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The
Athenaeum

Morehouse and Spelman



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THE ATHENAEUM

MOREHOUSE COLLEGE.

SPELMAN SEMINARY

VOL. XXVI.

ATLANTA, GA., MARCH, 1924

No. 6.

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COMING MARCH 25, 1924 THE ANNUAL ATHENAEUM PLAY

This year the Morehouse Players will depart from the custom of presenting Shakesperean plays and give three modern one-act plays. These will be Lady Gregory's "Spreading the News," Yeats's "The Hour-Glass," and a dramatization of the redemption of Jean Valjean from Hugo's "Les Miserables."

HAST THOU A HEART,
HAST THOU A SOUL?

The angry horde with twisted grass,
Rusty guns—a rowdy mass
Set aflame by some wanton speck
A human being; though innocent, weak.
'Gainst murderous cries he dares to speak.
O mighty Justice! canst thou behold?
Hast thou a heart, hast thou a soul?

A dancing torch; a burning pyre;
Scorching flesh; a moan so dire,
Passions soothed with stifling smoke—
With gleeful laughter they fairly choke,
Their tickled pulsating nostrils fed
From crispy human embers red.
Civilization! hast thou reached thy goal?
Hast thou a heart, hast thou a soul?

O pious men, who scepters wield,
Fear thou to mend God's broken seal?
Thy "muffled words" do not ascend
While chaos reigns and murders trend.
The Lyncher's song of siren strain,
Hath thee enchanted—Justice slain.
Cringing dastards claim not a fold:
Hast thou a heart, hast thou a soul?

—*J. Carlyle Walker*, '25

MABEL

Jack O'lantern's forceful lures
That twinkle through the dreary field
Pursued by one's desistless woos,
Compare not with the magic wield
Of Love's entwining subtle coos
From Mabel.

No runner old of ancient fame,
Wingfooted nymph of lightning step,
Could bound beyond consuming flame
Of Love's sweet lips so well adept
Like Mabel's.

No maiden's light, 'lectric sheens,
Can pierce beneath dark mortals mould.
Disclose heart-treasured, jeweled scenes
That lay enshrined in hidden soul
As eyes of Mabel.

No words can soothe the tempest breast,
Arouse in one such am'rous fires
To search Love's realms of wonderness
Beyond the sordid earthy spires
Like words from Mabel.

—*J. Carlyle Walker*, '25.

TO PRESIDENT HOPE

Stalwart, thou art a hero brave,
Whose eyes yet glow with tender care.
Thy life and all thou freely gave
To lift mankind from deep despair.

Thou didst not turn from duty's call,
But struggled on along thy way;
Met storm and cross, but did not fall,
Seeking a bright, a better day.

Fought foes and wept for sake of man,
But plodded on though dark the night.
Among the mighty now thou stands—
A race through thee has seen the light.

Thy kind heart loves the ev'ry trace
Where long the human footstep trod,
The knight, the crown, the burdened race
Who's treading now where thou didst plod.

Strong heart that's filled with God's own
love,

Bless him who treads the thorny sod;
Help him who seeks that light above,
Live and teach on the way of God!

—*Grady Farley, Ac.* '25.

SWEET TALITHE

When the rays of the moon so softly gleam,
'Tis in your love I long to beam,
Lil' princess of my nightly dream—

My Talithe,
Sweet Talithe.

As dewdrops soothe the weary rose,
Thought brings to me a sweet repose.
My eyes can penetrate through those

Of Talithe,
Sweet Talithe.

It seems I can my happiest be,
Living in thoughts, my dear of thee,
Meditating in memory,

Of Talithe,
Sweet Talithe.

Now do you ever think of me,
While my heart sighs in reverie,
While my heart longs in vain for thee,

My Talithe,
Sweet Talithe?

—*Grady Farley, Ac.* '25

Clubs and News

THE DEBATING TEAMS

THE ship of debate, so far as the choosing of Morehouse's team, has after many days of tumultuous wanderings on high waves, come safely to port. The speculation as to who would represent Morehouse on the forensic platform no longer exists. A decision rendered February 29th by the judges brought an end to the prognostications advanced by self appointed prophets. The men chosen were: For the affirmative, W. M. Howard, '24; J. H. Gadson, '27; Alternate, B. R. Brazeal, '27; for the negative, A. S. Scott, '25; A. W. DeYampert, '26; Alternate, E. B. Williams, '27.

