

# The Atlanta University Bulletin

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## Graduates to the Rescue



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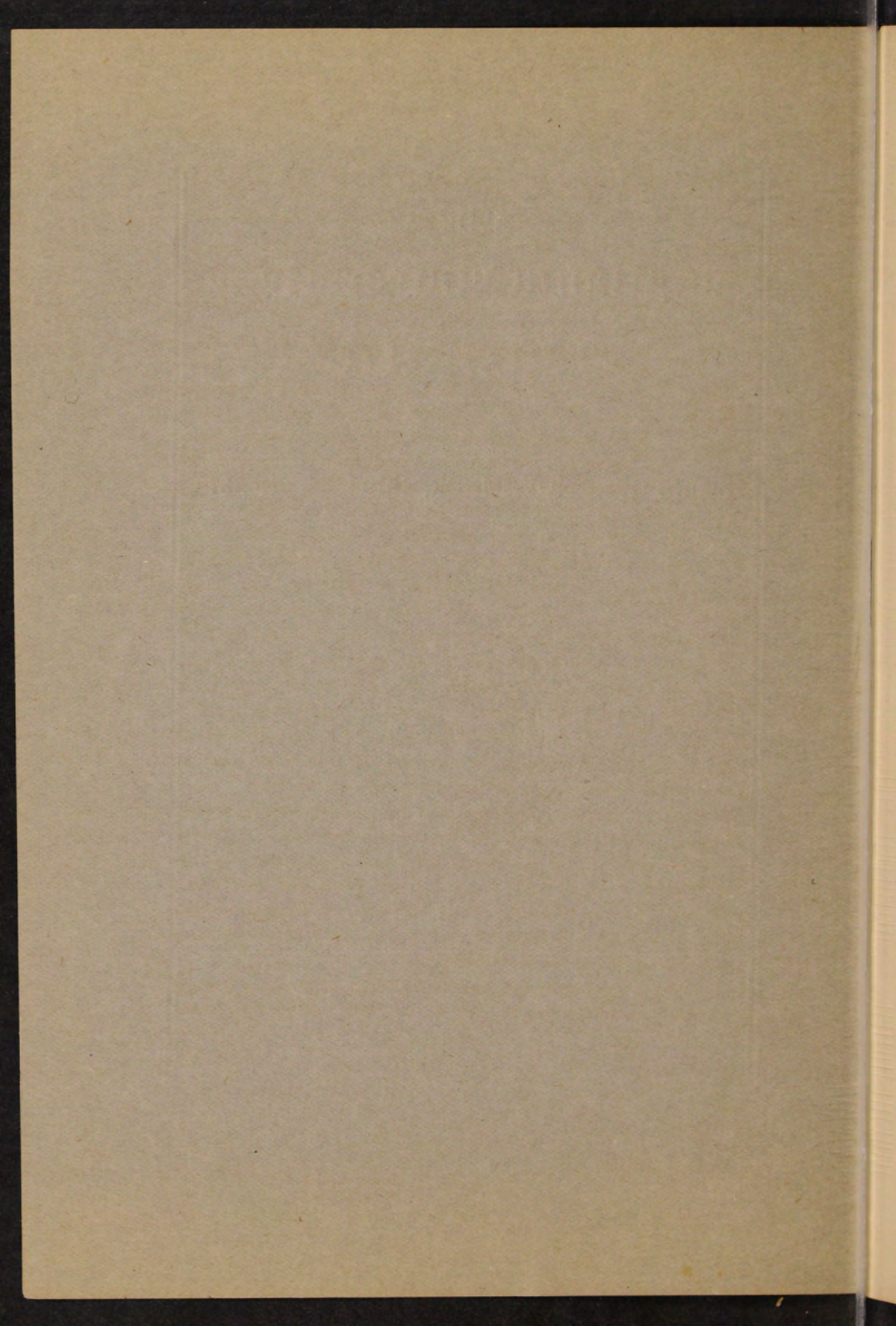
## A Challenge to Our Schools Prospects for the Future

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We reproduce President Ware's October letter to the donors and friends of Atlanta University.

## Prospects for the Future

**A**TTLANTA UNIVERSITY has completed fifty years of work. Almost a thousand graduates and many who have not graduated have received their education here. The record of their work is decidedly encouraging. They have entered many different vocations but most of them have become teachers and many have attained marked success.

At the beginning of the second fifty years Atlanta University is placing increased emphasis upon the higher work, especially upon the training of teachers. A college department in Education has been organized and has been elected by an encouraging number of students.

School opened on October 1, with an unusually large number of applicants for advanced standing. Eighty-three have been admitted to College and fifty-four to the Normal School. The High School attendance has been limited to avoid overcrowding, and the City of Atlanta has promised to establish a public High School for Negroes.

Two of our most devoted and faithful teachers died last summer. Two of the heads of departments are on a year's leave of absence; one completing his work for his Ph.D. and the other teaching in the Syrian Protestant College, Beirut. This places heavy burdens on the force remaining; but teachers and pupils have taken up their work with a fine spirit of enthusiasm.

