

He is a trustee of Howard University; trustee of Berean Manual Train-

ing and Industrial School, Philadelphia; member of Board of Directors of the N. A. A. C. P.; member of Board of Directors and Financial Secretary of Douglas Hospital, Philadelphia; member of Laymen's Conference of the Interchurch World Movement; member of the Board of Publications of the A. M. E. Church, Philadelphia.

Also, during the war Dr. Sinclair served as Y. M. C. A. Executive Secretary at the following camps: Holabird, near Baltimore, Md.; Greene, Charlotte, N. C.; Wills, New York.

He is at present a field worker in the Red Cross Movement.

### Attorney Harrison J. Pinkett

IN the city of Omaha, Nebraska, is an alumnus of Howard University who knows what it costs to make a success of his chosen profession without bowing to the allurements of temporary advancement, for not only did he turn a deaf ear to influences which ran counter to his moral conceptions, but he dared to openly oppose them. Like many another of the alumni of the Alma Mater, he paid the price in retarded recognition.

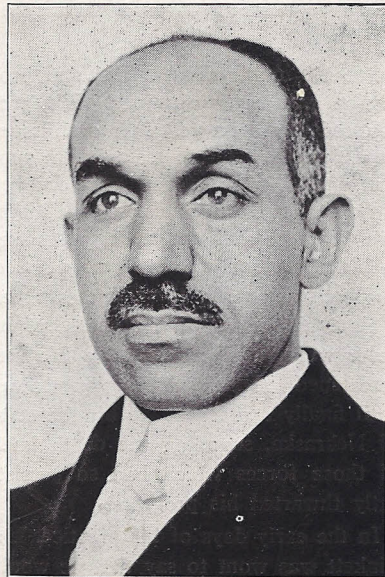
This man is Harrison J. Pinkett, who was born in Page County, Virginia, April 17th, 1883, of poor but industrious parents.

His father was a wheelwright, making and repairing almost all the wagons and farming implements for almost all the farmers in the locality of his home, and his mother is a woman of highest ideals and of indomitable will—attributes which she transmitted to her son.

Mr. Pinkett is the seventh of eleven sons and the eleventh of fifteen children.

When but a mere lad, still too small to comfortably reach his father's workbench, he was taught the use of tools and in his early "teens" knew the making of a wagon from the hub to the finishing paint stripe.

During the five-month school terms (when the commendable (?) system of Virginia did not reduce it to three months) his parents saw that he never missed a day and he early manifested a desire to learn. He literally "devoured" history, reading everything on the subject his country environment afforded.



Harrison J. Pinkett

In 1900 he went to Washington, D. C., to accept a position as elevator conductor in a hotel, and in the hope that an opportunity would present itself for gaining an education. This position gave him a chance to attend the public night schools in alternate weeks, which he did in conjunction with one of his brothers, each keeping the other posted on the lessons of the week he missed. He supplemented this work with a private tutor and in the fall of 1902 entered the third year class of the English Department of Howard University. By hard study, while yet employed at the hotel, he compassed the third and fourth year's work in this department in one year, graduating with honors in the spring of 1903, being chosen class orator.

In the fall of 1903, he matriculated in the Law Department of Howard University and graduated with honors in the spring of 1906.

In the spring of 1907, he was admitted to the Bar of the District of Columbia. Immediately he began casting about for a field in which to locate and pursue his chosen profession and by fall of the same year had been admitted to the Bar of the state of Nebraska and opened an office in the city of Omaha.

Success in his chosen field and profession was not a sinecure. His pronounced views on certain moral issues were not calculated to make him a popular favorite in his new environment. He championed Prohibition and Woman's Suffrage and was uncompromising in his opposition to all forms of vice. His activities along these lines arrayed against him formidable forces, but he never wavered, even when his life was threatened. He kept plugging away until finally a moral wave hit the state of Nebraska, sounding the death knell of those forces which had so persistently thwarted his progress.

In the early days of his practice, Mr. Pinkett was wont to say that he would probably never know many things but

he wanted to know some one thing well, and his bitterest foes will concede that he knows the law as few young lawyers do.

When America was drawn into the war with Germany he closed his office, tendered his service and was commissioned a First Lieutenant at Fort Des Moines, Iowa. He served in France for eight months as Battalion Adjutant in the 366th Infantry, three months of which time was spent in the Argonne Forest amid the hell of German shellfire, was honorably discharged at Camp Upton in March, 1919, and reopened his office in Omaha in June of the same year.

Upon returning to his home, after leaving the army, he found that Prohibition and Woman's Suffrage had both come into their own and the city and state governments were in the control of his friends. These political changes in city and state where in themselves ample reward for the long fight he had made in interest of those ideals he held so dear, but they were merely the beginning of his reward. Not only has his business multiplied in volume but his advice is sought by leading influences of the state in matters pertaining to the colored population.

His office is conveniently located in the Patterson Block just opposite the Court House and his business is of a quantity and quality highly gratifying to a practitioner. Since the re-opening of his office in June, he has had the singularly good fortune not to lose a single case.