The subject for debate is: Resolved That the United States Congress Should Pass A Soldier's Bonus Bill. As a participant in the quadrangular league Morehouse will meet Knoxville on both sides of the question. The affirmative will debate in the Sale Hall Chapel April 11, 1924. Simultaneously our negative team will debate Knoxville's affirmative team at Knoxville.

Y. M. C. A. NEWS

Experience, as has often been said, is the best teacher, whether it be experience in true reality or through visualization. The Y. M. C. A. is cognizant of this fact and thus recently brought to the students and the public the picture entitled "Experience." Through the untiring efforts of Mr. E. L. Maxwell, Chairman of the motion picture committee and his co-workers the picture was a great success.

On the 17th of February five representatives of the Y. M. C. A. of Emory University visited Morehouse. Problems that confront every student were discussed. Each one present agreed with the master of ceremonies when he said "the future of the world, the social and rehabilitative progress of the world, can be completed when the principles of equality, liberty, and fraternization, are recognized."

President Lewis of Morris Brown University spoke to the student body at Morehouse March the 2nd. He spoke from a humanitarian point of view. He impressed us with the thought that we must "Be a factor for good and for the benefit of humanity as a whole."

Messrs. B. B. Eatmon and V. Payne were chosen by the "Y" to represent the Association at the Tri-State Bible Institute. The local Associations of both races were represented, and questions of intense Biblical interest were considered.

—B. R. Brazeal, '27.

THE COMRADES CLUB

Among the various organizations which exist around the College, the Comrades Club, composed of boys and younger men, is taking an active part in the development of literary as well as athletic activities.

In this club are found members who are to occupy the places left

vacant on the athletic field, in dramatics, and on the forensic platform.

Through the efforts of Mr. C. W. Hawkins, Chairman of the program committee and his assistants, a very delightful program was rendered at the Leonard Street Orphanage, on Saturday evening, February 23, 1924. The program was as follows:

Prayer	Professor C Warner
Instrumental solo	H. Roberts
Selection	Comrade's Chorus
Cornet solo	A. Fisher
Reading	J. Buchanan
Saxophone solo	C. C. Spaulding
Selection	Quartette
Reading	H. Davenport
Vocal solo	C. Smith
Instrumental solo	W. Boyd

—E. B. Williams, '27.

THE SCIENCE AND MATHEMATICS CLUB

On the night of February 19th the club held its first open meeting of the year. A large number of visitors were present and all witnessed a good lecture by Prof. Willard of the Biological department of Clark University, who spoke on the life cycle of the eel (*P. Marinus*).

He discussed it from the following outline: 1. Classification, 2. Habitat, 3. Morphology, 4. Method of securing food, 5. Method of locomotion, 6. Reproduction, 7. Economic value.

The lecture was concise, technical, and just long enough to give the topics their full value. Prof. Willard seemed to lay special emphasis upon "Reproduction" and gave that part of the topical outline the most elaborate discussion.

Professor Willard was received by Professor Pinckney of our Biological Department and introduced by W. C. Malcome, the president of the club.

—G. H. Andrews, '26.

ALASKA'S RESOURCES

By L. Virgil Williams, '24.

Alaska is the most misunderstood of our national territories. The average American pictures this potential empire as a frozen country, populated mostly by Eskimos and polar bears, and with gold deposits hidden here and there in inaccessible ranges. But if one will only peruse over a few of the recent magazine and newspaper articles on Alaska, the dispatches of correspondents who accompanied Pres. Harding's party, the latest report of the governor of the territory, together with informative booklets published by the Department of the Interior, and books by reliable authors on the resources of Alaska, one has revealed to him an entirely different picture.

If we should read "Alaska, an empire in the making" by J. J. Underwood, we should find that the years that have passed since Alaska came into the possession of the United States have disclosed to an astonished world its great wealth and wonderful possibilities. Its

auriferous gravels have yielded untold treasure, its colonies of seals and other mammals have loaded the markets with valuable and beautiful furs; its seas have given up their wealth of food fishes; its barren tundras have presented us the nucleus of the reindeer industry and taught a lesson in the civilization of savage tribes; its agricultural possibilities promise returns in excess of all expectation; its unmeasured timber areas will furnish wood pulp and lumber long after other forests have been exhausted; and its undelved coal mines suggest a national opulence beyond the dreams of avarice.