Atlanta University fell behind \$9,000 last year on current account. This was due in part to the retention of equipment



## FINANCES

purchased at the direction of the War Department for the training of soldiers and in part to the difficulty of raising money in the face of so many war interests.

Our graduates have been deeply stirred by this financial situation. They have started an energetic campaign to raise fifteen thousand dollars among themselves this year and they are calling upon public spirited people throughout the country to cooperate with them and bring the fund up to one hundred thousand dollars in order to pay off the entire debt and improve the plant.

GRADUATES  
TO THE RESCUE

This letter is sent to you as a report of our work and as a sincere expression of thanks for your help in the past. We shall be very grateful for the renewal of your gift at whatever time *best suits your convenience*. If you can, please also add something toward the One Hundred Thousand Dollar Fund. The graduates have already received pledges for \$6,000, \$2,000 of which have been paid.

PLEASE HELP  
THEM AND US

Gratefully yours,

*Edward T. Ware.*

*October 14, 1919.*

In brief form this letter sets forth the conditions under which Atlanta University starts the second half century of her work. We cannot but believe that the friends of education will rally to our support and help the graduates put through to success the campaign for one hundred thousand dollars which they have started so courageously and so hopefully.

### Graduates to the Rescue

For many years we graduates have wanted to do something worth while for Atlanta University; but most of us are teachers and most of the rest of us are engaged in similar work for our fellows at very small salaries. Perhaps we might have made money, because the South for fifty years past has been full of opportunities for educated Negroes to make money,

especially if they had little regard for the condition of their fellows. But the glory of Atlanta University has been that her graduates have consecrated themselves, in the main, to the service of their brothers, teaching, preaching or doing other faithful work, in inconspicuous places, much of it for thirty or forty years. None of us are rich; few of us have made money, so that we have been able to do but a small part of all that was in our hearts to do.

Now we have begun an organized effort to do all we can to help the University over a hard place. Students are thronging the halls, others are clamoring for an entrance which must be denied them on account of lack of dormitories; expenses of operation have greatly increased, and rehabilitation of the plant is necessary, to say nothing of other needs. These things, in addition to our great love for the University, make us wish to do our utmost this year, and we hope that others will lend us a helping hand. We purpose to raise this year \$15,000, by ourselves, and we hope that white people everywhere will give the rest to complete a fund of \$100,000. So far as we know, the graduates of no other Negro institution have cut out for themselves so great a task for so short a time.

The Alumni Association appointed a committee of five last June to arrange for the campaign. When the committee met they appointed me to assume the task. Immediately I asked the committee for gifts of \$100 each, payable in two installments. Each signed a pledge and some have already paid in full. With five hundred pledged that afternoon, I began to figure out just how long it would take to raise our fifteen thousand. My first work was to raise one thousand dollars in cash in thirty days so as to get an additional gift of one thousand dollars from a colored man, Mr. A. F. Herndon of Atlanta. We succeeded in raising that sum and more besides. I shall always be grateful to the first man I approached on the matter. He is a barber, a man of fine public spirit, who himself has never had the privileges of Atlanta University, but



whose wife and daughter were educated here. When I began to prepare the way for my appeal by saying to him, "Atlanta University has been sacrificing for the Negro race for fifty years and nobody can estimate the value of the work it has done for the Negroes in Georgia," he stopped me abruptly and said: "Hold on, Professor, you don't have to tell me what Atlanta University has done; I have been in Atlanta forty years and I know as well as anybody what it has done for our people; so you needn't go any farther. I will give you one hundred dollars; and here it is."

Next morning I went to see a young Negro lawyer who was not able to remain in college the last year to complete his course. He is a regular contributor. The previous week he had given me ten dollars and I offered to count that as cash on a gift of one hundred dollars, if he would agree to give so much; but he said: "No, you needn't do that. I'll give the full hundred besides."

I felt so sure of help from graduates that I thought I had better see at once as large a number of non-graduates as possible, who, I felt, would also help if the matter were properly laid before them. In consequence, I went a short way into the country to see a farmer whom I well remembered as a famous baseball player during his school days. When I asked him to give one hundred dollars to Atlanta University, he said: "Why, yes, we ought to help. I am renting out most of my farm for lack of labor, but I will give you one hundred dollars," whereupon he gave me his check.

After that, I had an opportunity to visit the graduates in other parts of the state. On a hot afternoon in June, a small group of tired school teachers—graduates of Atlanta University—hastily got together to meet me as I passed through their city, so that I might lay before them as members of the Atlanta University Club of Savannah, our plans. They were most responsive and pledged then and there for their club at least one thousand dollars. Augusta was most enthusiastic.

One graduate had already arranged for me a meeting at her home. Another graduate, a principal of a public school, said, "We can do it. I'll give one hundred dollars myself." Another said, "We haven't as many graduates as Savannah, but we can do as much as they." At Athens a teacher of a private school for poor colored children gave fifty dollars in cash in the name of her mother.

From Texas too we have received both cash and substantial pledges. One non-graduate now a doctor said, "I couldn't get through A. U. but I am grateful to the University because it certainly gave me a good foundation for my present work." Another young man just out of the army, just married and just beginning to buy a home said in giving twenty-five dollars: "I am so sorry I can't give one hundred for my wife and me."