Interested as he is in moral and social questions, Mr. Pinkett could not be expected to remain aloof from civic activities. He is a member of the Trustee Board of the A. M. E. Church; of the Executive Committee of the N. A. A. C. P.; of the Executive Committee of the Co-operative Workers of America, and chairman of the Committee on Community Service Among Colored People.

His home is one of the most beautiful and tastily appointed of the colored population of Omaha and is presided

over by a charmingly graceful wife, Mrs. Eva Banks Pinkett, whom he married in January of 1909.



## Alumni Notes

'87. WE are glad to call the attention of the alumni of the country to the work of Ferdinand D. Lee, a citizen of the District of Columbia and a graduate of our School of Law. Mr. Lee has for many years taken a very active interest in racial affairs, whether local or national and has shown keenest interest when large propositions needed promotion. His latest line of activity is in connection with the project for the erection of a monument in the city of Washington in honor of the Negro soldiers who participated in the World War. Mr. Lee is president of the association which has this matter in charge and has associated with him some of the most energetic individuals in the District and in the country at large. This is a movement of national importance and we are glad to note that a son of Howard is so prominently connected with it.

'09. DOCTOR JAMES E. GEARY, School of Dentistry, has established a thriving practice in Danville, Virginia. We were glad to receive a note from him recently, accompanied by his subscription for the RECORD and the promise of a list of graduates in his vicinity. Dr. Geary was very popular while a student in college, holding a position of leadership in student activities generally. We are gratified to learn that he is living up to these traditions in Danville.

'11. DOCTOR J. M. WILKINS, School of Dentistry, has recently been elected President of the newly organized Howard University Medical Alumni Association of Baltimore. Under such leadership we shall expect to hear of great things from this body for in number

and quality of the Howard men engaged in Medicine, Dentistry and Pharmacy, few cities can be compared with Baltimore.

'14. A LETTER from Professor Thomas R. Davis bringing greetings, best wishes and a subscription to the RECORD arrived at the RECORD office recently. Professor Davis is a graduate of the Academy and the College of Arts & Sciences and at present he is making a reputation for himself as Instructor of Economics and Sociology in Philander Smith College, Little Rock, Ark. In addition to the work of teaching, Professor Davis is making an impress upon the community by taking the lead in matters concerning the social and civic betterment of the community. We are glad to call attention to such a combination of professional and practical work in the field of Sociology.

'14. AFTER a short illness Dr. Christopher C. Lathers died at Freedmen's Hospital in Washington, January 23, 1920. In his passing Howard loses one of her most enthusiastic sons and devoted servants. Dr. Lathers finished the College of Arts and Sciences in 1905; Law in 1907 and Medicine in 1914. He served an internship in Freedmen's Hospital from October, 1914, to September, 1915. At the time of his death he was a practicing physician and was a member of the staff at Freedmen's, holding the position of Assistant Clinician in Dermatology.

'14. At the opening of the New Year we were greeted by a long and enthusiastic letter from Dr. Reginald E. Beamon, well and favorably known to

two or three generations of Howards. Dr. Beamon finished the Academy '09, Teachers' College '13 and Dentistry '16 and was a real live personality during the whole period of his attendance, covering thirteen years. He made fame for Howard as the stalwart center on several champion foot-ball teams.

Dr. Beamon is now located in Cincinnati, having opened an office at 438 West 5th Street, where he is building up a good practice. His letter has the enthusiastic Howard ring that we should naturally expect from one who had worked so hard for Howard during his student days. He is anxious to do something in the interest of the University "in part payment," as he expresses it, for the great things that the University has done for him. Such sentiments should act as a leaven in the whole body of the alumni until we all feel a thrill of the Howard spirit as Beamon does.

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'19. MISS MABEL C. THOMAS, College, has been appointed instructor in English and History in the Armstrong High School, Richmond, Va.

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ALL alumni, whether they enjoyed personal acquaintance with Dean Cummings or not, will be glad to read this word from him to Professor Lightfoot referring to the testimonial tendered him and Mrs. Cummings on commence-

ment day, 1919, and reported in a recent number of the RECORD.

5 Locke Street,  
Andover, Mass.

Feb. 4, 1920.

My dear Prof. Lightfoot:

Words are a very poor medium for me to use in expressing to you my gratitude for the way in which you have spoken of my work and influence at Howard. Coming from one who means what he says, I am made very happy to be so amply assured of the way my years of service are regarded by my dear boys and girls and fellow teachers. It is a legacy far better than silver and gold to pass on to my daughter and her children.

And yet as I call up the past, how I wish I could have done more for those who were struggling so hard to attain to higher and better things?

My dear Professor, do not let any chance go by without speaking the kind word or extending the helping hand. These are serious times today, when there is need of sobriety and earnest work, and how I wish I had a chance to put in another life. While this cannot be, I am happy to know that there are some of my boys at Howard who are abundantly able to do more and better work than mine.

I heartily thank you for your appreciation.

Sincerely and affectionately,  
(Signed) GEO. J. CUMMINGS.



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*President of the University*

Emmett J. Scott, A. M., LL. D.