Bigness is the dominant note of Alaska's scenery. Bigness is the dominant note in the hearts and minds of Alaska's people. It is a land of big mountains, big rivers, big forests, big glaciers, big distances, big men. Her rivers like her forests are contradictory. Kissed by summer's suns and fed by winter's snows, they come tearing down canons like herds of wild and frightened horses, tossing high foaming spray to warm the impudent voyageur who would dare their fury in his flimsy canoe. Others flow serenely over sandy bottoms, clear and sparkling, like sheets of silver, yet with all the various moods and fancies that are born of scenery so beautiful that it makes the heart ache. Alaska essentially is a land of plentitude—bounteousness. Beneath her covering of moss and vegetation mineral treasure worth countless millions lies hidden; her broad acres are covered with riotous growth of wild grain and luxuriant grass; her forests are filled with ripened timber, beneath her sod are billions of tons of coal. With extravagant generosity she has provided that posterity shall be nurtured and warmed with food and fuel of her bosom.

We scarcely know the full extent of this mineral wealth. Only in a few spots has the surface of these great deposits been scratched, but this much is certain: here lies more gold than in California and Colorado, more copper than in Montana and Arizona, more coal than in Pennsylvania, West Virginia and Ohio; and all the minerals to be found in the States are also deposited here with others besides. Until the proper development has taken place it is impossible to estimate even approximately the probable value of Alaska's natural resources. They are varied and immense. Of that there is no question, Coal, Oil, Copper, Gold, Silver, Lead, Marble, Timber, Fish, Fur, Agriculture. No single state in the Union can boast of the great variety of assets that Alaska contains.

Mr. Underwood in his book reaches the conclusion that—

"In the years yet to be Alaska's great forests will deliver their wealth; her mines will surrender their riches; her seas will give of their abundance, her hospitable soil will yield of its marvelous productively; her verdant fields will be harvested; her cereals will be ground into flour, without which neither prince nor pauper can live; her sequestered inlets will become thriving industrial centers, where the rumble of her thousand mills will mingle with the roar of many furnaces."

OUR DEBATING TEAMS

By John W. Lawlah, '26.

Fortunately among the students of Morehouse there is growing up a desire for debating which is rivalling the desire for Athletics. For many years prior to the term 1922-23 there was no intense interest in debating. The method of choosing men to represent the College in debating was so inefficient that often the best debater was eliminated in one night simply because he to the judges' minds was excelled by some other debater. Whether or not one is the best debater is hard to be determined in a five minutes speech when one has to introduce the subject and in a three minutes rebuttal when you have no one at whom to direct it. What also added to its inefficiency is the fact that the person that was usually eliminated would prove to be the best debater after he was allowed to debate once or twice on teams where he could obtain help in working out his debate. We welcome heartily the new method of choosing men which gives them four chances at it.

As proof of the stimulated interest in debating we find that more than fifty men came up for a tryout when the first roll was called. From this number eighteen men were chosen. Regular debates were held by these eighteen men divided up in teams; and this number was reduced to twelve. The twelve men debated and the number was reduced to eight; and then to six. The six men who were retained are: Affirmative, to debate at Morehouse. W. M. Howard, '24; J. H. Gadson, '27; B. R. Brazeal, '27, Alternate. Negative to debate at Knoxville, A. W. Deyampert, '26; A. S. Scott, '25; E. B. Williams, '27, Alternate.

These men are all fully able to represent Morehouse against any College debating team. Let us comment briefly on the debaters, excluding the alternates, not because of inferiority, but because space will not permit.

Mr. Wm. Howard, a member of the class of '24, is one of Morehouse's versatile men. Aside from being a member of the football team, a member of the debating team, and president of the Senior College class, he is salutatorian of his class. Coming to us in the fall of 1921. He has proved to us in every way that he is the ideal Morehouse man. We sincerely wish him success as a debater.

Mr. J. H. Gadson, a member of the class of '27 is the second Freshman to be elected as a varsity debator since Morehouse began her forensic career. Mr. David Brantly '22 held the distinguished honor prior to this time. Mr. Gadson is a graduate of the Academy of '23, and is a good student, having shown his ability by winning the scholarship in the 3rd year High School. We have implicit confidence that he will put Morehouse over the top.