It would make a moving story if I should tell just how much some of our graduates have sacrificed and are going to sacrifice in order to give to this fund. In order to raise that first thousand dollars some school teachers cut their vacation short while others gave up their vacation altogether. If I did not feel that we are making a glorious sacrifice, I could not have received gifts of twenty-five dollars from some teachers who do not earn much more than that a month.

Now that school has opened, our students too have really jumped at the opportunity to help. They themselves plan to raise a students' voluntary fund of \$1500 or \$2000 by weekly payments of ten cents or more apiece. They have captains for each class to make these collections. A considerable sum in cash has already been turned into the treasury. One boy who was called home this week on account of illness in the family came forward to pay his pledge of \$8.75 in full because he thought it was unlikely that he could return.

So far, we have about \$6000 in pledges and something more than \$2000 is cash. We do not believe our friends will see us



struggle without offering us help. For us in many cases it is a joyful, glorious sacrifice. We do not ask our friends to sacrifice; we do ask them to share with us the joy of helping an institution that has for fifty long years proved itself very much worth while in the service of God and of Country.

GEORGE A. TOWNS.

#### **Prospect of Better Public School Facilities in Atlanta**

There has been started in Atlanta an interesting and hopeful movement to insure good feeling between the races. The movement has been participated in by many of the finest people of both races and has not spent itself simply in fine expressions of sympathy but in various attempts to actually remove from the colored people the oppressive limitations under which they have so long lived, and to enlarge their opportunities as American citizens.

It has long been recognized that the State of Georgia has been woefully delinquent in its public school facilities for the Negroes. Many attempts to improve the conditions have been made without avail.

Some years ago there was organized among the colored teachers of Georgia an organization known as the Georgia Association for the Advancement of Education among Negroes, representing the entire Negro population of Georgia, city as well as rural. The president of this Association and the chairman of the executive committee are graduates of Atlanta University. On July 2, these men with a committee of one hundred presented to the State Board of Education in Atlanta a memorial, drafted by another graduate of Atlanta University, asking for certain specific improvements in the school conditions for the Negroes in Georgia.

The Atlanta Constitution of July 3 summarizes the requests as follows: 1, larger salaries for Negro teachers; 2, longer school terms for Negro schools; 3, better school buildings; 4, help in securing through legislative action a state normal



school for training Negro teachers; 5, the establishment of more district agricultural schools for Negroes; 6, that an equitable share of federal funds coming to Georgia be appropriated to Negroes; 7, the creation of the office of assistant state supervisor of Negro schools, to be filled by a Negro; 8, an appropriation for the training of Negro teachers in the summer schools.

Later in July the need of improved public school facilities for Negroes in Atlanta was taken up by a group of influential men and presented to the City Board of Education. The conditions to be remedied were, the overcrowding of the public schools and the fact that they carry the children only through the seventh grade. This limitation of public school education had thrown upon Atlanta University and other private schools and church schools the burden of caring for eighth grade pupils as well as for high school pupils in order to fit them for college and normal work. The Negroes wanted and felt that they should have a public high school. This matter was brought to the attention of the Church Cooperation Committee which is, in fact, the executive committee of the Association of Ministers in Atlanta. The following letter from interested schools was placed in their hands as indicating the prevailing sentiment.

Atlanta, Ga., July 17, 1919.

To the Mayor of the City of Atlanta and  
the City Board of Education.

Gentlemen:

Representing the private and church schools for the secondary and higher education of the Negroes in Atlanta, we heartily endorse the memorial recently submitted by the Georgia Association for the Advancement of Education among Negroes, and we sincerely appreciate the favor with which it was received by the State Board of Education and by the Education Committee of the State Legislature.

We trust that the City of Atlanta, in making application to local needs of the reasonable requests of the Negro citizens of Georgia, will provide increased facilities and better equipment for the public school education of the Negro children of this city.

We beg to call special attention to the need for a Negro public high school in Atlanta, which will bridge the gap now existing between the seventh grade of the grammar schools and the higher work of the private and church schools. It is estimated that colored children are now paying at least \$20,000 yearly in tuition charges for secondary education which the white children receive free of tuition in the public high schools. Last year many Negro children were turned away from the private schools for lack of room, and this fall the number will be much larger, unless provision is made for a Negro public high school.

The establishment of such a school at this time, in response to the earnest desire of the Negro citizens, would be peculiarly appropriate, as a recognition of the valiant service the Negro soldiers have rendered in the great struggle for world democracy. It will be looked upon as an indication of the purpose of Atlanta to do the fair thing by her Negro citizens; it will help to crystalize the good feeling and spirit of cooperation expressed in the memorial of the Georgia Association for the Advancement of Education among Negroes and in the resolution adopted by the State Board of Education. We earnestly hope that provision may be made for high school education of the Negroes in the public schools this fall.

Eight members of the Church Cooperation Committee waited upon the City School Board and obtained from them the promise of the establishment of a high school for Negroes in Atlanta.

It seemed physically impossible to build or provide for a complete high school by the beginning of the school term late in September. But an encouraging start was made in the following manner: The Ashby Street school building in the western part of the city, which was originally planned for a white grammar school, and which is now in a predominantly Negro community, was turned over to the Negroes and an eighth grade was added. This has relieved the situation to some extent, and we have every reason to expect that at the first opportunity the city will provide a genuine high school for the colored people.