*Secretary-Treasurer*

### **To the Alumni and Friends of Howard University:—**

The Howard University Campaign for an endowment fund of \$2,000,000 is now being put under way. It is earnestly requested that the Alumni Association and friends of the University pledge at least \$100,000 toward this fund. Most of the great universities and preparatory schools of the country are carrying on drives, and the backbone of these drives is the alumni associations of such institutions. One hundred and forty (140) persons alone contributed \$800,000 of the Phillips Andover Endowment Fund in the first few days of the drive. There are more than 4,000 Howard University men and women to whom this appeal must be made. One (1) out of every three (3) graduates has contributed to the Harvard University Fund, and one (1) out of every five (5) to the fund for the Massachusetts Institute of Technology. It is the confident hope of the authorities of Howard University that we may receive a 100 per cent. response from Howard men and women. Loyal graduates, whenever the University program has been presented to them, have indicated interest in the University, and have written encouraging letters and have received the representatives of the University with every evidence of confidence and affection.

BUT—the time has now come for this affection, loyalty and love to be transmuted into cold cash. The gods help those who help themselves. Howard University must have larger funds to do its work, and it must go to the great public with a pledge from the Alumni Association. Howard University men and women are not rich. They cannot make large contributions. It is desirable, however, that they shall pledge over a period of, say 5 years, contributions for just as much as they can possibly give—as for instance, a pledge of \$500 could be paid over a period of five years, if the donor so desired.

There are many graduates who have such great affection for the University that they are in position to make outright contributions of \$250.00, \$500.00 or \$1000.00. Such contributions will be welcomed. At the same time, smaller contributions, no matter how small, will be gratefully appreciated and every possible recognition of such help from the Alumni will be made. Our attitude and response will determine the attitude and response of the country. Now is the time to give Old Howard and the whole race a great boost.

### HOWARD UNIVERSITY'S WORK

Howard University is the capstone of Negro education in America—and when we say America we mean the world!—Dr. JAMES H. DILLARD, Executive Head of the Boards administering the John F. Slater and the Anna T. Jeanes Funds.

It is from this institution that are graduated those who will lead and teach their less fortunate fellows. Upon their leading and teaching much depends for their race and their country. I have a peculiar interest in Howard University because of having seen the effects of their work close at hand.—FORMER PRESIDENT THEODORE ROOSEVELT.

This University (Howard) offers to the colored race what it needs and without which it cannot make advancement, to wit: Colored leaders of thought in

every profession in order, not that all colored men may be university men, but that there may be among colored men university men who shall lead the whole colored race onward and upward. \* \* \* Everything that I can do as an executive (spoken while serving as President of the United States) in the way of helping along Howard University, I expect to do.—FORMER PRESIDENT WILLIAM HOWARD TAFT.

The graduates of Howard University represent, as the distinguished President of our Nation has eloquently and forcefully said, the best type of manhood and womanhood of this race. This is your crown of honor; this is your chief justification.—DR. JOHN W. E. BOWEN, Vice President Gammon Theological Seminary, Atlanta, Georgia.

I see here the nucleus for the uplifting of a great race. You not only give to your students ordinary, practical education, but you give your students a standard which I am told is equal to that of white universities which the Carnegie Foundation thinks should be admitted to participate in the Pension Fund of that institution.—ANDREW CARNEGIE. (Mr. Carnegie gave a Library building to the University.)

I know enough of the work and of the purpose and of the hopes of Howard University to feel that here is an exceptional institution, serving a most useful and exceptional purpose in the life of the Nation, and with the greatest promise of future usefulness. I confess also that my interest has been aroused by the words of commendation in that very interesting report from the Carnegie Foundation of the character and work of the Medical Department of this University.—DR. WILLIAM H. WELCH, Director School of Hygiene and Public Health. Johns Hopkins University.

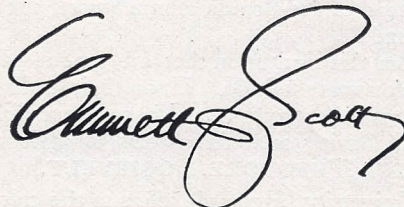
It is very important that the white people throughout this country should realize the value of the work that Howard University is doing.—BOOKER T. WASHINGTON, late Principal of the Tuskegee Normal and Industrial Institute. Alabama.

May we not hear from you at your early convenience with a pledge and contribution. For your convenience the enclosed pledge card is sent, with a request that it be returned at your earliest convenience.

The University is also making an earnest effort to secure an EMERGENCY REPAIR AND CURRENT EXPENSE FUND of \$50,000. Members of the Alumni who do not wish to obligate themselves over a period of years as contributors to the Endowment Fund, are requested to send contributions toward this Current Expense Fund.