Mr. A. W. Deyampert, a member of the Sophomore class, has on several occasions shown his ability as a debater, both in oratorical contests as well as in the debating societies on the campus. On last year when Mr. Deyampert failed to make the team he only said, "I'll put forth more effort next time and make it." True to his saying he

plunged into the last debate in the preliminary series, spoke with such vim and force that many of the listeners were held mute for some minutes. As a result of his masterful debating, he was chosen to represent Morehouse away from home—a much coveted honor. As a student Mr. Deyampert is one of no mediocre talent. His clear diction, his tireless energy, his unflinching courage command the esteem and admiration of all men.

Last, but by no means least comes Mr. A. S. Scott, a member of the class of '25. Coming to us as a Sophomore, Mr. Scott was readily picked as one of the most versatile men of Morehouse. He is a member of the football team, debater, and a scholar of high rank. You very rarely find such qualities enveloped in one man. We all feel safe in sending Mr. Scott to Knoxville to represent us. We have no worthier son. A man with christian courage; possessing the acumen of a debater, student, and athlete; harboring with no malice; wholly altruistic, Mrs. Scott is all Morehouse can ask for as a student. Our fondest hopes are that he will be crowned with success.

Having thus analyzed the team and finding we have the best of calibre, what is it for us to do? Shall we let it be sufficient to content ourselves that we have a winning team and not give them any encouragement? Shall we deem it wise to think we have won debates because we have good men on the team? No! It is for us to give these men as much encouragement as is possible. To win we must Fight! Fight! Fight!

Let us give our share to this phase of college activity. Let us continue to look upon debating as being as important, yea, more important than athletics. Let us so talk up the debate, encourage the men, and give it the greatest part of our attention that as the weeks revolve and April 11th arrives, we will make our position more outstanding among the Negro Colleges, and the verdict of victory shall be placed on Morehouse's head as the inevitable outcome of a great, thinking, and well prepared debating squad.

THE YOUTH UNDER TRAINING

By H. N. Dingwall, '26

When the average youth first enters school he comes with a certain amount of curiosity, as is in the case of all novel experiences, and certain fixed ideas, right or wrong. He has an "awareness"—a "sensitiveness" to school atmosphere which is to be the background of his development. He is like the delicate seismoscope.

In the classroom the youth under training expresses his primitive sensitiveness, first, as the ambitious student. He comes to class ready to meet the exercises of each hour. To miss a question is to him a great shame, to flunk a course the saddest calamity. This continued reaction of ambition and school environment develops in the boy or girl under training the necessity of duty which in itself is of paramount importance and which also is destined to transcend the mere feeling of "oughtness." As yet the sensitiveness of the youth is skill primitive and is not sufficient to make him favorably

affected by the various conditions around him. Therefore, the mere "ought" to do or not to do does not bring out of the sensitive student his highest possibilities or the purest of his virtues. Of course it makes a good impression upon the teacher but a mere mechanism out of the student. In this first stage of development the youth under training is working for marks. His future is so remote that he counts the prospects of his life in terms of 60's, 70's, 80's. With him it's a matter of storing up facts, and reflection of the ultimate does not reach beyond the classroom. However, this interaction develops heightened activities and lively interests from which the succeeding stage takes its rise. Thus sensitiveness will answer the question—Why do some men remain indifferent while others make the history of the day?

With heightened activities and lively interests, the youth extends his efforts into other fields, such as debates, Y. M. C. A. work, literary societies, etc. There he gains valuable and varied experiences which so effects his sensitiveness, by acting upon it from a wider compass, that there dawns upon him a greater day." Now comes a gradual dissolution of his mechanical routine and a true vision of life is presented—a "greater purpose." In classroom now the question is not whether I have made a good mark; it is How much am I developing my sensitiveness to fit the "greater purpose." Duty as an end is transformed into a means. It is now that he sees the problems of life as social orders, political intrigues and camouflages, and other intricacies of civilization. Of course the "greater day" with a "greater purpose" does not dawn upon him suddenly, but gradually as reflective thought develops intellect. The youth under training now proceeds to study the above-named problems. Sensitiveness now makes the difference between the youth of general intelligence and that of pure mechanical routine.

Having discovered his problems of life the progressive youth seeks to study their nature. This is a very particular stage in his development; for it determines success or failure. Classroom discussions and work now are advantageous instruments. The teacher is face to face now with one of the greatest moral obligations. The youth's instruction must be free from prejudices, unprompted by social conventions, and unhinged from traditions. In other words the whole truth is what the youth under training asks for. I say this is a crucial stage in his development because upon this, what he gets as truth—his convictions are formed. Upon this truth he anchors his ideals which greatly determine his attitude toward his fellowmen. These higher unintellectual activities are the concomitant issues of keenly developed sensitiveness. However, they do not cap the training process.