### **A Challenge to our Schools**

**By President Edward T. Ware**

Reprinted from the July issue of the National Note-Book Quarterly.

The present day places before the schools of the Negro people a task of peculiar importance and of great difficulty. It is the task of bringing up a generation of young people who can face and overcome racial ill-feeling.



You can not enlighten the minds of young people by education and keep their eyes shut to the unfair discrimination which meets Negro citizens. The more advanced the education, the more evident will be the wrong, and the more galling will be the discrimination. The man of real education and culture is interested in many things—good lectures, the best music, etc.—which do not particularly interest the more ignorant people; and these things are often denied to educated people in America because they are black. Our schools, if they do their work properly, then, inevitably open the eyes of Negro youth to a fuller appreciation of injustice, and to a greater sense of wrong because they can not share with other people the reasonable enjoyments which a well-ordered community affords its educated citizens. They face racial ill-feeling. Can they overcome it?

#### **Bitter Resentment of Soldiers**

The experiences of the Great War have not made the task simpler. The Negro soldiers went to war as American citizens, loyal to the ideals of their country. They fought to make the world safe for democracy, and out of their past experience they understood better than most soldiers the meaning of this ideal. They fought with great courage; many were wounded; many were killed. In France they were thrown with people who did not share the prevailing American attitude toward the Negroes. Yet they found that there were persistent attempts on the part of their fellow Americans to poison the minds of the French people with prejudice. The German air men dropped over their lines appeals to the Negro soldiers, asking them why they were fighting the Germans and calling attention to the fair treatment Negro scholars had received in the German Universities, and reminding them of the prejudice they had to suffer at home. All this failed to shake the loyalty of the Negro soldiers. They were true to their nation and their flag. They fought and many died for the principles of democracy. And now, as our boys come back into the South, they find very much the same old atmosphere of prejudice, and they find that the hideous custom of lynching, the curse and shame of our land, continues unabated. The natural effect of this experience is bitter resentment and increased ill-feeling between the races. The principles for which the Negro soldiers fought and died are flouted in their native land.

#### **Seek the Whole Truth**

What can our schools do to counteract the evil effect of these conditions upon the minds and souls of Negro youth? Can we not make our students see that the conflict, which at times seems to take the form of race against race, is really a conflict between right and wrong? We must be honest; we must face the facts as they are; nothing can be gained by obscuring the truth. But we must have the whole truth. It is not honest to pretend that conditions are not bad; it is no more honest to deny that

in this conflict there are Christian men and women of the white race on the side of right. I do not mean that they are merely advocates of general principles of justice, but that they advocate the application of those principles in the dealings of the races with each other. The mass of discouraging evidence must not blind our young people to this hopeful fact and racial ill-feeling must not prevent both races working together for right in the conflict against wrong.

#### **Struggle Against Oppression is Worldwide**

Our pupils should realize that they are not alone in their struggles against oppression. You can not give a young person an honest education and hide from him the truth that the world is full of misery and injustice, even in this age of civilization. Selfishness, arrogance and greed seek to gain their ends by force and care not who their victims are. But the Negroes have all the economic struggle to endure, and in addition to that they must carry the burden of prejudice. This is true, and still we must avoid a tendency to narrow to the limits of race antagonism a worldwide struggle for justice and righteousness. If we be really striving for the triumph of righteousness we may rest assured that those who are for us are more than those who are against us. We have but to open our eyes to behold that the mountain is full of horses and chariots of fire round about us to defend our cause. If we narrow the struggle down to black man against white man, or if we allow any hot-headed arrogant prejudice to force us into this alignment, we have lost the vantage ground of a righteous cause.

#### **The Battle not to the Strong**

The youth in our schools must not fail to profit by one of the chief lessons of the war. Have we not learned from the defeat of Germany that the battle is not to the strong? Is the rising generation of the Negro race going to seek advancement by entering into the old-world maelstrom of arrogant and heartless competition? An eye for an eye and a tooth for a tooth is not only unchristian; it does not work. Germany raised the standard of race pride and tyrannical force. She advertised herself as a race of supermen; and her culture as the last word in human attainment. And over against Germany the Allies raised the standard of democracy and justice. Whatever we may think of the honesty of the professions of the Allies it was this standard of justice and right which marshaled the major forces of the world—and our boys among them. And if the Allies prove themselves untrue to their professions, by so much they have defeated their own cause and vanquished their own people. Now the Negro people have their troubles and their just grievances, and here and there among them men and groups of men are rising to wealth and power. Shall it in this case be arrogant power, standing by its own might,



or shall it be power devoted to the cause of justice and right? Shall the youth in our schools seek progress by retaliation, and hope for the day when they may have the power to oppress those who have been the oppressors, or shall they highly resolve that the day of oppression shall end? If the Negroes as a group raise the standard of might we shall augment racial ill-feeling, and create pitiful, fruitless strife; but if they raise the standard of right we shall find the best influences of both races working together in a common cause. Not by might nor by power, but by my spirit, saith the Lord.