President



Secretary-Treasurer

## UNIVERSITY NEEDS

1. \$50.00 per year to cover incidental fees, etc. ( tuition ), of a student for a year.
2. \$1,000.00 for Permanent Scholarships.
3. Contributions for current expenses in any amounts, however small.
4. Special contributions for the purpose of modernizing and equipping University class rooms, amounting to \$7,500.00 ( \$300, approximately, will equip a class room ).
5. Special contributions for the purpose of replacing furniture which has outlived its usefulness in Young Men's and Young Women's Dormitories. Money may be provided for equipping room units, if desired, accommodating an average of two students, at the rate of \$75 per room, including dressers, wardrobes, bookcases, chairs, tables and two beds. Clark Hall ( Dormitory for Young Men ) can thus be refitted at a total cost of \$7,050.00. Miner Hall ( Dormitory for Young Women ) can thus be refitted at a total cost of \$6,825.00.
6. An addition to the Endowment Fund of at least \$1,700,000.
7. \$500,000 for the complete endowment of the Howard University School of Medicine.
8. \$60,000 for eight (8) residences for University instructors.

Contributions may be sent to J. Stanley Durkee, A.M., Ph.D., *President*, or to Emmett J. Scott, A.M., LL.D., *Secretary-Treasurer*.





## University Notes

### Semi-Annual Meeting of the Board of Trustees of Howard University, February the 6th, 1920

ON Friday, February 6, 1920, the Trustees of Howard University held their Semi-Annual Meeting. Those present were Mr. John T. Emlen and Dr. William Sinclair of Philadelphia, the Honorable James C. Napier of Nashville, Dr. H. Paul Douglass of New York City, Bishop John Hurst of Baltimore, and Dr. Thomas Jesse Jones, Justice Wendell P. Stafford, Mr. Andrew F. Hilyer, and Dr. Francis J. Grimke of Washington. Dr. Marcus F. Wheatland of Newport was forced to abandon his trip because of the storm and consequent failure to make boat and train connections. The Reverend Ulysses G. B. Pierce, Mr. William V. Cox and Mr. Cuno H. Rudolph were reported ill, and others were prevented from coming by most important business engagements in different parts of the country. In the absence of President of the Board, J. Stanton Peelle. Dr. Francis J. Grimke was elected Moderator for the day.

The President's and Secretary-Treasurer's reports revealed many interesting facts. None of the dire disasters so freely prophesied as a result of the venture to discontinue the secondary schools and go out upon the real platform of a genuine college and university life, have taken place! At the close of last school year the registration was 1,360, including all secondary, collegiate, professional, and special students. On February 5, 1920, the total registration was 1,585, divided as follows: College, 846, Professional, 598; Special, 141. According to signs which are revealing themselves to the administrative offices, there will be an overwhelming Freshman Class next year. The edition of the 1918-19 catalogue was five thousand, but the college year was not two months old before the

edition was about exhausted, necessitating the publication of twenty-five hundred copies of a "Bulletin of Information," which is really a condensed catalogue, that information may be sent to the great number already applying for official information for next year.

Through the office of the Secretary-Treasurer has gone an almost unbelievable amount of work. During the summer Dr. Scott was forced to oversee much work so that the students on returning this autumn might find the buildings in remarkable repair. Miner and Clark Halls were both put into the best of condition. The Administration Building was beautifully painted, the new offices everywhere contributing to the joy of faculty and students.

The President is eagerly watching the progress of a Committee of the Trustees in seeking to bring to Congress the great need of the extension of Vermont Avenue and Howard Place. It seems that no new streets have been put through this particular section of the city for over sixty years. With Vermont Avenue extended to the foot of Howard Place, and with Howard Place widened and extended through to Sherman Avenue at least, a stagnant section would be at once opened, and the property increased in value and beauty every year.

Coming to specific recommendations from the many dealing with the internal workings of the University and its greatest efficiency to all, the following, adopted by the Board, will particularly interest the readers of *The Record*.

In accordance with the minutes of the Trustees at their Semi-Annual Meeting, February 7, 1919, concerning sabbatical leave for professors, provided such professors use those years in advance study, Professor Thomas Wyatt Turner, A. M., Associate Professor Martha MacLear, A. M., and Assistant Professor Charles H. Wesley, A. M., were granted leave of absence for the

year 1920-21 in order to pursue graduate work leading to the degree Ph. D. Assistant Professor George W. Hines, A. B., was also granted leave of absence for the year 1920-21 that he may pursue courses of study leading to the degree of A. M.

Responding to the request of the General Alumni Association that the Trustees elect each year a member of the Board from among a number of alumni selected by the Association, a Committee of the Board was appointed to carefully consider the proposition and later make report to the Board of Trustees.

The material presented in the Howard University Students' Manual was given the official sanction of the Board of Trustees.

Professor Albert Bushnell Hart, Ph. D., LL. D., Litt. D., of Harvard University, and Dean Charles Reynolds Brown, D. D., LL. D., of the Yale School of Religion, were elected members of the Board of Trustees, to fill vacancies already existing. Colonel Theodore Roosevelt was nominated for membership.

The University will now grant to those who, in representing the University, win distinction on any team of the University a certificate of the Howard "H" and also grant the letter "H" in University colors. This action will also be construed to include all those of the past who have won the letter "H" but have not received the decoration. The award of the latter will be made on Alumni Day preceding Commencement, with special and fitting exercises.

