

THE MAROON

TIGER



At The Pool

*I sit beside the pool and sigh,
Where bubbling waters smile;
They turn to me their sparkling foam
And bid me drink, my thirst to quench,
But I stir not.*

*All day I sit and long and pine;
All day my heart grows faint.
"Oh touch us only with thy tongue
And quench the burning of thy soul."
But I touch not.*

*And while I sit in pensive mood
Beside the swelling pool,
A thousand tongues stoop down and drink,
Ten thousand gather on the brink,
But I stir not*

*"Why dost thou pause beside the pool?"
A stranger speaks to me,
"Why dost not sip the waters cool?
Why sit thou here and wait and pine
While others come?"*

*"These satisfy the greed of men;
These satisfy the lust of men;
The soul that of some higher truth dost thirst,
Must ope its lips above of the cool of some eternal fount,
Where greed and lust and vain desires of men
Disturb nor taint the chastening spray"*

*And still I sit beside the pool and sigh,
Where bubbling waters smile;
They turn to me their sparkling foam
And bid me drink, my thirst to quench,
But I drink not.*

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THE MAROON TIGER

The Voice of the Students of Morehouse College

VOL. II.

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Clubs and News

The Sixtieth Anniversary

H. K. Lewis, Jr., '29

As the pendulum of Father Time's clock swung on, Morehouse College arose on the morning of February 14, 1927, and gazed upon her Sixtieth milestone of existence with much enthusiasm and many thanks to God. The clouds hung low in the Heavens, as "Aurora" gently ushered in the dawn and continued to hover over our heads until the last ray of light had been chased into the darkness.

A small, but enthusiastic group assembled in Sale Hall Chapel at ten o'clock to begin the program of the day. After singing the Negro National Anthem, President John Hope made the opening remarks, in which he interpreted the significance of the occasion, welcomed the visiting friends and alumni, and introduced to the eager listeners, the president of the Alumni Association, Mr. P. M. Davis.

Mr. Davis gave a brief history of the college, and made remarks concerning the lives of Drs. George Sale and Samuel Graves. He also emphasized the great work which our own President Hope is doing for our college. We then had remarks from Rev. G. Thomas, pastor of the First African Baptist Church of Savannah, Ga., who congratulated the institution upon her sixty years of success. Professor J. J. Starks, of Morris College, addressed the audience, after Rev. Thomas had taken his seat. Prof. Starks passed to the financial secretary Liberty Bonds amounting to sixty dollars with wishes for success. Mr. Davis then presented Mr. Charles Green, who represented the Alumni. Mr. Green's address was well prepared and to the point, as concerned with Alumni support and progress of Morehouse. Mr. James Gadson represented the student body and chose as his subject, "Morehouse College, the

Past, the Present, and the Future From a Viewpoint of the Students." Mr. Gadson handled his subject with ease of technique and poise. Dr. Charles Hubert represented the faculty, and made some timely, as well as interesting, remarks.

The meeting was then turned over to the finance committee for collection of contributions. After a few remarks from President Hope the meeting adjourned as the words, "Morehouse College, Morehouse College, Morehouse College, bless her name," filled the air.

The afternoon session was quite interesting. The music from the Morehouse College Quartet and the addresses from the various speakers added to the spirit of the occasion, and gave to those present a real treat. The men who gave to us, from the rostrum, the oil of their intellectual lamps are as follows: Dr. Hovey, secretary of the American Home Missionary Society; Dr. W. T. B. Williams, field secretary of the Jean's Fund; Dr. Carter Helm Jones, pastor of the Second Baptist Church, and Dr. P. James Bryant, pastor of Wheat Street Baptist Church. The addresses from the above-named men kept the interest of the day at a high level.

An interesting basket ball game was staged at the close of the afternoon exercises between Tuskegee Institute, and our quintet, with the "Tigers" trouncing the visitors, 30 to 20.

The Glee Club and Orchestra under the direction of Professor Kemper Harreld, featured in a concert in Sale Hall Chapel after the game. The Quartet was "master of the situation," and contributed several selections.

The final event of the day, and the one in which everybody took an active part, was a social at the home of the President. Here the group chatted about the events of the day as a delicious course was served.

DEBATE

KNOXVILLE COLLEGE

VS.

MOREHOUSE COLLEGE

RESOLVED:

That The United States Should Cancel
All Financial Obligations Due From The
Governments Of The Allies On Account
Of The World War

Friday Evening, April 8, 1927

At Eight o'clock

In Sale Hall Chapel

The Academic Debating Society

Alonzo J. Jernigan, Ac. '27

It is not necessary to go into details concerning the responsibilities of this organization because it has existed here as a most prominent and effective body for the past decade. However it only proves its value to those who strive to see further than the eyes can—to those who wish to sharpen the intellectual vision. Those who participate and stick with the Academic Debating Society usually find themselves capable to wade through competition and claim for themselves varsity berths.

There has been much interest this year because the members realize what is expected of them. A gap will be created since five of the six members of the debating squad are Seniors—some one must fill these places.

Messrs R. O. McKinney and W. J. Adams compose the Negative team at present, and H. D. Robinson and A. J. Jernigan, compose the Affirmative team, that will clash soon for academic debating honors.

The question is: Resolved That The Monroe Doctrine Should Be Abandoned."

The next issue of the MAROON TIGER will relate the decision.

\$100 In Prizes For High School Boys and Girls

Interracial Commission Wishes Papers On Negro Progress Since Civil War—Correspondence Invited.

ATLANTA, Ga., March 31—The Commission on Interracial Co-operation, with headquarters here, has announced the offer of three cash prizes of \$50, \$30, and \$20 for the three best papers by high school students on Negro Progress Since the Civil War. According to the announcement, the paper submitted must not exceed one thousand words in length and each must bear the name, address, school, and grade of the student submitting it. The contest closes May 1, and all papers

must be handed in or postmarked not later than that date. The Commission has prepared a pamphlet embodying suggestions and data, which will be sent without charge to teachers and students interested. In announcing the competition the Commission says:

"Ambassador James Bryce has said that in an equal length of time no other group ever made so great progress as the Negroes of America have made since the Civil War. The record is highly creditable to both races, and should be to both a source of pride and of mutual appreciation and good will. The Commission's purpose in offering these prizes is to encourage the study of this subject by high school boys and girls of both races. To this end, the co-operation of principals and teachers of high schools and leaders of high school groups is earnestly requested, in the effort to enlist as many young people as possible."

Any one desiring further information is invited to write to R. B. Eleazer, Educational Director, 409 Palmer Building, Atlanta, Ga.

—Released by Interracial News Service

The Comrades Club

H. A. Miller, Ac., '27

More than ever before are the students on the college campus beginning to realize of what significance it is to be a member of the historic Comrades Club. Just a few days ago there were added to the already strong group of Comrades about eight members. There has been a question in my mind as to what the students are beginning to see in this group. Certainly there is something in the club, then, of infinite value. There is a manifestation of that motto, "Upon our honor we do our best," in everything that the club undertakes. Surely then, if the club achieves the best in all of its endeavors, that is sufficient reason for the increase in loyal membership. It's great to be a Comrade!

The Comrades Club in its effort to make itself felt throughout the city has planned to render programs at several of the churches and young peoples' meetings. In spite of the fact that some of the most outstanding members were away on a trip with the orchestra a few weeks ago, the club rendered a very unique program at Decatur, Ga., a few Sundays ago. Under the supervision of Professor Warner, the members are ready to go whenever and wherever they are called. The programs usually consist of addresses, readings, vocal and instrumental solos, and quartet selections. At the evening service on Easter Sunday, the club will render a program in the Sale Hall Chapel.

Now that baseball season is on we are looking forward to some wonderful things under the management of the efficient "Dr. Gardner." Everyone who hopes for the best is wishing the Comrades much success. Surely no one will be disappointed, judging from the practice that was held last Saturday morning. With our motto ever before us "Upon our honor we do our best," we are expecting to accomplish some well worth while the results in the realms of baseball.

Editorial

A Slight Study in Negro Education

A careful study of educational standards and facilities in the South has created a well-nigh general concession that the South in lines of education is far behind the norm. There is, however, a very definite attempt being made to give the students of the white race good educational advantages. Nothing of relative importance is being done for the Negro. There is not a standardized A-1 State School for Negroes in the South.—Higher education is not accentuated.