#### What of Race Pride?

What shall we say of race pride? I know that it has many honest advocates, but I seriously doubt the wisdom of it. Some advocates look hopefully to race pride as a happy means of bringing about a separation between the races and so of avoiding difficult problems of race relationship. This tends to dodge the issue; it has an ulterior motive and does not seem really honest. Others, by means of race pride, would whip the Negroes into line for the support of their own racial enterprises, even to the neglect of better enterprises fostered by the whites. This tends to create racial ill-feeling and to make cooperation difficult, and it leaves the door open for self-sufficiency, conceit and arrogance. We surely know to what end this sort of pride leads. It is the pride that goeth before destruction. There is a pride whose chief quality is self-respect. This our pupils must have; and familiarity with the best things their people have said and done give ample ground for such self-respect.

#### Youth Shall Lead

The hope and faith of youth have always blazed the way of progress in the world. It is the duty of Christian education to cherish these qualities in the minds and hearts of the rising generation. Let old people be cynical and bitter if they must; but young people should have faith in a better day that is dawning. Our peculiar Southern task of facing and overcoming racial ill-feeling has in the past four years been elevated to the plane of a world problem; and with hope and fear and prayer we have watched the battles of the nations waging. Then came the triumph of the side that had raised the banner of democracy and justice. The Allies have won the day, but the battle for the realization of the ideals fought for is still waging, the faith and hope of the new world against the doubt and skepticism of the old.

#### A Hopeful Movement

Here in the South a group of Christian men, recognizing the valient service of the Negro American soldiers, and realizing how undemocratic and how unchristian the prevailing attitude of the South has been toward the colored people, have set their hands and hearts to the task of creating bet-

ter conditions. The movement is courageous, earnest and unselfish. I personally know the men who represent the movement in Atlanta. They desire to work with the colored people in the struggle for right against wrong, in a definite and constructive manner. Here will be presented to the young people of our schools a chance to overcome race ill-feeling, and to work with the hope and faith of youth toward the realization of a better day here and in the world at large.

We must face the facts, recognize the magnitude and the righteousness of our cause, and with high hope work together with brave people of whatever race to overcome the wrong and establish the right. There is no agency more powerful to help this cause than the schools for the colored people. Let us meet the challenge and prepare our pupils for cooperation with the good people of all races in the struggle for the triumph of right.

### Faithful to the End

It is our sad duty to record the death of five people who have been intimately identified with the work of Atlanta University, four of them for many years. Mrs. Daisy Hayes Arnold, teacher of high school subjects, died in Atlanta last July. Miss Annadel Chase King, head of the Latin department, died at her home in Atlanta last August after a long and tedious illness following a nervous collapse in February. Rev. Frederick H. Means, for twenty-one years a trustee of Atlanta University, died at his home in Brookline, Mass., early in September. Mr. Means had been in ill health for some months, but was attending to his duties in the American Board rooms until a few days before his death. Rev. Horace Bumstead, D.D., former president of Atlanta University, died suddenly in Intervale, N. H., on October 14th just as he and Mrs. Bumstead were about to return to their home in Brookline, Mass. Miss Catharine T. Johnson, for seventeen years teacher in Atlanta University, died at the University on Oct. 18, after an illness of nine days.

The death of these faithful servants of our cause places a heavy burden of responsibility upon those of us who remain; and yet the record of their lives cannot fail to be an inspira-



tion to us all. The following minute is taken from the records of the September meeting of the Executive Committee of the Board of Trustees of Atlanta University held in Boston.

"The Executive Committee records with deep sorrow the death of the Reverend Frederick H. Means on September 10. Mr. Means was for twenty-one years a member of the Board of Trustees of Atlanta University and for many years a member of the Executive Committee and Secretary of the Board. He was untiring in his devotion to the welfare of this work for the Negroes. His death is a sad loss to Atlanta University."

This is well said, for Mr. Means had a sympathetic comprehension of the problems and the needs of our work, and he understood and shared the faith of Atlanta University in the possibilities of Negro youth. He was often in Atlanta and was familiar with the work in all its phases.

Dr. Bumstead and the three teachers strikingly illustrated in their lives one of the strongest educational features of Atlanta University. Dr. Bumstead and Miss Johnson unquestionably represented the finest culture of the white race. Mrs. Arnold and Miss King unquestionably represented the most capable youth of the Negro race. Atlanta University brought them together in friendly, sympathetic association, unhampered by any barrier of race prejudice, as teachers and pupils; and the strength of mind and character which these young women developed and the unselfish devotion of themselves to the service of God as teachers was the result of the contact of their lives with the lives of their teachers. Atlanta University is one of the comparatively few places where such contacts with perfect understanding are made possible.

Dr. Bumstead was a Christian gentleman, sympathetic in feeling and courtly in manner. He was the unswerving champion of justice for the American Negro, and to the day of his death the enthusiastic and loyal friend of Atlanta University. He was one of that famous triumvirate of the Yale class of 1863, who put the best years of their lives into the founding and upbuilding of this institution, Edmund A. Ware, Cyrus W. Francis and Horace Bumstead. Dr. Bumstead

was the second president of Atlanta University. He held the office from 1888 until 1907 when he resigned and became the recipient of a Carnegie pension. His last visit to Atlanta was in 1917 when he delivered a notable Commencement address reviewing the fifty years of work since the chartering of Atlanta University in 1867.