The Committee on Student Organizations, Activities, and Discipline will henceforth be known as the Committee on "Student Organizations and Activities." In accordance with recommendations of this Committee, asking for a students' weekly paper, it was voted that beginning with October, 1920, there be authorized a students' weekly paper; that there be an Editor-in-Chief, an Editor Supervisor appointed from the Faculty, a Sporting Editor, an Alumni

Editor, a Local News Editor, a Book Review Editor, an Associate Editor from each of the professional schools and two reporters from each class, a Managing Editor, and an Assistant Managing Editor; these editors to be appointed by the Academic Council on the basis of (a) scholarship, (b) literary ability, (c) general attitude of helpfulness and loyalty to the University. The paper, so far as possible, is to be self-supporting. This weekly will not take the place of The RECORD.

Altogether the day was an inspiring one. An excellent dinner was served to the members of the Board at noon, under the direction of the Department of Domestic Science. After all reports were given and before adjournment an enthusiastic motion was made and seconded thanking most heartily the President and Secretary-Treasurer for their work and the excellent progress made, reports of which made the Board realize even more keenly the great new future awaiting Howard University.

### Dr. Lincoln L. Wirt Lectures

ON January 27th at 8 p. m. those who were fortunate enough to be present at the Rankin Memorial Chapel witnessed one of the most splendid stereopticon lectures that was ever given within its walls. The speaker and lecturer was Dr. Lincoln L. Wirt, the "globe trotter" and friend of President Durkee. His subject was "The Near East," the land for whose interest he had been laboring for years. Accompanying Dr. Wirt was a motion picture photographer who had taken more than 20,000 feet of film and 700 still pictures. Many of these were displayed on the screen and used to supplement Dr. Wirt's explanation of the conditions in Armenia. He presented a most graphic and touching description of conditions in "The Land of Sorrow" where thousands upon thousands of Armenians perish annually from neglect of assistance in their battle against hunger and cold.

MR. CLARENCE B. CURLEY, Assistant Professor in the School of Commerce and Finance, has been approved by the Federal Board for Vocational Education and has entered upon a course in Accounting and Business Administration at New York University for the period of a year or two.

MR. ALSTON BURLEIGH, School of Music, 1922, has composed the words and music of a song which has been published by G. Ricordi and Company and which so impressed the great singer, John McCormack, that he has made a Victor record of the song which will be on sale soon. Other songs of Mr. Burleigh have also been accepted for publication.

The Third Annual Howard Convocation under the auspices of the School of Religion, Dr. D. Butler Pratt, Dean, will be held at Howard University, Washington, D. C., on March 23rd, 24th, and 25th, 1920. The sessions promise to be of unusual interest and profit. Dean Charles R. Brown of the Yale University School of Religion; Bishop G. L. Blackwell, of the A. M. E. Zion Church, Philadelphia Prof. Johnston Ross, of Union Theological Seminary, New York; Rev. T. Nelson Baker, of Pittsfield, Mass.; Dr. A. W. Pegues, of Shaw University, and Dean Shailer Mathews, of the Divinity School of the University of Chicago, will be among the speakers. Dr. J. Stanley Durkee, President of Howard University, will preach the Convocation Sermon. Noted religious leaders, resident in Washington, and members of the Faculty will participate in the discussions.

### **Dr. Durkee's Inaugural Address Printed in Pamphlet Form**

The Inaugural Address of Dr. J. Stanley Durkee, as President of Howard University, Washington, D. C., delivered November 12th, last, has been published in pamphlet form with a full-

page cut of Dr. Durkee in academic costume.

Copies of the address will be sent to those who may make application for same.

### **Howard University Night**

The annual Howard University Night exercises were held on Tuesday evening, February 24, 1920, at the Metropolitan A. M. E. Church.

Before a representative assemblage the citizens of Washington pledged their cooperation with the President and Students of Howard University. All the speakers expressed the earnest hope for a greater and better Howard.

After prayer by Dr. Parks and a selection by the Glee Club, Mr Pinckett spoke in behalf of the Bethel Literary Association under whose auspices the meeting was held. He made some pointed remarks concerning the purpose of the meeting and proceeded to introduce the student representative, Mr. Nelson.

Mr. Nelson spoke of the relationship existing between the students and the Administration. He expressed the belief that Howard students would aid the new program out of gratitude for what Howard had given them and out of their desire to see all of which they are a part go forward or progress. They realize that all progress grows out of cooperation and they desire to express their willingness to cooperate and to take responsibility; for out of responsibility comes development such as is needed to meet the problems of life. Mr. Nelson concluded by pledging the loyal support of the students in any effort for Howard's welfare.

Dr. D. Butler Pratt spoke in behalf of the School of Religion. He called attention to the importance and necessity of religion in any national life. He showed clearly of what vital importance the School of Religion is in the University. He traced the rapid progress of the Theological School and prophe-

sied a brilliant future for his department.

F. D. Williston, M. D., class of 1894 Medical School, spoke in similar tone. He regarded the growth of the Medical School as remarkable. He made special mention of the particular advantage offered by Freedmen's Hospital. He went so far as to state that the reputation of Howard has depended and still depends on the Medical School.