The Negro did not ask for separate schools. Separate schools were forced upon him. Consequently we as citizens are entitled to adequate educational facilities regardless of the percentage of population in a state or community, or regardless of the amount of taxes we pay. If we do not pay enough taxes to support an adequate school system—we should not be denied education on these grounds. The separate school system has state sanction, therefore, the state should support each as well as the other.

Below are comparative figures to show the support given state institutions by Georgia—(This is a fair example of the Southern States with the exception of North Carolina).

State Institutions, 1924

Column 1, is the number of teachers; column 2, the Enrollment; Column 3 Total Value of College Property; Column 4, State Appropriation.

| | 1 | 2 | 3 | 4 |
|-------------------------|-----|------|----------------|--------------|
| Univ. of Ga., Athens | 71 | 1228 | \$2,214,202.17 | \$105,300.00 |
| St. Col., Agri., Athens | 45 | 361 | 1,341,068.00 | 113,200.00 |
| Georgia Tech., Atlanta | 139 | 1790 | 1,939,139.00 | 165,819.23 |
| N. Ga. Agri. Dablonaga | 16 | 79 | 210,000.00 | 27,000.00 |
| G. S. C. W. Millville | 70 | 975 | 700,000.00 | 90,000.00 |
| S. Normal S., Athens | 45 | 650 | 502,200.00 | 63,000.00 |
| G. S. W. C., Valdosta | 22 | 200 | 429,316.99 | 40,000.00 |
| S. N. & I. C., Bowdon | 7 | 50 | 57,300.00 | 15,000.00 |
| St. Med. Col. Augusta | 10 | 140 | 218,22.61 | 69,500.00 |
| Ga. Nor. S. Statesboro | 55 | 19 | 257,500.00 | 15,000.00 |
| U. of Ga. Sch., Pharm. | 10 | 14 | | |

Total 490 5506 \$7,868,948.77 \$703,819.23

| COLORED | 1 | 2 | 3 | 4 |
|------------------------|----|-----|---------------|--------------|
| Ga. S. I. C., Savanah | 19 | 298 | \$ 186,000.00 | \$ 26,000.00 |
| Ga. N. & A. S., Albany | 19 | 458 | 104,750.00 | 30,000.00 |

Total 38 750 \$ 290,750.00 \$ 56,000.00

| | White | Colored |
|-----------------------------|----------------|--------------|
| Total Value of Buildings | \$4,462,109.00 | \$158,000.00 |
| Total Value of Equipment | 1,057,012.48 | 16,500.00 |
| Total Value of Libraries | 238,795.12 | 1,250.00 |
| Number Volumes in Libraries | 123,523 | 4,300 |

—Interracial Commission News

What does this comparison indicate? It brings out this fact very vividly—The Negro Must Educate Himself.

Were it not for the private institutions in the south, the Negro would be even in a more deplor-

able condition so far as illiteracy is concerned. Northern philanthropic enterprises are more and more withdrawing entire support from the private institutions. When a gift is made it is made on the condition that a certain amount is raised by Negroes. The reasons for this changed attitude are: 1. The economic status of the Negro is rapidly and firmly advancing; 2. The Negro has not learned but must learn to contribute to education as he does to things of lesser importance; 3. There is a "New Negro" that demands to be given a hand in leadership in Negro Colleges. Consequently he must accept the financial burden that falls on the administration.

We must fact these facts also: 1. The south does not appropriate enough for our education and it is up to us to obtain the use of the ballot in order to throw elections in favor of men who will recognize our status as citizens; 2. We can only use the ballot constructively and wisely when we are educated; 3. We must support our private institutions in order to be educated.—In short, "The fate of the Negro rests with the Negro, himself."

We are only dabbling in the field of education. We haven't one university in the South that offers degrees in graduate work. The time has come when Negro colleges should launch out on a larger program of expansion. The faculties should be strengthened. The teachers who are interested in the work only to the extent of salaries should be excluded—competency and the desire to serve should be the aim in the choice of teachers. Those who stand as old landmarks yet who have contributed as much towards progress, as they can, should be pensioned. We need and must have universities in the South that can offer standard undergraduate and graduate courses.

The selfish, inhuman desire of the white man to keep the Negro in ignorance must be thwarted. We must liberally furnish means whereby we can foster and dictate our own education.

—
The MAROON TIGER management presented the photo play "The Scarlet letter," March 11th. The management wishes to express appreciation to those who help with the presentation.

Contributing editors are asked to be more punctual in handing in their work. Send in articles immediately so that the next issue can be published without delay.

—
The Alumni have not responded in any degree to the circular letters sent out during the early part of the term, despite the fact, that many have been sent copies of the MAROON TIGER. No more copies will be sent unless subscriptions are sent in.

Special Articles

The College Man's Religion

J. Hervey Wheeler, '29

While the world today is wondering what is the matter with college education, and while many are branding American colleges as harmful influences on our youth and breeding places for immorality, atheism and unrest, the mass of American college students is often forced to stop and wonder in return: "What sort of world is this after all?" College men are sometimes amused—sometimes excited by the criticisms hurled at them by men on the outside. Yet, as we see it, college life is a world not essentially different from the whole organization of humanity around us. In fact, it is truly a vital and closely connected part of modern civilization.

Probably the foremost and most popular objection to the present system of college education is that students are interested very little in our religion, neither do they have very much of it, if any sense of their obligations or responsibility to a Supreme Being. This objection is not without its foundations. However, it is decidedly unfair to apply it to all, or even to the majority of students in American colleges. The truth of the situation is that there is such a complexity in modern civic life that a demand for a new and more practical code of behavior and ideals has arisen—a demand which calls for a view of religion as a manual for the conducting of human relationships, yet for a religion not essentially different from that of our forefathers. More and more college men must concern themselves with this aspect of religion. They cannot expect to meet successfully, the stringent demands of the dizzy pace of modern life unless they have as the basis of their conduct, an organized, simple and practical religion—a religion which is applicable to every day problems and occurrences. To the vast majority of students, Christianity is the most universal and far-reaching of all religions. It embodies those principles which are capable of successfully meeting current problems. But there is a difference in method and effectiveness of its application to problems of yesterday and today. That is, that the middle age's interpretation of Christianity is not adequate to fit conditions of the modern age. The twentieth century requires a new interpretation—not a changing of the basic elements of the religion, but a new interpretation in the light of existing conditions, which are certainly new and different in their nature from those of preceding centuries.

This is the sort of thing college men are striving for—a more sincere, more practical religion. They are not tinged with the emotional fire of preceding generations, but they recognize the fact that they must face their religion as a serious business proposition. In truth, America through its college youth is about to attain a new and greater Christianity—a refined Christianity founded upon the principles of brotherly love.

Yea, the new Christianity has emerged from its old shell of decaying superstition and sectarian animosity. It stands high in its massive strength and sheds its light of purity on the heads of the thousands of thinking students in our colleges and universities who in turn look to it as the guiding force of their lives.

The Right Of The Minority In A Democratic Government

Roland Smith, '29

The Government of the United States was founded upon the principles and basis of democracy. It was the spirit of democracy which was aflame in the soul of the Fathers of this Nation, that made it possible for them to give to the world, a form of government, which approached the ideal form more than any of the existing governments at that particular time.

The Fathers of our government were careful in drawing up a constitution to see to it that none of the branches of the government overlapped each other. Thus, in presenting the constitution, this great assembly of trained minds, gave to us a government composed of three branches: the Executive, the Judicial, and the Legislative. Each of the departments was to function in its particular sphere. In this system of government, the best we have in the world today, a provision was made for the Supreme Court of the United States.

The Supreme Court is composed of a group of learned and dignified men. It is the great temple of Justice, and stands out as the protector of the rights of the citizens from encroachment by the Executive and Legislative branches. The Supreme Court is the great check upon the government for the people of the United States. It is through this Court that the minority in the government must look for protection and security. It is the Supreme Court, which in keeping with the customs, traditions, laws and sentiments of the country declares any law void or unconstitutional, which does not represent the noble spirit of the Constitution.