The perfection of training involves a "finer culture" which brings the youth into sympathy with his companions so that he will have respect for their feelings "Finer culture" makes the pleasant man. Finally, it creates dignity that seems reciprocal respect. All of his qualities, along with intellectual training form a personality that

leaves its imprint on the minds of men; that builds a character of fineness and excellence. This "finer culture" is the merciful and silent voice that speaks when intellect wields its sword. The youth without it is like a useful piece of furniture that is not polished—it lacks beauty. "Finer culture" makes the youth under training the sweetly singing poet, the soothing musician, the sublime artist. These are the fruit of a keenly developed sensitiveness.

THE NEGRO IN MUSIC

By Leonore Roselyn Purdy, '25

The Negro has made rapid progress in the art of music. During the days of slavery the music of the Negro race was mostly melodies, which were sung by the slaves while working on the plantations. But even at this time we find a few Negroes who wrote music. Among these were Dede, Suaer and Bares Basil. In many cases where the Negro could not write music, he made up the words and sang them to tunes that fitted perfectly. These songs were called melodies and are now classed as the real American Music. Some of our best musicians of this day have made exhaustive study of these Negro melodies.

Today we have musicians in the Negro race who can equal many of the musicians of the white race. In order to review the progress which the Negro has made in music let us, for a moment, look into the life and works of a few of our Negro artists.

Samuel Coleridge Taylor, of London, England, born in 1875 and died in 1912, was one of the most distinguished of colored writers, as well as one of the best known modern composers regardless of race. "Hiawatha" is one of his best works. This composition won fame for the writer on both sides of the Atlantic. Other musicians of note are Will Marion Cook, James Reese Europe, J. Rosemond Johnson, Scott Joplin and Harry T. Burleigh.

Will Marion Cook, of New York, is director of the famous Clef Club Orchestra and leader of the New York Syncopated Orchestra. Among his compositions are, "The Kain Song," "The Casino Girl," "Bandanna Land," etc.

James Reese Europe who died May 10, 1919, was the most noted Negro band leader in the world. He achieved nation wide fame as the leader of the National Negro Orchestra of New York City and international fame as the leader of the 369th United States Infantry (15th New York) Regiment Band.

J. Rosemond Johnson was born in Jacksonville, Florida, 1873. He studied at the New England Conservatory of Music and has developed a new and distinct style of Negro music. He has written light operas for Klaw and Erlanger and songs for May Irvin, Lillian Russell and Anna Held. Among his popular compositions are: "Under the Bamboo tree," "My Castle on Nile," "Lazy Moon." In 1913 he was musical director of Hammerstein Opera House in London. He is now known as "The Apostle of Negro Music Taken Seriously." Among his serious compositions are "Folk Songs of the United States of America," "Nobody Knows The Trouble I've Seen," and "Since You Went Away."

Harry T. Burleigh is perhaps the foremost baritone soloist of the

race. For the past 20 years, he has been a soloist in the St. Georges Protestant Episcopal church, which is one of the leading churches of New York City. His reputation was achieved as a concert singer and oratorio singer. He is also a composer of note. His compositions include two festival anthems, a set of six short piano pieces based on Negro Folk Songs, a cycle of Saracen songs, "The Glory of the Day was in Her Face," "Her eyes Twin Fools." The 1917 Spingarn Medal award was given to Mr. Burleigh.

The race has also produced a number of noted singers. Among these Madam Sisseretta Jones of Providence, Rhode Island, is very popular. "Black Patti" as she was called became prominent about 1890. She has sung in all the principle cities of Europe with great success. In recent years she had her own company, known as "The Black Patti Troubadors", at the head of which she appeared in every important city of the United States, in the West Indies and Central America.

Other singers of note are Madam Azalia Hackley, Mrs. Martha Broadus Anderson, Madam Anita Patti Brown, Harry T. Burleigh and Roland Hayes.

Madam Azalia E. Hackley of Chicago has for a number of years been a prominent singer. She has studied in Europe, is the author of "Guide to Voice Culture," and has done much to cultivate the musical instinct of the colored people.

Madam Anita Patti Brown of Chicago, is one of the most prominent singers of the race. She has a voice of rare quality.