The importance of the Law School was ably put forth by W. Asbie Hawkins, Esq., class of 1892. He impressed his audience with the need for capable lawyers. Nowadays good lawyers are as essential as Priests. Mr. Hawkins spoke of the splendid work which the graduates of the Law School are doing. He specifically mentioned the work of Prof. Hart and of Prof. Leighton, of the School of Law.

Dr. Durkee's speech came as the climax of the evening's program. His speech, though brief, was comprehensive and complete. He discussed the new plan, its purpose, and the power to "put it over." The plan is for a large, adequately equipped plant for the purpose of a National University. Howard shall offer to all students a curriculum of high standard and also the social and moral advantages of being among his own people. In speaking of the power to "put it over" the President mentioned the Inter-Church World Movement's grant of four and one-half millions. The greatest power is cooperation. The President firmly believes that if Colored America raises \$100,000 the rest of the nation will awake to its duty and continue the work.

The speechmaking was interspersed at happy intervals by selections from the Glee Club and the Orchestra. Perhaps the most striking thing of the evening was the poem which the President read at the close of his address. The meeting was fine and inspiring, and one which points to splendid prospects for a newer and Greater Howard.

### Near East Relief

The University has recently completed a successful drive for funds for the relief of stricken Armenia. The results exceeded all expectations and indicate the spirit of altruism of our teachers and students. A check for \$117.40 has already been turned over to Professor Collier, of George Washington University, who is in charge of the local campaign. About \$25 is still pledged and it is expected that the final sum will be \$150.00.

The drive was conducted by a student committee of which Miss Sadye Spence was Chairman. The success of the movement is largely attributable to the enthusiasm and efficiency of Miss Spence and her co-workers. The Sophomore Class held a special entertainment in Spalding Hall in the interest of this fund and were thus enabled to contribute \$15 to the cause. Mr. Jordan and Mr. Payne were largely responsible for the success of this entertainment. Professor Montgomery Gregory repre-

This splendid response of the University to a call from the starving and suffering people of the near East is a high tribute to the spirit of self-sacrifice and generosity of the students of the University.



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## Undergraduate Life

### The Stylus

THE Stylus is a literary organization of the University. Its membership is based on proficiency in writing or in art. Contests are held every year and the choice of members is made from the best contributions.

This organization opens a wide field for literary or artistic development. The budding genius is fostered and encouraged. Each year the Stylus does research work in some specific field. This year the general topic for discussion is the "One-Act Play." The technique of the "One-Act Play" is closely studied with a view to the production of several creditable original plays.

Professors Locke and Gregory are members of the Stylus and act as advisors and guides. Miss Inabel F. Burns is the Scribe of the organization. She is an energetic worker and is confident that the Stylus will do some real constructive work this year.

C. H. PARISH, JR. '20.

### The Maynard Prize Debate Under the Auspices of the Maynard Literary Society.

By Walter N. King.

THE Maynard Literary Society of the School of Religion held its annual Prize Debate in Rankin Memorial Chapel on the evening of February 6. Considering the disagreeable weather there was a large crowd. The exercises were opened with invocation by Dr. E. Albert Cook. In the absence of Dr. D. Butler Pratt, Dean of the department, Dean Kelly Miller presided. A few remarks were made by Dean Miller setting forth the purpose and conditions of the debate. The subject for discussion was, "Resolved, That Government Ownership and Operation of the Main Utilities Should be Inaugurated as a Solution of the American Labor Prob-

lem." The speakers were: Affirmative, Messrs. S. A. L. Norville and W. M. Gibson. The negative was represented by Messrs. C. H. Green and J. A. Dames.

From the moment the speakers entered the forensic battle they were sometimes deliberate, sometimes sensational, but at no time uninteresting. Mr. Norville, the first speaker of the affirmative, proved himself a potential debater. The force and adroit aptness with which he vindicated his position spoke volumes for the affirmative. Shifting the scene to the opposite side of the rostrum, our gaze was met by Mr. C. H. Green, the first speaker of the negative. Mr. Green purposely avoided any formal decorum in order that he might the more effectively impress the judges with his native ingenuity and practical common sense. Mr. P. M. Gibson, the second speaker of the affirmative, was then called upon. To say that Mr. Gibson is a smooth debater is stating the fact mildly. His choice of diction, poise, and argumentative style were very much in evidence. The last speaker in the direct argument, who was the second speaker of the negative, Mr. J. A. Dames, was cool and deliberate. He has several qualities of an effective debater, among which are a resonant voice, ability to think on his feet, and to keep the issues clearly in mind.

The rebuttal was full of fight and "pep" from start to finish. Both sides showed the ability to attack the outstanding points of the opposite side.

Two decisions were given, the one as to the winning side and the other as to the best individual debater. The debate was unanimously conceded to the affirmative and the prize as to the best individual speaker was given to Mr. C. H. Green for his cool and deliberate manner and original thinking.