Thus, we can see that the founders of this great commonwealth were far-sighted when they made a provision for the minority in the government. For, the majority in the government can be very execrable and despotic when there is no force or power with which, it knows it can be checked. When the minority has not rights to be respected in the government, they are less than citizens, and are no more than subjects. Subjects to be treated unjustly by the government in power.

There is, in this country at this particular time, a group (Negro group) which is having every vestige of its rights taken from it in the Southern States of the United States. The South has done this, the practical disfranchisement of the Negro,

by such artificial and execrable methods as the grandfather clause, which was declared unconstitutional by the Supreme Court. The South has used many methods to deprive the Negro of his right to the ballot. In smaller places, Negroes have been intimidated so that they were deterred from the polls. God alone knows what has become of some of the Negroes in the South who have attempted to play the part of men.

The condition as it affects the Negro in the South, has been brought to our minds, as the result of the test case of the State of Texas. It takes much courage for one to live in Texas as well as in many of the Southern States, (Georgia not excluded) who boast of their spirit of fair-play and Christianity. A very worthy, intelligent, and courageous Negro, Dr. Nixon, who had always voted in the Democratic primary, was denied the right to vote because he was a Negro. Nixon upon the basis of the decision of those in charge of the Democratic primary, made a test case out of the affair and carried it to the Courts of Texas. All of the Courts of Texas ruled against him; and this intrepid Negro appealed the case to the Supreme Court of the United States. After the case had been argued before the Supreme Court by some of the ablest lawyers in the country, including Moorefield Storey, the friend of justice, and others equally as interested, a decision was handed down declaring the Texas primary unconstitutional.

The decision is a great blow for those who are attempting to enslave the Negro by depriving him of the ballot particularly in the South, the decision also reflects the spirit of the Supreme Court concerning the question of equal citizenship to all; and the right of the Supreme Court to have power over the primary as well as the election. The decision is at least a beacon light in the direction of the Negro's full participation in the government of the Southern States.

It does mean much to the Negro to have the Supreme Court declare the Democratic primary in Texas void, and unconstitutional. It is upon the basis of the recent decision given by the Supreme Court that Negroes should contest in the courts the legality of the white Democratic primary in all States of the South. We should not sit silently by and not take advantage of the opportunity to fight in an orderly and manly way for our rights.

There are reasons why we must fight the white primary system in this country. First, it takes away from the minority in the South, the right to full participation in the regulation of governmental affairs. Second, if we permit any party to prohibit us from taking a part in the primary, then it shall not be far-distant before all of the parties can prohibit us from participating in the primary. For, if the Democratic Party can have a white Democratic primary, is it not also reasonable to conclude that the Republican Party could have a white Republican primary. I do not maintain that the Republican Party would exclude the Negro, but if one party can exclude the Negro doesn't it seem reasonable that the other major party could do the same thing? Third, the white Democratic primary as such is

not constitutional. It strikes at the foundation of our political structure in this country. There is only one thing to do; that is, to fight through the Courts of the States and the Supreme Court of the United States to have declared all white primaries unconstitutional.

Negroes should fight the white Democratic primary in Georgia by taking Atlanta as an ideal city for a test case. Every Negro college president, professors in the colleges, teachers in the public school system, and other outstanding business men should join in. We should find out upon what grounds we are not permitted to vote in the white primary. There is no other ground, we are convinced that the state cannot legally prohibit the intelligent members of our group from voting. The Negro should wake up and not stand to see himself as well as his children deprived of their rights as American citizens.

And how can man die better

Than facing fearful odds

For the ashes of his fathers

And the temples of his gods?"

The cry of the white political leaders of the South in their futile attempt to beg the question and their dodging the real issue will have no effect upon the thinking Negroes, who, are going to strike a blow for freedom, we must sound the death-knell to flagrant violations of the Fourteenth and Fifteenth Amendments to the Constitution. The voice of over twelve millions of Negroes should thunder out in no uncertain terms; it should be filled with clarification so that there shall be no mistaken views, as to our aspirations, feelings and position upon the question of our citizenship.

The hour has come for us to strike a blow for freedom. In the name of Justice, righteousness, and the perpetuity of our political self. We must use every source of power at our disposal to win freedom from the most damnable outrage perpetrated against a group of citizens in the world today. There may be subjects of a government treated as we are; but there is not in any country where universal suffrage exists, citizens treated as we are.

Colored America the call is to duty!

"The die is cast"

The Interracial Forum met in Sale Hall Chapel February 20th. The meeting was quite an interesting one. The quartet rendered several excellent numbers.

J. N. Hughley of the Sophomore Class made a report and led a discussion concerning conditions in Nicaragua at the Forum meeting, March 20th. The meeting was held at Spelman College.

The Morerouse College Clubs are requested to instruct their reporters to send in news of interest. The MAROON TIGER staff will gladly publish news concerning the activities of the clubs.

Glee Club And Orchestra Complete Successful Tour of Florida

H. Eugene Finley, '28

The Morehouse College Glee Club and Orchestra returned to the campus March 6, 1927, after having completed a two weeks tour of Florida and points in Georgia. The above organization, under the direction of Professor Kemper Harreld, makes a tour of some southern state annually, and this tour was the most successful of those made during recent years.

Beginning the tour with a concert at Mt. Zion Baptist Church in Griffin, Ga., February, 22, 1927 the organization rendered a very fine concert to a very large audience. The next appearance was made on February 23, at the City Hall Auditorium in Macon, Ga. On the morning of February 24, the organization arrived in Jacksonville, Fla. In this metropolitan city of the "Land of Sunshine" the organization received its most enthusiastic reception. Two concerts were rendered, a matinee at Stanton High School and an evening performance at Bethel Baptist Institutional Church. Every seat was taken at the evening concert, and even though the Sunday school class room behind the orchestra's platform was packed, dozens of people sat in the choir seats and stood where allowed. When the closing number "Morehouse College" was sung the more or less melodious voices of L. Slater Bagnes, W. B. Scott, E. A. Jones and Aurelius Scott were very prominent. Three of the four men just named are members of the class of 1926 who are making for themselves very creditable reputations in Jacksonville. After the concert the members of the Glee Club and Orchestra were guests of the Greek letter fraternities represented in Jacksonville. The affair was a brilliant reception held at the elaborate Chap-Kirk Tea Room.

From Jacksonville the rest of the Florida tour was made in two spacious buses of the Florida Mortor Line. February 25th, found the Morehouse representatives motoring to Palatoka, Fla. Arriving there in the early afternoon, the men were first taken to the Central Academy Auditorium. Now this town is the home town of your correspondent and the Central Academy was the scene of his early school days. Immediately after their arrival there, the men became aware of true Floridan hospitality radiating from every source. The first bit was an impromptu choral number by a well trained girl's chorus under the direction of Miss Thena Arnold, who is a recent graduate of Clark University. The concert at Bethel A. M. E. Church was nearly as well attended as the one given in Jacksonville on the preceeding night. This audience boasted of a larger number of white people than any other during the entire trip. The next city was Gainesville, Fla. (the home of another member of the orchestra, Mr. Kenneth Days), where concerts were given February 26 and 27, at the Baird Theatre.

From Gainesville the musicians were carried to Sandford, Fla., where a packed auditorium, greet-

ed them at Croom's Academy. On the evenings of February 28 and March 1, they appeared at Curtright High School, Eustis, Florida and March 2, Jones High School, Orlando, Florida. In the latter city (which happens to claim Mr. James Williams, manager of the Glee Club and Orchestra, as a native son) the men were given the privilege of plucking the various citrus fruits from a well cultivated grove resplendent with golden fruits. This proved quite a treat as many of the men had never seen the delicious fruit "in the making."

The next appearance was made in Daytona Beach, Fla., March 3, at the Bethune-Cookman College, before a very appreciative audience. President John Hope was among the pleased members of this audience. The historic city of St. Augustine, Fla., came next. In this city, March 4, was rendered a matinee at Florida Normal Collegiate Institute, and an evening concert at St. Paul A. M. E. Church. From the ancient city the men travel via rail to Cordele, Ga., when the final concert of the tour was rendered at the Court House, March 5.