The following tribute appeared in the calendar of the Harvard Church, Brookline, Mass.

By the death of Horace Bumstead, Harvard Church has lost one of its choicest treasures. The well known record of Dr. Bumstead's accomplishments in life deepened our self-respect and Christian pride as fellow church-members with one so useful in God's service; while on many occasions Harvard Church has profited by his penetrating judgement and sane counsel. No one of us could fail to respond to his genial charm, and his place in our hearts is secure.

Miss Johnson also represented the best traditions of New England. There was a gentility and poise about her which gave distinction to whatever she did. She possessed a beauty of character which exerted a strong unconscious influence for good. She came to Atlanta in 1902 and has been with the University ever since. She died in her seventy-ninth year. A short memorial service was held in the Chapel on Sunday afternoon, Oct. 19. Her death was as she would have wished. It found her actively engaged in the work which she loved. It was the triumphant ending of a long life filled with effective service.

Mrs. Arnold and Miss King were both college graduates, one of the class of 1901 and the other of the class of 1904. In her four years of service at Atlanta University Mrs. Arnold proved herself a faithful and efficient teacher and a woman of fine Christian character. We shall miss her sadly. Miss King was in a special sense a child of Atlanta University. Her mother was one of the early graduates and had dedicated her child to this school and named her for one of the teachers, Professor Thomas N. Chase. Later Miss King studied Latin under Professor Chase and became proficient in his unique



and effective methods of instruction. After graduation she taught for several years in an A. M. A. school in Albany, Ga., and in 1910 was called to Atlanta as teacher of Latin. Here she has worked faithfully and effectively for the past eight years.

Miss King, with her mother's inheritance and influence, formed a connecting bond between the early workers at Atlanta University and the later group. As her mother had been the pride and joy of the Yale triumvirate and their coworkers, so the daughter was the pride and joy of the present generation of teachers. It was in a sense the realization of the mother's dream when the daughter came back in the fullness of her power to serve the institution they both so dearly loved. But in her eagerness she went beyond her strength and sacrificed her life for the cause of her devotion.

### On Leave of Absence

#### Professor Webster in Syria

Professor Edgar H. Webster, for thirty two years a teacher at Atlanta University, has been granted a year's leave of absence. He and Mrs. Webster and their daughter, Miss Amy Webster, sailed late in September for Marseilles, en route for Beirut, Syria. There Professor Webster will teach in the Syrian Protestant College and Miss Webster will teach in the high school department.

Mrs. Webster is a cousin and dear friend of Mrs. Howard Bliss, the wife of President Bliss of the Syrian Protestant College. This relationship puts a peculiarly pleasant aspect upon the arrangement for the year.

There is something inspiring in the thought of Professor Webster sailing forth with his family to new fields of work at his time of life. We know that it will not take him long to reach the hearts of his pupils of many races in that storm center of the world. But we trust that nothing there will be enticing enough to win him away from Atlanta University,

the institution into which he has built his life for thirty years and where under his direction the science department has developed into one of the strongest in any of the schools for the Negroes.

Atlanta University will have a new and keen interest in the Syrian Protestant College and we prophesy that the boys and girls of the East who attend school there will develop interest in the boys and girls of the South who attend this school; for Professor Webster three thousand miles away is still Professor Webster of Atlanta University.

Professor Brown

Prof. Thomas I. Brown, who has been for three years professor of economics at Atlanta University, has been granted a leave of absence to complete the studies for his Ph. D. degree at Clark University, Worcester, Massachusetts. He is a recipient of a teaching fellowship and has taken up his work there under the direction of Professor Hankins.

### New Teachers

The following new teachers have taken up their work with us this fall: Mr. Norman S. Tukey, a student of Bowdoin College and Boston University, teacher of history; Miss Margaret Winchester, a graduate of Smith College, teacher of Latin; Miss Lilja Ostman, a graduate of Pratt Institute, Brooklyn, N. Y., teacher of art; Miss Mina A. Harrison, a graduate of the Emerson College of Oratory, Boston, teacher of Expression; Miss Mabel P. Harris, a graduate of the New England Conservatory of Music, teacher of piano.

We have also called into service this year the following graduates of Atlanta University: Mr. Lawrence R. Harper, a graduate of last year's college class, teacher of high school subjects; Miss Anna P. Dart, college 1918, of Charleston, S. C., teacher of high school subjects; Miss Lucile Mack, college 1918, of Athens, Ga., secretary to the treasurer; Mrs. Jennie Marion Paris, Normal School 1912, of Atlanta, in charge of



study room; Mrs. Alice Phillips Wright, who has been teaching in the public schools since her graduation, has charge of the third grade at the Oglethorpe Practice School. Miss Elizabeth L. Perry of Atlanta was graduated from the Normal School in 1919. She is teaching high school subjects and assisting in the supervision of the school room.

Miss Miriam Underwood of Tolland, Connecticut, after a year's absence, has returned to us as preceptress of North Hall; and she has this year as her assistant Miss Cecil Higgins, a trained nurse.