The musical part of the program consisted of the rendering of two brilliant

piano solos, by Miss Virginia Ruffin, and Miss Helen Denison, of the School of Music. The judges were: Judge Robert H. Terrell, Prof. G. C. Wilkinson and Prof. W. H. Richards.

### Texas Club

DURING these strenuous months when every force and factor in the University is at work to bring a complete realization of the plans for the "Greater Howard," the students from the state of Texas are fully awake to the occasion. On Friday night, Nov. 14th, 1919, the students from Texas organized the "Texas Club" for the purpose of promoting fellowship and rendering greater service to the University, as a unit. The following officers were elected: President, J. P. Merchison, class '20; Vice-President, R. L. Pollard, Class '21; Secretary, Miss Edna Benton, Class '20; Corresponding Secretary, H. E. Bledsoe, Class '22; Treasurer, J. E. Moore, Class '23; Journalist, Emmett W. Sims, Class '23; Critic, Miss Othello Harris, Class '22; Chaplain, Claud A. Riley, Class '22.

The members of the Club were greatly encouraged by the words of Dr. Emmett J. Scott, Secretary-Treasurer of Howard University, who enrolled as a member of the Club.

Dr. Scott clearly pointed out to the members the responsibilities resting upon the Club as a factor in University during the reconstruction.

Signed, HERBERT L. DUDLEY,  
*Reporter.*

MISS MARIE STARKS,  
*Asst. Reporter.*

### Campus Notes

#### Y. W. C. A.

A MOST enjoyable "social" was given by the members of the Y. W. C. A. on Saturday evening, January 17th in Miner Hall Assembly Room. The evening was spent playing amusing games, and listening to a very interesting program and journal. The guests

enjoyed the dainty sandwiches and cocoa that were for sale in the reading room. The proceeds of the evening, amounting to \$18.43, will go to help the conference fund.

ANOTHER pleasant and unique "Story Hour" was held for the "Y" girls in Miss Tuck's parlor, Sunday night, February 8th. The young women, cozily seated on cushions on the floor, were sorry when the hour was ended.

VERY interesting moving pictures of the Y. W. C. A. activities in other parts of the country and in foreign countries were held in Science Hall on Sunday evening, February 15th.

ENJOYABLE prayer circles were held among the young women of the Y. W. C. A. the week preceding the Day of Prayer of Colleges. Much benefit and inspiration was gained by the groups attending these circles, and enthusiasm was aroused for the meeting on the Day of Prayer.

THE student body listened with interest to Prof. Collier of Georgetown University at Chapel exercises on Friday, February 13th. Professor Collier spoke for the Armenian Relief.

A MOVEMENT has been started among the women of the University for the formation of a girls' Debating Club. Miss Margaret C. Smith, instigator of the movement, has been elected temporary president.

MANY of the young men are making earnest preparation for the varsity debating team "try-out," which will be held soon.

THE Lincoln-Howard basket-ball game, held at the Coliseum on February 4th, was an occasion of much joy. The large score in Howard's favor sends us well on our way toward the Championship.

THE R. O. T. C. reception, on Saturday evening, February 7th, was a most pleasant affair. It is hoped that this was the first of many such enjoyable affairs. A unique feature of the evening was the speeches by the Sponsors. The speakers were Miss Helen Lawrence, battalion sponsor, and Misses Virginia Ruffin, Tyson, and Frances Carpenter.

THE members of the Senior Class are planning a very unique play, to be presented by the members of the class to help finance their Year Book. The play to be given is called the "Lost Pleiad."

THE Tidewater Club, one of Howard's most noteworthy "state clubs," gave a splendid entertainment in Norfolk, Va., during the holidays. It is to the credit of the club that they introduced Howard so favorably to the citizens of the Tidewater region.

THE recently announced competitive for the best One-Act Play, is arousing great enthusiasm among Howard's "Literarily inclined."

THE Girls' Glee Club sang at Metropolitan Church on Women's Day. They were enthusiastically received by the members of the Church, who are hoping for a return of these songsters very soon. The Y. W. C. A. was also favored with selections by the members of the Glee Club on Sunday evening, February 1st. The Glee Club is planning a lovely surprise for the near future.

A UNIQUE Valentine "At Home" was given by the young women of the Freshman class, on the evening of February 14th. The time was spent in matching of hearts, and games. The guests were served to delicious punch and cake. The Freshman girls were charming hostesses.

You Can Get What You Want  
and  
You Will Want What You Get  
at  
**Dyett and McGhee' s**  
*Luncheonette*  
Run by Students for the benefit of  
Students.



When tired of study, for recreation, visit  
**HIAWATHA** | **The FORAKER**  
High-Class Motion Pictures | Motion Pictures  
and Vaudeville  
11th Street, Near U. | 20th Street, Near L.

# Counterweights

*Boost.*

Boost your city; boost your friend;  
 Boost the lodge that you attend;  
 Boost the street on which you're dwell-  
 ing;  
 Boost the goods that you are selling;  
 Boost the people 'round about you—  
 They can get along without you,  
 But success will quicker find them  
 If they know that you're behind them;  
 Boost for every forward movement;  
 Boost for every new improvement;  
 Boost the man for whom you labor;

Did you give him a smile? He was  
 downcast and blue,  
 And the smile would have helped him  
 to battle it thru.