While the tour was conducted for the major purpose of rendering concerts it proved to be quite educational in value, thanks to the several motorcades afforded by various cities.

The following program was rendered on the tour. Messrs Russel Brooks and James Willams were alternating violin soloists and Mr. Kenneth Days was alternating trumpet soloist:

Orchestra: March, George Drumm; Semiramidie Overture, Rossini. Glee Club: "In the Time of Roses," Reichardt; "Coming Home," Willeby; "The Two Grenadiers," Schumann. Trumpet: "Killarney," Irish Folk Song, Mr. Harold E. Finley. Quartet: "A Little Close Harmony," O'Hara. Violin: "Nocturne, Chopin; Caprice, Mendelssohn, Mr. Oliver Jackson. Orchestra: "Mid-Summer Night's Dream—Overture, Mendelssohn, Baritone: "Under the Roof, Rice, Mr. Howard Branch. Violin: "Fantasia Caprice," Vieux-Temps, Mr. John Hervey Wheeler. Glee Club: "Kashmiri Song," Woodforde-Finder; "The Blizzard," Cadman. Tenor: "I Hear You Singing," Coates, Mr. Levi Terrell. Quartet: "Lindy Lou," Strickland. Glee Club: "On the Road to Mandalay," Speaks.

The veteran soloists Messrs Jackson, Branch, Wheeler, Terrell and Finley proved that they have lost none of their ability to earn encores as was attested by the number each received during the tour. The quartet lived up to the praise given it by a recent writer in the MAROON TIGER. The quartet established a record of never failing to receive an encore and in two cities it received more than three encores for each number programed.

Accept these two figures as proof of the success of this tour: Total income \$1,536.59; Net income \$464.00. Much praise is due the several persons who aided in presenting this organization in the various cities, for it was they who helped to arouse the public interest in this capable group of musicians.

Student Leadership In The Existing Social Order

B. U. Norris, '27

Student leadership is becoming a more active force in our social order. There is a prevailing tendency upon the part of society to feel self-satisfied in the plight, which we find ourselves in. The limits of social progress are not definable.

We awake to find ourselves as a part of a group life with traditional and conventionalities as motive springs to action. Many things are binding on the group simply as a matter of custom. Social relationships are interpreted and lived out largely on the basis of ideals, which have as their roots, many past experiences of questionable character. Passing thru such a machine-like process, our social life becomes a drudgery. There is need for a spirit which will create initiative and break thru the icy wall of traditions. Student leadership is to a large extent acting as an exponent of this spirit, which does not mean the reversal of everything which we have, but it does mean the over-throw of everything evil that is rated and accepted as good under the "caption," custom. Society must always have an urge for reconstruction or progress will be impossible.

Student opinion is being felt all over the world as never before through different agencies. Despite critical comments, public opinion is being swayed in some of its phases by what students are thinking and doing. Conscientious objectors do not stand in the way, as there seems to be a longing for activity and the determination to seek an outlet for pent-up powers, which have been held in reserve by students.

Student opinion is no more a matter of folly. What students are thinking is in some respects being adopted by governments as the ruling principle. Statesmen are beginning to feel that the out-lawing of war and other acts of pseudo-goodness are not the result of misguided visions and uncontrollable impulses of youth.

There is a wave of sincerity sweeping over all schools, because of the atmosphere, which is being created by the student movement. Such a spirit was clearly shown in the flight of the Hardings from Chicago and the Fieldstras from Ann Arbor, Michigan to the south, in the interest of the student cause. They came because of urgent impelling motives seeking improvement of the present social order. Contact with them evidenced an appealing spirit for making our practices conform more to our principles. They came with zeal as was shown by the manner in which they made their way thru the country, exposing themselves to perils which are incident to all such trips. Their purpose was bigger than any dangers which might threaten them.

A number of student conferences were held during their stay in the city. The students manifested a great interest in the meetings, as most of them knew of the reputation of Glenn Harding as a leader of student thought. In the conference at Morehouse, many important findings were brought out which revealed the necessary point of view for bringing in the ideal social

order. Soul force and good-will were recommended as the means to an end for settling our problems. Love was brought forward as a weapon which would conquer the most powerful of enemies.

In the conference at Atlanta University, the discussion centered around the meaning of love and the results which would follow from a stronger application of this principle to our group life. Ghandi's slogan of passive resistance which was interpreted as active assistance, was presented to the group. Mr. Harding emphasized that the only practical solution to our never-ending problems is wrapped up in the willingness of each individual to make this love principle a reality in his own life and a display of it in his treatments of others. The idea of craving for wealth was severely criticized. It was urged that we could control the acts of others by hitching our wagons to this ideal of love and our following would automatically come as a result of our work.

Students sought for a clear understanding on everything which was brought forward. In spite of all that was said, fundamental values were presented for the purifying of human relationships. Idealism may become fanciful as many phases of it are, however its practical aspects represent the hopes of the ages and this is where our challenge comes in.

The ideal of the student movement is in a final sense a problem to be worked out by each student. It would be tragic to lose sight of the ideal, however, difference of opinion regarding the method for pursuing the ideal, is of minor importance. The materialistic trend of the age must not hinder the realization of a spiritual life for bringing into play a real spirit of fellowship between man and man. We do not live by bread alone and the higher values of life can only be secured by the development of spiritual faculties for the exercise of them. We need to mould more constructive social attitudes into our lives in a personal way. The problem of racial differences is not in an ultimate sense of a racial nature, but it is a personal problem.

What students are thinking is no more a negligible quantity. We are a part of the body politic and we owe it a service. Rally to the student movement and choose an avenue for preserving and multiplying the good in humanity.

* * * *

A group of interested students has been meeting regularly for several weeks in order to discuss the question concerning the racial, social, political and economic status of Africa as relating to the native.—The question arose as to what contribution can the American Negro make toward the mollification of the grievous conditions of the natives.

* * * *

THE "M" CLUB

The end of the basketball season ushered into the "M" club five new members. Manager Childs received his managerial letter. Ahmed Brown and Dobbs as forwards; "Dad" Crawford and Howard Archer, Jr., (fifth basketball letter) as guards; Nelson Archer as center received the highly respected "M". Dobbs was elected to lead the quintet next year.

A Criticism Of Criticism

Oliver Jackson, '28

This dissertation is motivated by an apparent inclination, on the part of the vast majority of Negro students to criticise intemperately—to compose judgments of "hot air," so to speak. Let it be understood at the outset, that there is no design herein to foster or condone malicious or cavilling.

From time to time opportunity presents itself to some embryonic literatuer, to write a critical resume of some production or presentation, generally of an artistic or literary nature; and sometimes, perhaps, a scientific treatise. He immediately wades into his task, which consists for the most part, in a clever juggling of phraseology; and when he has finished he has done no more than waste a quire or so of perfectly good paper. In our vernacular, the finished article is not worth one farthing.

Let us assume that we have a composition at hand—an appreciation of the recent appearance of Mme. Splotski (imitation of a Russian name), our final observation, after summing up all that our critic has to say, (consummate skill, most pleasing personality, perfect breath control, etc.) is that Mme Splotski is monarch of all she surveys. The recital by Mme. de Smythe next month evokes the same stereotyped adjectives which our critic seems to reserve as stock ones. Then on the former lady's return engagement we have the same appraisal of her work which really reduces criticism to ridiculous absurdity.

Criticism of art is not an easy thing at all. The critic should be as free from prejudice toward any type as is humanly possible. Who would expect constructive criticism of a concert of German Lieder from a dyed-in-the-wool believer in bel canto? The fiends of uncanny technique will agree in pronouncing Heifetz and Kubelik masters, while the lover of ravishingly beautiful tone will contend for Elman and possibly Zimbalist! but the majority will hear Kriesler combine technique and tone to put across the message of an artist and acclaim him king. Besides his open-mindedness the critic should have more than a fair knowledge of the subject that he is to discuss. He should have a criterion by which to make all judgments and by all means he should be able to analyze and synthesize the subject of his sketch. The tendency towards pendency should give way to a nice choice of words, not necessary complex.

Now we have not intended to discourage the complimentary criticism where the same is due; nor do we propose to have anyone merely picking flaws and offering no panacea. The greatest teachers sometimes compliment their students when the latter are sober minded. Read the art columns of our greatest publications and you find almost nothing other than complimentary remarks for great men and women who have "arrived." But they aren't called supreme.