Roland W. Hayes is regarded by many competent critics as the first singer of the colored race and one of the most remarkable young tenors of America. He has a voice of great natural sweetness, purity, and range. Mr. Hayes has been in Africa studying the African music.

Joseph Douglass, of Washington, Clarence C. White, of Boston, and Kemper Harreld of Atlanta are violinists of distinction.

John William Boone, "Blind Boone" is another prodigy of the Negro race. A native of Missouri. He has travelled quite extensively in concert since 1880. His repertoire are imitations of a train, a musical box, a drummer boy, and several other productions.

Among the organizations that have equired national fame are the William singers, a concert company known wherever there is a lover of fine music and the Fisk Jubilee Singers.

The Clef Club of New York City and the Thomas L. Sharp Musical Organization of Detroit, Michigan are doing splendid work, training and furnishing, singers, quartettes, instrumentalists, and dancers for private entertainments.

The work that has been accomplished, and which is now being done by the writers of music should be highly appreciated by every Negro in the race.



SHOULD MOREHOUSE ADOPT THE QUARTER SYSTEM?

MOREHOUSE College is a great school in the process of change. It is wedded to no hard and fast custom or tradition which compels it to turn a deaf ear to the progressive and helpful changes which affect its inner working. By means of comparisons we have noted one distinct difference from certain other well known Negro schools—it still maintains the semester system.

It is not the purpose of this article to oppose the existing system or to defend it; but, rather to point out some of the advantages of the Quarter system, and to stimulate thought concerning the subject among my fellow students. Having worked under both systems the writer cherishes the belief that the Quarter system is in many ways better than the semester system. It is more intense, compact, and conducive to hard work. A student of sufficient means may complete a four year college course in three years by attending school the four quarters for three years; the three years of four quarters each being equivalent to four years of three quarters each. Then, the student may attend school in the summer quarter and take his vacation one of the other quarters; and secure work when competition for jobs is not so keen as it is during the summer months, thus making it possible for him to secure better work, and in many instances a better wage than otherwise. If the summer quarter is divided into two terms of six weeks each, it will render a distinct advantage to school teachers who may desire, or be required by the school boards to do summer work.

For students who are compelled to leave school on the account of sickness, financial obligations, or otherwise, the quarter system has a distinct advantage. He may re-enter at any quarter and thus, save

the great delay of remaining away for the year. Very often students are not able to return at the Autumn quarter but are quite prepared after an additional three months.

Under the Quarter system the subjects are arranged a little differently. The student concentrates more on a smaller number of subjects for a shorter time. Three courses are given each quarter making a total of nine for the school year. Let us consider mathematics for an example. College algebra may be taught the first quarter, analytics the second, and calculus the third. These subjects under the semester system require one and a half scholastic years. This would also enable schools with small faculties to include more courses in their curriculums.

These represent a few of the advantages. We are prepared to draw no conclusion. Lend a helping hand by telling through our columns what you think about the various systems and which would be the most advantageous for Morehouse. We believe a change would be for the better. Do you?

PRESIDENT HOPE REPRESENTS BLACK AMERICA

THE aftermath of the world war with its devastations, deprivations, and general shake up of the political entities of Europe have awakened the world to the need of organized co-operation on the part of the leaders in politics, education, and religion, to bring about readjustment with the least possible detriment to civilization. "The Christian Way," an International organization, by its method of approach and thoroughgoing way of tackling world problems bids fair to become the most successful organization in modern times for meeting actual human needs.

The C. O. P. E. C. Conference has been called to meet in Birmingham, England early in April. This is an International Co-operative Conference on political education and Christianity. Two white men and one white woman (the Secretary of the Conference) and our own President John Hope make up America's representation. President Hope was chosen by the Christian Way to represent the millions of aspiring Negroes in North America. His selection was signal for our group in that it was based on the fact that he is one of the leading if not the foremost Christian Educator in America.

President Hope will deliver a series of lectures in London and the larger cities of England leading up to the Conference. It is our hope that Negroes the world over will gather new courage. Through President Hope the cause of humanity and progress is bound to get an enlightened hearing.

—T. Harvey Burris, '26.

SPELMAN COLLEGE

By Genevieve Taylor, '26.

INDEED, every one was filled with enthusiasm and lifted up their voices in one accord when on Friday, February 15th, we met at the site on which our new science building will be erected.