Did you give him your hand? He was  
 slipping down-hill,  
 And the world, so he fancied, was  
 using him ill.

Did you give him a word? Did you  
 show him the road?  
 Or did you just leave him to go with  
 his load?



Boost the stranger and the neighbor.  
 Cease to be a chronic knocker;  
 Cease to be a progress blocker—  
 If you'd make your city better,  
 Boost it to the final letter.

—Detroit Free Press.

*Did You*

Did you give him a lift? He's a broth-  
 er of man,  
 And bearing about all the burden he  
 can.

Do you know what it means to be los-  
 ing the fight,  
 When a lift just in time might set  
 everything right?  
 Do you know what it means—just a  
 clasp of the hand,  
 When a man's borne about all a man  
 ought to stand?

Did you ever ask why it was—why the  
 quivering lip?



Why the half-suppressed sob, and the scalding tears drip?  
Were you a brother of him when the time came of need?  
Did you offer him help, or didn't you heed?

—Selected.

Helen (a Senior)—“Which is preferable to use, ‘William’ or ‘Bill’?”

May (Likewise brilliant)—“‘William,’ of course; never ‘Bill.’”

Helen—“Would you say that the duck put his William underneath the fence?”

Dr. Parks (In Economics)—“Give me some examples of direct taxes.”

Miss Y. (thoughtfully)—“Property tax, income tax, poll tax, shoe tax, and —er-er—carpet tacks.”

The bell boy followed the newly arrived colonel from Kentucky to his room with a pitcher of water.

“Water, sir,” announced the boy.

“Water,” said the colonel, “What do I want with water? The room isn't on fire, is it?”

Little Boy—“What is the shape of a kiss?”

Little Girl—“I don't know.”

Little Boy—“If you give me one I'll call it square.”

Miss Wheat, the new teacher, was hearing the history lesson. Turning to one of the pupils she asked, “James, what was Washington's Farewell Address?”

The boy arose promptly and answered, “Heaven, Ma'am.”

“Willie,” said the teacher, “You have spelled the word ‘rabbit’ with two ‘t's.’ You must leave one of them out.”

“All right,” said Willie cheerfully, “Which one?”

“Don't cry, Freddie, Grandpa will

“But-t-t, you won't do—you're scalped already.”

English teacher—“What are the principal parts of a sentence?”

Young R. O. T. C. man—“Solitary confinement and bread and water.”

Psychology student—“Last night I had the feeling that my watch was gone, and got up to see if it really were.”

Another confused creature—“My, was it?”

Psychology student—“No—but it was going.”

“What is so rare as a day in June?” asked the professor.

“The twenty-ninth of February,” answered the girl.

Of all sad words of tongue or pen,  
The saddest are these, “I got zero again.”

*Her Expedient.*

Mr. Newlywed—“Did you sew the button on my coat, Darling?”

Mrs. Newlywed—“No, love, I couldn't find the button, and so I sewed up the buttonhole.”

*Various Lives.*

Lives of angleworms remind us  
If we wish our own to bud,  
We should let no robin find us  
As we wiggle through the mud.

—Youngstown Telegram.

Tracks of centipedes remind us  
If we had those shoes to fill,  
We would die and leave behind us  
An enormous unpaid bill.

—Memphis Commercial Appeal.

Lives of bumblebees remind us  
If the people of our zone  
With the hives were all afflicted,  
How we'd know which was our own.

—Yonkers Statesman.

Honks of autos oft remind us  
When we cross from pave to pave,  
We must get a hump upon us  
If our bacon we would save.  
—*Norfolk Ledger-Dispatch.*

Lives of octopi remind us  
If we had eight hands, and able  
We would not get hot-box elbows  
Passing eats around the table.  
—*Houston Post.*

Lives of Remingtons remind us  
We might write our last bequest,  
And, departing, leave behind us,  
Something nice for Grandson's desk.  
—*Wilbur F. Webb.*

Lives of Seniors all remind us  
That they strive to do their best,  
And, departing, leave behind them  
Notebooks that will help the rest.  
—*Ex.*

*In Memoriam.*

A SENIOR—  
Deep knowledge, big head;  
Brain fever, he's dead.

A JUNIOR—  
Fair one, hope fled;  
Heart busted, he's dead.

A SOPHOMORE—  
Played football, nuf sed;  
Neck broken, he's dead.

A FRESHMAN—  
Milk famine, not fed;  
Starvation, he's dead.

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Rev. Gentleman—"Of course you  
have read Shakespeare, my Son?"  
Sophisticated (?) Senior—"Yes, I  
glanced through it, but I don't like the  
way it ends."



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TEACHER—"What did Caesar exclaim when Brutus stabbed him?"

BRIGHT FRESHMAN—"Ouch."

—————  
*Clever.*

FRESHMAN—"I thought you took Algebra last year?"

SOPHOMORE—"I did, but the faculty encored me."

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