Pope, it seems, was of the opinion that he who criticized defectively committed a misdemeanor many times greater than he who writes defec-

tively. Let us be discreet in our criticism and make it really worthwhile—a genuine appraisal, in our estimations of a work for its own merit; not the mere setting forth of highly exalted qualities falsely; nor the most debasing depictions imaginable, but an expression of genuine worth and merit as it emanates from our own souls.

War On Malaria

F. E. McClendon, '27

In order to cope with the age in which we now live, it is obviously necessary for us to conserve man power and to increase the physical and mental efficiency of the populace at large. But, ravaging diseases are playing havoc with human beings, are lowering vitality and are wielding such a debilitating influence upon us that our situation has become a precarious one.

The logical question that arises in our minds is how may we eradicate such detrimental agencies existing among us? In view of the fact that we are entering the season in which malaria is usually so pronounced and causes such an astounding loss of man power and millions of dollars annually, and in the light of the fact that, while we are considering when to begin, it is often too late to act, the writer would have us study this disastrous disease, start an early fight on malaria and consequently wage war on the **Mosquito**.

A brief discussion of the life history of this human parasite, the mosquito, will enable us to better understand how we are affected by malaria, and at the same time bring about such remedial measures that will check very greatly the onslaught of this dreadful creature.

The malarial organisms, plasmodium malariae, has two life-cycles; one a sexual cycles, which develops in mosquitoes, and the other asexual cycle, which develops in man.

In the first case, the sexual development of the malarial parasite within the body of the mosquito requires a comparatively short time to complete its process, usually from eight to ten days. The migrating cell which is produced by fertilization effected through the union of a male and female cell penetrates the stomach-wall of the mosquito and builds a cyst. Further development goes on and eventually tiny filaments which are produced get into the lymph system of the entire body of the mosquito. Finally, these filaments reach the mouth parts of the malarial mosquito and, when the mosquito bites a human being, it injects this poisonous substance into his system. It is at this stage where the asexual cycle commences.

The infected organism which has entered the blood-stream of man finds its way into the red blood corpuscles. Here it becomes ring-shaped and is found to be amoeboid in movement. The parasite lives at the expense of the red corpuscle, continues to develop and, at this point, preys so destructively that it breaks up the red corpuscle. Then, the spore, a germ, enters the blood-stream

and, within an hour's time, attacks and penetrates other red blood cells, which process eventually renders the host anaemic (lack of red corpuscles).

At the stage where the poisonous substance invades the blood-stream, one suffers with severe chills followed by the fever which is so characteristic of Malaria. The above stages constitute a complete life-cycle of the parasitic Plasmodium Malariae. Consequently we see that man may be contaminated by the bite of an infected Anopheles female mosquito or a healthy mosquito may be infected by biting a malarial man. This process of infection allows this to be a communicable disease.

It may be interesting to note that there are about 125 species of mosquitoes known. However, only the female of the group Anopheles are able to transmit malaria to man. Another class that is common and often found about us is the Culex, but they are perfectly harmless to man and may be easily distinguished from the Anopheles, for they have clear wings and the axis of the body forms a curved line as though the insect were hump-backed, while the latter has brown spots in their wings and present a straight line when at rest.

Owing to the fact that prevention is always the scientific method of overcoming disease, I shall state very briefly the preventatives to be used. The habitat of this parasite is usually marshy soil and quiet pools, and it is concluded that the best time to fight the mosquito is when it is in the embryonic stage. Here wrigglers hatch and may be destroyed by pouring oil (kerosene) on the water which immediately enters into the breathing tubes of the infant mosquitoes and asphyxiates them. In addition to this, farms should be properly drained, all pools should be kept free from vegetation and stagnant water should not be permitted. Also, individuals should use mosquito nets over beds, screen their windows, doors and verandas, swat the mosquito and remove their breeding places. However, if one is affected with malaria, quinine may be used as an effective medicinal treatment, but under the instruction of a good physician.

Fellow-students, to read without reflection is like eating without digesting. Then, if we love life, let's take our cannon, a little science and assassinate the mosquitoes and consequently prevent the widespread of Malaria.

Chapel Chats

Echoes From Negro Emphasis Week

THE NEGRO IN DRAMA

Francis Moses, '28

According to Dean Archer there are three fundamental reasons why the Negro of previous generations failed in his attempt at drama. These reasons are as follows: (1) His lack of cultural maturity; (2) His lack of social prosperity; (3) Historical controversy.

Out of cultural maturity comes those elevated and refined elements which sober the minds of a people and call forth those clam and sincere reflections of the soul which are necessary for all great works in the field of literary production. The Negro of yesterday lived in the midst of himself. He could not isolate himself from the making of his race, from its joys, its sorrows, days of privations and nights of fear. He could not reflect upon the past. He held before his eyes a glass through which to obtain a broader view of the lives of his people, but alas, the glass was coated. Instead of that which he sought he saw only the blinding reflection of his own soul, his own life, his own problems.

Social prosperity gives one courage of heart and security of position. It carries with it a certain sense of pride for one's endeavors, whether they be crowned with victory or prostrated with defeat. This courage, security, and pride had not yet arrayed themselves on the side of the early Negro dramatist. And then there was the threatening barrier of historical controversy or, the Negro problem. The earlier Negro writers

were confronted with this racial issue in its most acute form, and, as a result, their literary labors to a very great degree were spent in confutation and refutation of the evils and injustices heaped upon them and upon their people. DuBois, Grimke, Richardson, and others made bold attempts to dramatize the life of their race, but in spite of their highly appreciative contributions, Negro life remains till this day an unwritten drama worthy of the pen of a Shakespeare or Milton.

But, says the Dean further, those drawbacks which impeded the progress of the earlier Negro writers have mellowed with the advent of the new era of social, economic, and racial betterment. The Negro of this day and generation has a heritage and a history—is it the vision that he awaits?

* * * *

Miss Crocker very wonderfully and beautifully contrasted the old and new Negro literarists,—their works and methods of attack. The older writers were interested chiefly in dialect; the new Negro writers strive toward the artistic. The older Negro writers wrote about the Negro; the new Negro writes to the Negro.

"I express the Negro to others," said the former. "I express him to himself," is the voice of the latter. To the voice of the one the world listens with curiosity; to the other with appreciation and understanding.

* * * *

"Thou shalt not steal."

"Thou shalt not kill."

"Thou shalt not commit adultery."

"Thou shalt not lie."

These, as outlined by Dr. Hubert, were the corner stones of the old Negro church, and, in their broader significance, are the corner stones of all progressive civilizations.

* * * *

"Pleasure comes from without, but joy comes from within."—The President.

* * * *

TWO OPTIMISTIC OUTLOOKS

Although we are assailed on very side by innumerable forces of evil; although the very soul of humanity itself is torn and battered by social, political, and religious discord, yet, we who are Christians, look forward to a new heaven, and a new earth in which dwelleth Righteousness.

REV. LEWIS.

* * * *

In the decision of the Supreme Court concerning the illegality of excluding Negroes from

white prairies, the President sees a larger political freedom for Negroes, and an avenue through which they may travel in pursuance of such rights upon which rests the freedom of body and of spirit—the Freedom of the Free.

* * * *

THE IDEAL as the standard of solving the problems of racial relationship is the plea of a group of students from the Universities of Michigan and Chicago. These young men and women, mindful of the many obstacles that the idealist must encounter, have pledged their lives to a cause, and to a problem whose solution is yet a dream in the minds of those who in the power of their faith look forward to a new heaven and a new earth in which dwelleth Righteousness.

* * * *

"The past, the past—never mind the past; Just start right where you stand."

Alumni Notes

- '09—W. D. Prince is teaching at Florida Normal and Industrial College, St. Augustine, Fla.
 '12—F. Marcellus Staley is the proud father of a little girl. The stranger arrived, February 24, 1927.
 '20—H. Council Trenholm, president of the State Normal School, Montgomery, Ala., paid his Alma Mater a visit early in March.
 '21—Theophilus McKinney, dean of A. and T. College, Greensboro, N. C., spent two days with us late in February. Dean McKinney has had a little girl to come and lighten up his home.
 '23—David L. Brewer is teaching at Florida Normal and Industrial College, St. Augustine, Florida.
 '25—Quentin T. Boyd was recently married to Miss Nannie Lynn Williams of Clarksville, Tenn. Ceasar Gayles also married recently.