Mr. John P. Whittaker, who last year taught science at Atlanta University, spent the summer at the Chicago University Summer School taking courses in school management, and has returned to us this year to take up Mr. Webster's work as principal of the high school.

E. M. Wollank, A. M., of Delhi, La. has come to us as professor of Latin and German. Mr. Wollank studied Philology for two years and a half in Berlin University, Germany, specializing in Latin, Greek and French. He has been teaching for twenty-five years in the South, for many years at the head of the Latin Department in the Shreveport, La., public high school. He received the honorary degree of A. M. from McKendree College, Lebanon, Mo., in recognition of his work in preparation of a Latin text book. This is Mr. Wollank's first experience in a school for colored people.

In the Oglethorpe School for a few days we had the volunteer assistance of Mrs. Truman K. Gibson as first grade teacher, and now Mrs. A. T. Walden is helping in this position. Both of these teachers are wives of our graduates and live in the near vicinity of the school.

All of the teachers have started upon their work with a fine spirit of enthusiasm and with a good response from the pupils. We have every prospect of an excellent year of work.

#### Our New Trustee

Rev. M. Ashby Jones, D. D., pastor of the Ponce de Leon Avenue Baptist Church in Atlanta, has been elected to the Board of Trustees of Atlanta University, to take the place made vacant by the recent death of Rev. Frederick H. Means of Boston. Dr. Jones is a Virginian. He came to Atlanta two years ago from Augusta, Ga., and he is well known throughout the South as well as throughout the country for his courageous advocacy of justice for the American Negroes. Dr. Jones delivered the Commencement address both at Hampton Institute and at Atlanta University last year. Many who heard him on those occasions as well as the large number who know him personally and by reputation will join in congratulating Atlanta University that Dr. Jones has been added to the Board of Trustees.

#### The School Situation

All of the schools of Atlanta find themselves this fall in an overcrowded condition. The established institutions, without exception, are refusing applications from many candidates who are qualified to enter. The establishing by the city of an eighth grade, noted elsewhere in this issue, has made the situation less acute than it might have been otherwise. But none the less the larger institutions of the city feel a regret in being obliged to refuse admission to many candidates for high school work, and we understand that the situation is about the same in the larger institutions elsewhere.

We judge that to some extent this situation arises from the fact that many students are ambitious to go to the larger schools even before they have exhausted the facilities at home. So far as this is the case we cannot feel altogether disappointed that they fail to attain their wish. The home schools in the smaller places are vital to the work of education and should be encouraged by all their local constituency.



But while this is true to a certain extent, it is also true that there is in many instances a real hardship in the situation as it now exists, many students finding it difficult to obtain an opening after they have exhausted the facilities at home. We are driven to the feeling that it is absolutely imperative that the public school authorities should furnish better opportunities to the colored children of the South. Only in this way can the real need be met.

#### Notes

We are sorry to report that President Ware has been ill a considerable part of the time since the opening of school. The illness has not been serious but it has prevented his engaging in the more public work of the institution. Complete restoration to health, so near the duties of the school, did not seem to come; and for that reason he left for the North October 27. It is hoped that this more complete change from the neighborhood of the institution will bring a speedy recovery.

On the 21st of November we were favored by a visit from Dr. Abraham Flexner and Dr. George R. Hovey, who are looking into the actual work of many Southern Institutions as representatives of the General Education Board. We were much pleased by their visit and wish that experts in educational work could be with us more frequently. It is an admirable thing for those who are engaged in educational work to have their methods inspected. We have long felt that an institution is benefited by having its work under close and sympathetic observation, and the visit of these gentlemen was most welcome.

Our readers will remember in the July issue the account of the presenting of "The Open Door" as one of the features of Commencement week. So much interest has been shown that it has been decided to repeat the production in the Auditorium Armory of Atlanta on the night of the twenty-eighth of November. In this way a large number of citizens of Atlanta will have the opportunity of seeing this production, which shows in pageant form the development in the education of the Negro from the savage state in Africa, through slavery, up to the present opportunities which are offered by this and other institutions.

#### Report of the Librarian

Early in November, Miss Frances M. Birtwell, who had been the librarian of the University for nearly three years, left us to take up work in Washington, D. C.

The Library Committee has chosen carefully and wisely new books that

should be of value for reference work to the students of the various departments of the college. Two sets of books, purchased this year, that just now are of special interest to all, are the ten volumes of the New York Times Current History, and the History of the World War, in three volumes, by Frank H. Simonds.

In April, the Atlanta Chamber of Commerce gave to the library forty-eight volumes of the Atlanta Constitution and fourteen volumes of the Atlanta Journal. These are handsomely and serviceably bound and form a valuable addition to the reference department.

The forty-five magazines and periodicals that have come regularly to the reading room have been well read, remembered and referred to repeatedly in connection with class room work, and used as material in working up debates and in the writing of essays.

The reading rooms have been well patronized. During some periods of nearly every day there have been, in the two rooms, as many as eighty pupils. The number of books drawn from the stacks to be used for reference work in the library is much larger than ever before.