The school songs were sung with spirit. It seemed as if the voices of the students blended more harmoniously than ever while singing "On Spelman On." We were made to realize more fully that Spelman is marching on.

Many inspiring remarks were given by Mrs. Harreld, an alumna of Spelman, Dean Archer and Prof. Lewis of Morehouse College, and our president, Miss Tapley.

Each one was anxious for his time to come to break the ground. This he did with great enthusiasm, for it was a ceremony associated with the idea of the future Spelman College.

Very soon Spelman Seminary will become Spelman College. She is offering to every young woman greater opportunities for development; a greater chance of acquiring general knowledge and also of specialization along various lines.

It was emphasized by all the speakers that the greater the opportunities, the greater will be the responsibilities to rest upon us. The final appeal was that we should measure up to the opportunities and make every minute count. May Spelman live on, and take her rightful place among the great college of America for the education and all round development of womanhood.

Div. '91. The Reverend Linus P. Pinckney, pastor of Thankful Baptist Church, Augusta, and president of the State Baptist Sunday School Convention, died February—. We extend our deepest sympathy to the bereaved family.

* * * * *

'10. Professor Gilbert Stocks has resigned his position as dean of Roger Williams University and is now teaching at Selma University.

* * * * *

'20. Professor C. J. Hurston is teaching at Selma University.

Professors Richard Ellis, '22, and J. B. Calhoun, '23, are also teaching in Selma University.

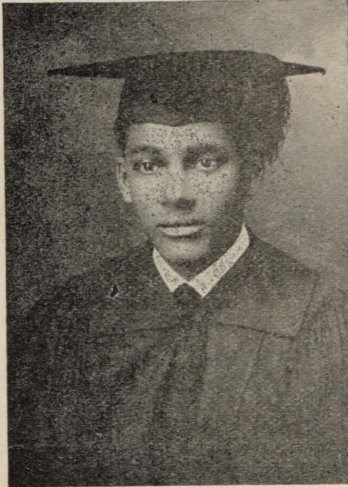
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Reverend Harvey Smith passed through the city March 10. He is pastoring at Gainesville.

* * * * *

President Hope spoke at the church of the Reverend J. B. Adams, '15, in Brooklyn, N. Y., on March 9.

Echoes From '23

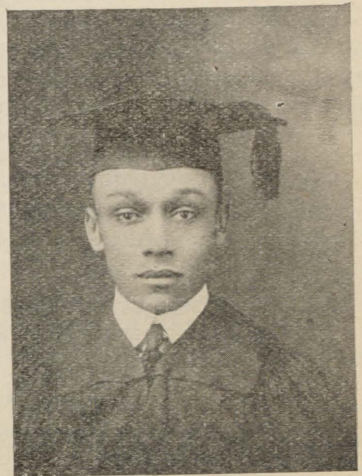


Alfred Joseph Jackson

Alfred J. Jackson, '23, the peerless Shakesperean interpreter was expected by many to enter the field of the serious drama because of his exceptional interest and ability. However he also ranked first in science and has accordingly entered a field more beneficent than entertaining. He is doing excellent work in the School of Medicine at Howard University.

His old schoolmates still remember him as the man who made "Lindy Lou" famous about the College.

C. J. Gresham, '23, Atlanta's native son, has entered the Theological Department of Oberlin University. His sober and serious character soon won the respect of the students there and he was chosen to represent Oberlin at the International Student Volunteer Convention which met recently at Indianapolis, Indiana.



Clarence Jones Gresham

Literary Notes

THE PSYCHOLOGY OF PEOPLES

(M. Gustave Le Bon.)

By A. Melvin Townsend, Jr., '24.

THE purpose of the author in writing this book is to describe the psychological characteristics which constitute the soul of races, and to show how these characteristics determine a peoples' history and civilization.

The central theme of the book is that the races possess distinct mental constitutions which determine the character of each and which give to each its soul. It is the author's philosophy that the different races show inequalities just as there are inequalities shown in individuals. These inequalities are not to be thought of as due primarily to differences in education or environment, but to a deeper cause of mental constitution.

The author states that there are no natural races except those among the primitive people. Much space is given to the formation and mental constitution of the historic races, that is of the races artificially formed in historic times by the chances of conquest, immigration and political changes. In this he demonstrates that their history is determined by their mental constitution which is formed by fixed and hereditary psychological characteristics. The mental constitution of the race represents not merely the synthesis of living beings which compose it, but the ancestors who have contributed to its formation. It is the dead and not the living, that control the existence of a people. They are the creators of a soul of a race and are the unconscious sources of its conduct.