The Class of '23

Senior College Class Poem

By H. W. Thurman, '23 and W. K. Payne, '23

I.

We came.
 From hamlet, burg and urban heights afar,
 Where open hearth and flickering torch,
 Or harnessed lightning shed its rays,
 We dreamed.
 We yearned, we hungered long and oft
 To see our magic hopes become our own;
 At last, with cheeks aflush,
 Courageous, unafraid,
 We came.

II.

We grew.
 The pains of grilling toil,
 The pangs of failing grades,
 The aftermath of vic'tries won
 Thru long, hurrying years—
 This place our nursery,
 Our fostering Mater,
 Thru long, swirling years
 We grew

III.

We go.
 The mystic had has marked the end.
 It is the beginning.
 Sons—loyal, triumphant,
 Prepared at thy shrine,
 We go.
 Fond Mater, to reflect the halo
 Which thy face hath shed—
 On the heights, in the valley, pursuing the gleam
 Where'er it lead,

—True to the promise made in the above poem, the members of the Class of '23 are reflecting glory upon themselves and our Alma Mater. They have penetrated and achieved as scholars in leading universities—they have in the brief span of four years established themselves in secure positions whereby they are able to contribute to progress.

The records made by these men should act as an impetus to all Morehouse men to develop their innate capacities. Morehouse men the call is clarion; the field is open—I hear the men of the Class of '27 say in unison, with an intensity and a seriousness that rock the inmost chambers of a yearning soul, we will go. We must go.

Alexander, R. P., graduate of the school of Theology '26, Oberlin College, Oberlin Ohio, president of class in senior year. Teacher in Union High School, Belton, S. C.

Brewer, D. L., graduate of the school of Theology, '26, Oberlin College. Teacher in Florida Normal and Industrial School, St. Augustine.

Brooks, J. T., teacher, Washington High School Atlanta. Formerly a teacher at Alcorn, College, Alcorn, Mississippi.

Calhoun, J. B., teacher, Payne University, Selma, Alabama.

Crawford, F. W., student, University of Michigan, '25. Teacher Leland College, Baker, La.

Davis, H. S., Jr., senior law student, Northwestern University, Evanston, Ill.

Dunson, S. S., insurance, Lexington, Ky.

Gentry, B. H., Standard Life, Atlanta.
 Gholston, F. D., insurance, Steubenville, Penna.
 Gresham, C. J., graduate of the school of Theology, Oberlin College, teacher Morehouse.
 Gurley, T. A., Detroit, Michigan.
 Heard, S. R., Standard Life, Atlanta.
 Holmes, C. W., teacher, Memphis, Tenn.
 Hope, E. S., graduate student (M.S.) Massachusetts Institute of Technology, Boston, Mass. Made a survey as a civil engineer in Newfoundland last summer. As a result of the survey valuable recommendations were made.

Huggins, K. A., teacher Leland College, Baker, La., working towards M. A. degree, University of Chicago.

Jackson, A. J., senior medical student Howard University. Elected to Kappa Pi medical fraternity for excellence in scholarship.

Johnson, H. A., Jr., New York City.

Jordan, P., Chicago, Ill.

Lee, M. A., formerly teacher, Fla. A. & M. College, graduate student, University of Chicago.

Lemon, Aaron, insurance, Detroit, Mich. President of the Morehouse Club.

Maxwell, J. W., junior medical student, Meharry.

Nabrit, J. M. Jr., senior law student, Northwestern. Highest honor student. Elected during his junior year, editor of Illinois State Law Review, undergraduate.

Parks, C. L., insurance, teacher, Washington High School, Atlanta.

Payne, W. K., formerly teacher, Alabama State Normal, graduate student, Columbia University.

Perkins, C. R., law student, Detroit University.

Perry, W. H., graduate of the school of Theology, Morehouse. Pastor Hill's First Baptist Church and teacher Union Academy, Athens, Ga.

Perry, G. T., graduate of the law department, Northwestern University.

Riley, E. E., principal Enoree High School, Enoree, South Carolina.

Sledge, Hardy, Postoffice, Chicago, Ill.

Snells, R. M., senior medical student, Meharry.

Traylor, F. W. teacher, Alcorn College, Alcorn, Mississippi.

Thurman, H. W., graduate of the school of Theology, Rochester Theological Seminary, Rochester, N. Y., pastor in Oberlin, Ohio., and graduate student of Oberlin Graduate School of Theology; platform speaker at Milwaukee Conference. While at Rochester he was elected president of the senior class; secretary at large; speaker at various "Y" meetings and at leading universities of the East and West; member of executive committee of the Student Volunteer Movement and the Student Fellowship for Christian Life Service.

Tillinghast, S. R., student of Business Administration, Northwestern.

Van Buren G. J., graduate of the school of Theology, Oberlin, winner of scholarship in his junior year; Dean, Florida Memorial College, Live Oak, Florida.

A Tragic Tree

Wind bent and mangled, long grown old
 Alone upon a hill,
 A leafless tree, jade hued by moss,
 Pines for the winds to kill.

All thru the years it stood alone,
 None sought its cooling shade.
 'Neath it no sepia native laughed,
 'Neath its no young life played.

The spiraled limbs and twisted boughs
 The trunks careened and lame,
 Seemed but the time dealt penalty
 Of nature's helpless shame.

Long thru the years it sadly swayed
 And wept within its lark,
 For one dark man its rope wound limb
 Had swung to death's cold dark.

C. T. BUTLER, '29

Aeolian Wails

Blow, O ye winds of the world!
 Blow o'er this earth and around;
 E'er moan in your whirl and twirl
 The epitome of sorrows in us found

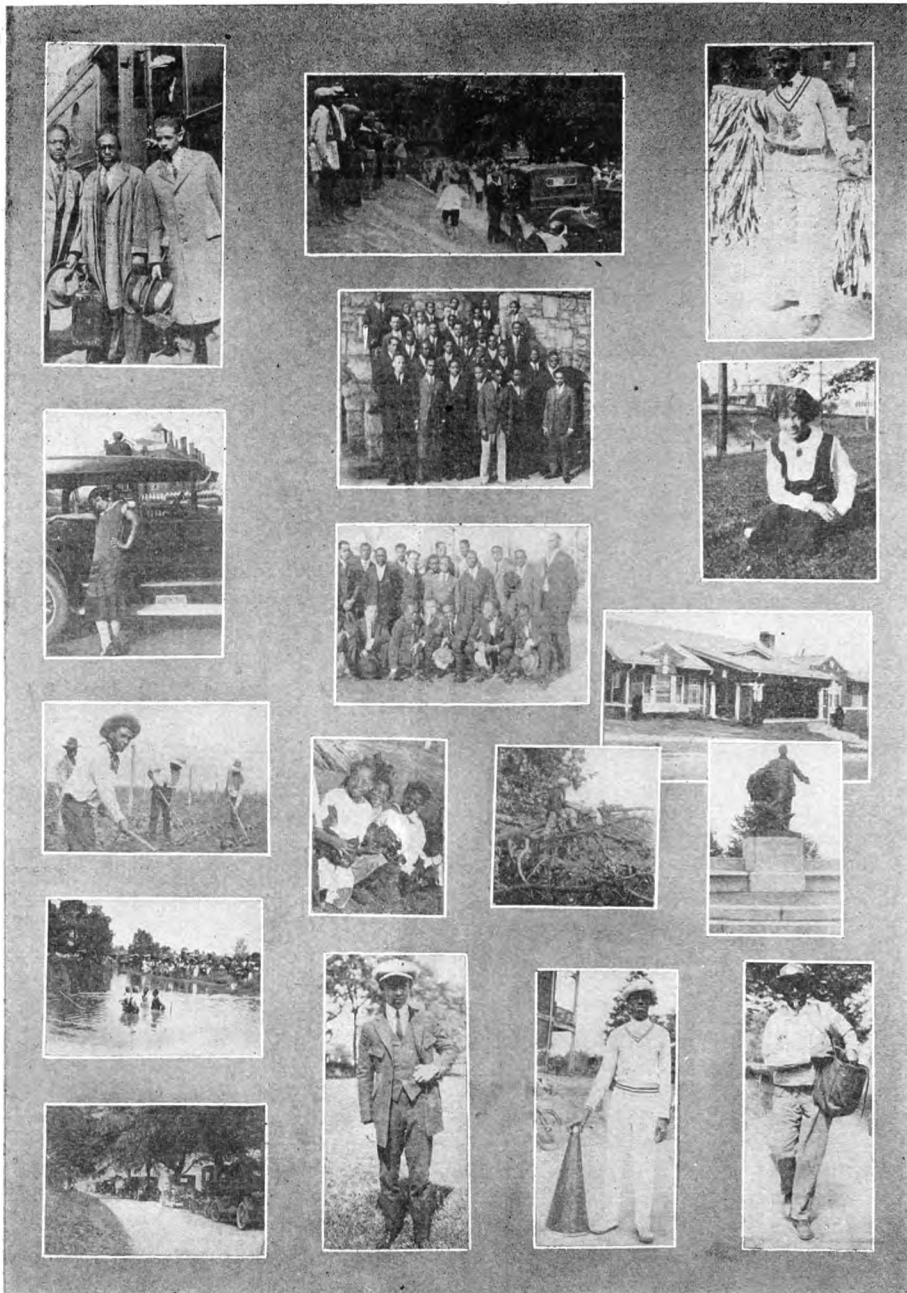
O winds of the East! O winds of the West!
 As e'er thenodies sagubrious groan,
 Whence come you, where go to your rest?
 Ne'er know I, howe'er wild be your moan.