Owing to the difficulty in previous years in getting back the books that have been borrowed for reading during the vacation, the library committee have decided that no books may be loaned for the summer except to the teachers of the University.

#### Accessions

	<i>Vols.</i>	<i>Pamph.</i>
Number of books purchased during the year	229	
Gift of George N. Doran	3	
Gift of Miss Frances M. Birtwell	2	
Gift of Prof. T. I. Brown	6	
Gift of Everett Hosmer Barnes	18	
Gifts of W.F. Adams, G. H. Payne and James E. Gregg	4	
Gift of Chamber of Commerce	62	
Gifts from various sources	6	921
<b>Total</b>	<b>330</b>	<b>921</b>

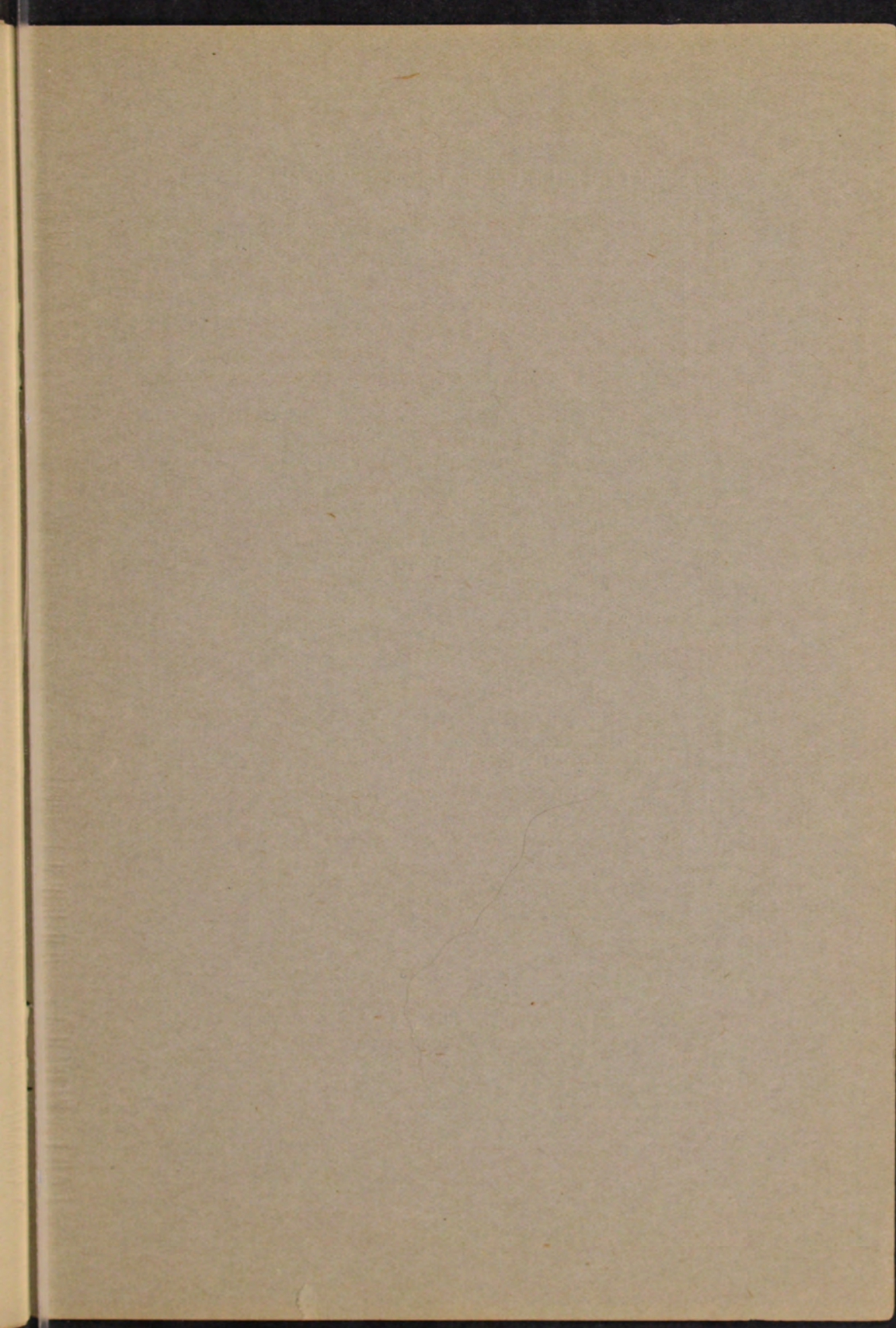
#### Circulation

Borrowed ( taken away from the library )	3,964
Reserved books ( borrowed for over night )	1,089
Books from stack used in library	1,091
Borrowed for summer vacation of 1918	58
<b>Total</b>	<b>6,202</b>
Number of books loaned for departmental use to be kept in class rooms during the school year.	379

Respectfully submitted,

HARRIET G. BROWN, Librarian.









**THE** genuine progress of a country depends upon the spread of good conditions of living and good chances of healthy improvement among all the people of the country, not only among those of any class, or race, or profession, or occupation, but among all, including especially those who have hitherto had the least chance through power, education, or inheritance.

—*Dr. James H. Dillard.*