Ye wrecking winds! blasting you go;
 In your wake Grim Death does lie,
 Or hurricane, or typhoon as you blow;—
 Your reins loosed, and headlong you fly.

Groan your threnes, touchingly dreamy,
 While repercussing bellasts in gruff refrain
 Tell of the cares of a world, worn and weary
 And say to listners of cosmic travail and pain.

Suggestress of forgotten delirium, and more,
 As o'er titanic pampas and chasmed spaces
 Your wails skyward, then earthward roar;
 Thru valleys, down bowers, your wildness
 blazes.

MARION MORELAND, '29



"Welcome, Sweet Springtime"

QUERIDA

No poet's song can voice
 The sentiments of my heart,
 Yet his motif be my choice
 Drenched with technique and art.

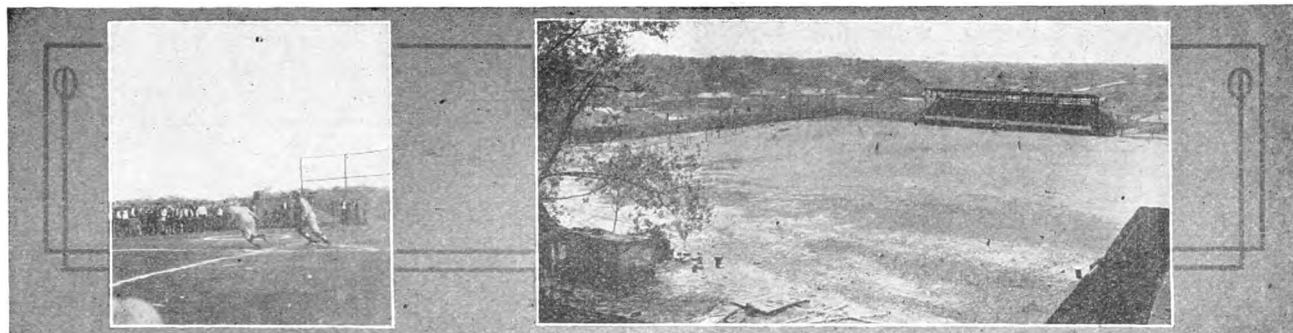
No artist's model can replace
 The visions of my Love,
 Tho it be painted with grace
 Like silvery skies above.

Song will soon fade away;
 And models may fall apart
 And leave sad memories of yesterday
 In my wounded heart.

But while skies drape the day
 In a mystical dream
 You and I shall steal away
 And drink of love's perpetual stream.

W. RAOUL MONTGOMERY, '30

Athletics



"The Scene of Many a Hectic Struggle."
(Baseball News Will Be Featured in the Next Issue.)

BASKETBALL SUMMARY

| | | | |
|-------------------|----|--------------------|----|
| Dec. 10—Morehouse | 16 | Morris Brown | 37 |
| Dec. 18—Morehouse | 13 | Clark University | 24 |
| Dec. 23—Morehouse | 29 | Atlanta University | 25 |
| Jan. 8—Morehouse | 28 | Clark University | 36 |
| Jan. 15—Morehouse | 33 | Morris Brown | 23 |
| Jan. 20—Morehouse | 23 | Talladega | 5 |
| Jan. 21—Morehouse | 25 | Tuskegee | 22 |
| Jan. 22—Morehouse | 24 | Tuskegee | 16 |
| Jan. 24—Morehouse | 27 | Alabama State | 15 |
| Feb. 5—Morehouse | 29 | Atlanta University | 15 |
| Feb. 8—Morehouse | 30 | Talladega | 12 |
| Feb. 12—Morehouse | 42 | Atlanta "Y" | 32 |
| Feb. 16—Morehouse | 28 | Alabama State | 20 |
| Feb. 18—Morehouse | 30 | Tuskegee I. | 20 |
| Feb. 19—Morehouse | 41 | Tuskegee In. | 23 |
| Feb. 23—Morehouse | 49 | Atlanta "Y" | 26 |
| Feb. 25—Morehouse | 24 | Fisk University | 16 |
| Feb. 26—Morehouse | 30 | Tenn. State | 15 |
| Mar. 2—Morehouse | 29 | Fisk | 18 |
| Mar. 3—Morehouse | 27 | Fisk | 22 |

Total Points: Morehouse, 586; Opponents, 422.
Wone 17, Lost 3.

Line Up:

Ahmed Brown, forward; R. L. Dobbs, forward;
Nelson Archer, center; Howard Archer, Jr., capt.,
guard; Thelman Crawford, guard.

Substitutes: L. Traylor, J. Foster, C. Hawkins,
H. L. Mosely, L. Archer, A. Walter Childs, man-
ager; T. T. Robinson, coach.

KAPPA ALPHA PSI WINS CHAMPIONSHIP

The Kappa team, by virtue of three straights
wins, won the championship and thus received
from the Omega team the championship trophy—
a silver loving cup.

The games were played in the Morehouse Gym.

| Standing | W.L. | P.C. |
|-----------------|------|------|
| Kappa Alpha Psi | 3 0 | 1000 |
| Omega Psi Phi | 2 1 | 666 |
| Alpha Phi Alpha | 1 2 | 333 |
| Phi Beta Sigma | 0 3 | 000 |

SENIORS WIN INTER-CLASS BASKETBALL CHAMPIONSHIP

The winners received a beautiful cup. The pre-
sentation was made by Mr. "Bill" Kelley, '22, one
of the charter members of the inter-class basket-
ball league. Mr. C. Douglass Clark, senior captain
received the cup on behalf of the team and class.
Mr. Birkstiner, '16, engineered the project by
which the cup was obtained.

Standing

| | W.L. | P.C. |
|-------------------|------|------|
| Senior Class | 7 0 | 1000 |
| First Year Class | 0 1 | 857 |
| Junior Class | 4 3 | 571 |
| Sophomore Class | 3 4 | 429 |
| Freshman Class | 3 4 | 429 |
| Fourth Year Class | 2 5 | 286 |
| Third Year Class | 1 6 | 143 |
| Second Year Class | 0 7 | 000 |

Senior Lineup: R. Dezon, left forward; Guy
Rogers, right forward; B. R. Brazeal, center; E.
B. Williams, left guard; C. D. Clark, right guard.

Substitutes: Dooley, Walthall, Starr, King, J.
M. Reynolds, Joe Robinson.

The editorial staff is planning to publish in the
Commencement Number a summary of the activi-
ties of the different organizations headed by se-
niors. This issue will also contain other features
of college activity—suggestions will be very high-
ly appreciated.

This number contains a report of the Glee
Club and Orchestra trip to Florida. Another trip
has been planned in response to insistent re-
quests. This trip will reach certain parts of
Florida—The music as rendered by the Glee Club
and Orchestra undoubtedly "hath charms."

Man's Greatest Gift To Man

J. N. Hughley, '29

Take a backward glance over the trend of the ages, the dramatic history of man's dark and bitter struggle toward the light, and note how civilization has advanced under the influence of great contributions from every phase of activity into which man has been hurled for subsistence, comfort and progress. From the records of the days in which man first enjoyed the light of life, may be found the social order of the tribe, the government conceived by a primitive mind. In recent times that gift has gradually envolved—by virtue of a constant addition of accomplishments of human enterprise in government—into the intricate modern state with its democratic structure. It was human experimentation and success that transformed the world of industry from its foundation on crude instruments of stone to the gigantic structures of machinery, whose variety of functions and intricacies of formation are almost inconceivable. The very surface of the earth has been so revolutionized by science and invention that a man of the first century could hardly recognize his old home were he suddenly sent back to pay it a visit.

The development of the thought-life of men has made them almost gods in their superiority over the primitive mind. The conception of the universe, its meaning and purpose; the thought about God, the idea of human relationships; and almost any conceivable realm of thought or philosophy, has been so revolutionized as to have reached the loftiest planes, the noblest conceptions. Yet all these things are but the result of human sacrifice and attainment, which have given us these blessings as a rich heritage of the ages.

Despite the vast significance—and importance suggested by the foregoing accomplishments mentioned, these have not been man's greatest gift, nor have they supplied humanity's greatest need. The greatest gift, which transcends, in significance and influence, everything else, is human personality. Despite the progress of science and thought, society is still gripped with her age-old arch-enemy—vice, crime and disease still haunt the prosperity of the world, and antagonize the goodness and virtue of every human soul. Only the investment of personality, bringing in its rich returns when wisely used, has offered a way of relief. To the degree which civilization produces great personalities, just so far—and only so far—does it make real progress. A great character, and only a character, can vitalize everything with which it comes into contact. Furthermore, the great human soul is Creation's most precious product, and the only abiding thing, when all else will surrender itself up to dissolution.

Try to picture a world with its gruesome pace of history, replete with situations inviting hopelessness and despair. Remove from such a world the noble souls of Moses, Wycliff and Luther, whose lives have been a shining light thrown across the dark path of civilization. In such a world let there be no Augustine, no Calvin, no

Wesley. Blot out the mighty personalities of Paul, the missionary, and Aristotle, the philosopher. Who would wish to live ten days in such a world?

One writer has declared that the finest fruit earth holds up to its Maker is a man. It is the same idea that Jesus endeavored to impress upon his generation: that man is the creature of supreme value in the universe, and all else is subordinate in significance to him. Who would dare challenge the assertion that when one has seen a human personality, with its mind of infinite capacity, its power for thinking and developing, and its propensity toward that which is noble and best, that he has seen the most glorious piece of work that God has created? It is no wonder then that God looks upon the human race as His masterpiece.

After considering all these things, we must conclude that the greatest contribution that a young man or woman can make to the world is character. Society is overflowing with ideas as well as material prosperity. What it needs is the soul of the youth,—the soul developed to the highest of which it is capable, rich with noble thoughts and passionate for divine truth. The cry of the human heart today is for love, light and peace. Without these things mankind must perish. Yet, they can be wrought only by the magnetic power and overwhelming influence of human personality.

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Cream O' Wit

By J. M. Reynolds, '27

Mother to daughter who has just returned from college:

"Now who is this Jim (Gym) person you are always going to see?"

What's in a name? The shortest man on the campus is named Long. In fact he is the shortest Long man I have ever seen.

My friend, _____, the African prince, thinks that the glee club is some sort of stick with joy producing qualities.

The only late novels in some libraries are the ones that have been returned after the time of lease has expired.

Chapel in order be chapel must be compulsory chapel.

Speed Cop to Speed Breaker: "Don't you see that sign 'Speed Limit 15 M. P. H.'?"

Speed Breaker: "I don't believe in signs."

Orchestra men don't seem to realize that their trip yarns have grown stale now to us stay-at-homes.

What are your prospects for baseball?
Oh, we have a couple of boxes of new balls.

I think the Joneses are a bunch of snobs' don't you?

Yes, they even have snubbers on their car.

All real editors go to heaven.
Why?

Because all they do is write. (T. B.)

This month's bonehead would like to know if Joan of Arc fought in the World War.

This self same person thinks that better race relations means a clean-up in sport circles.

First Crook: "Say Bo, whaddye keep hanging around Morehouse campus so much lately for?"

Second Ditto: Sh-h-h! I've a tip they've a new baseball diamond around there.

Teacher: Johnnie, give three examples of dumb animals.

Business Man's Son: Stenogs, Bookkeepers and Office Boys.

Irate Father: "The idea of arresting my son for collision! Youth must be served you know."

Offending Individual: "Well ain't I a subpoena server?"

Stude: Have you seen the new baseball coach?

Country Stude: Naw, what is it? a six or eight?

Latin Prof: Who was Catiline?

Latin Stude: He was an impolite attendant in Cicero's hospital.

Prof: We don't allow that kid stuff in here. Whatever made you think of that?

Stude: Well didn't he say on one occasion: 'How long, O Catiline, will thou abuse my patients?'

Is Hallie Toasties (halitosis) any kin to Post Toasties?

Have you ever been out to Bevo?

No. Where is Bevo?

Oh it's near beer.

Many a man on the college track team ought to be on the railroad track gang.

Sociology Teacher: Name the disturbing factors in the life of modern man.

Sociology Student: Debs, sub-debs, and Co-Eds

New Stude in middle of college one way street, to passing student: Say what is the nearest way to the college hospital?

Passing Stude: Stand right where you are.

Folly

I have worshipped gods of laughter
While other friends were toling.
What must I expect of laughter
As the moments pass uncoiling?

Gods of laughter offer nothing,
Better words remain unspoken,
After passing thru its chapel
I have left with ideals broken.

Days regretful, days remorseful,
Point at me the barren finger,
I have worshipped gods of laughter
Who were false unto their singer.

C. T. BUTLER, '29



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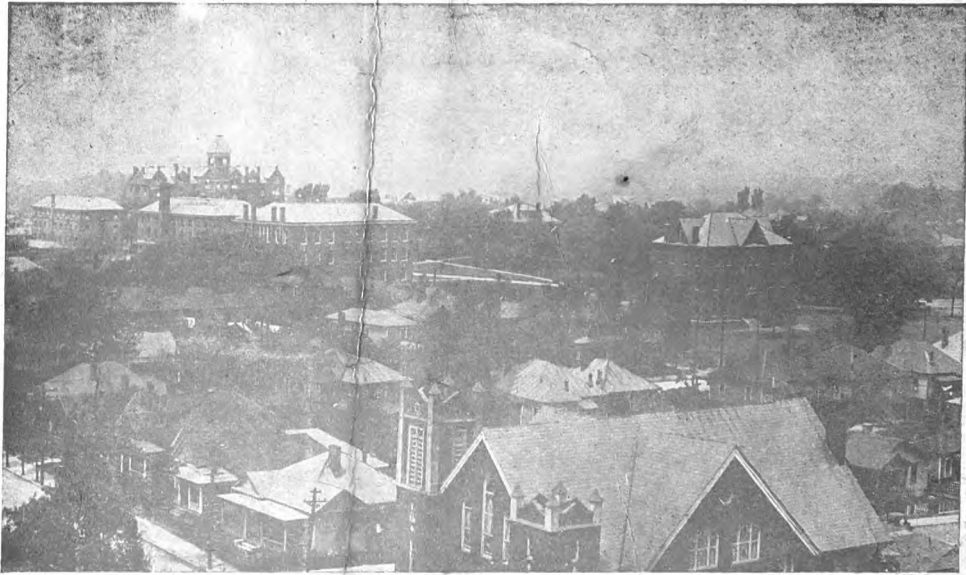
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