The author states that the anatomic differences of the races are very great, but he also maintains that the human races are distinguished by no less considerable psychological differences. When only the average representatives of each race are compared, the mental differences do not seem to be so great; the great difference is seen in a comparison between the most elevated elements of each race. This difference is seen in the fact that in superior races there are to be observed a certain number of highly developed minds, whereas in the inferior races this is not the case.

The author states that the bringing together of men of different origin does not form a race, but an agglomeration of men, because they do not possess a collective soul until, as a result of interbreeding continued through centuries, and of a similar existence under identical conditions, the agglomeration has acquired common sentiments,

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interests, and beliefs. (Members of the so-called inferior or average races taking degrees in a university are cited as examples of this. "A Negro or a Japanese may easily take a university degree or become a lawyer; the sort of varnish he thus acquires is however quite superficial, and has no influence on his mental constitution—Or a Negro or a Japanese may accumulate all possible certificates without ever attaining the level of the average European!")

With reference to changes of the environment it is the belief that these only influence profoundly new races, that is mixtures of old races, whose ancestral characteristics have become dissociated by cross breeding. An ancient race perishes rather than undergo transformations to a new environment. The acquisition of a solidly constituted soul marks the greatness of a people, while the dissociation of this soul marks the hour of its decadence. Psychological species like anatomic species are fated to grow old and die out. The process of formation is slow, requiring centuries, but their decadence may take place rapidly.

In speaking of the general theme it seems that the author placed a little too much emphasis on the unconscious influence of dead ancestors and too little on the influence of environment. Furthermore, that the character of a race is defined by its institutions, arts, and creeds we agree, but it is also true that institutions in turn become causes in the history of a people. New objects and new situations evoke new responses and give rise to new ideas which are not conditioned upon those of ancestors long dead.

That inequalities and differences exist one would not dispute. This is true also of individuals, and is a desirable situation. I am told, however, that Boaz states in his book entitled "The Mind of Primitive Man" that the differences in individuals are greater than those between the races, so great in fact, that he questions whether inequalities and differences can form a basis of classification. **In view of this statement the author's** idea of a solidly constituted soul receives a shock.

The author has a splendid style. He writes with confidence, and as a whole, his work is simple, compact, easy reading, and one of great interest.

GYP

A Prize Short Story

By W. C. Allen, '26.

James Morton gave an exclamation; at the same time he swerved the powerful touring car to the left. He then stepped on the brakes, bringing the car to a standstill, the brake linings shrieking their protest. The sudden movement caused his wife, Eva Morton, who was sitting beside him, to ask, with alarm in her voice, "Oh, what's the matter?"

"Why I came very near running over a dog. Didn't you see him

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lying in the road back there?" So saying he got out of the car and went back toward a brown mass in the road.

When Eva Morton looked around, she saw her husband coming towards her, tenderly carrying in his arms an injured dog.

"Someone must have run over him," said Morton.

"James Morton!" indignantly cried his wife, "certainly you aren't going to keep that nasty beast?"

"Well," replied her husband, "the persons who ran over him, left him. It would be a pity for us to leave him here to die."

Mrs. Morton looked at the dog, with no friendly gaze. Altogether, he was not a very beautiful sight. He was a dark brown color all over; he had only a stub of a tail; otherwise, he was a very ordinary dog; that is, a cross between at least seven different varieties. Undoubtedly, he could not boast of any pedigreed ancestors. Finally Mrs. Morton found tongue to ask, "Just what is your motive in wishing to keep that dirty animal?"

Why, My dear, it would be perfectly inhuman to leave him here in this injured condition," meekly replied Morton.

Mrs. Morton gave a sigh of resignation. Sometimes, James made her very angry.

"If," added Morton, as he carefully placed the dog in the rear of the car, "you don't want him, I will get rid of him when he gets well." He then examined the dog closely, and found that its two hind legs were broken, and its right front leg dislocated. Apparently, it had no internal injuries. As Morton bent over examining it, the poor animal licked at his hands and whimpered with pain and gratitude. "I guess I'll call you Gyp." said Morton, as he gave the dog a final pat, and climbed under the steering wheel by his wife.

* * * * *

Several weeks of attention, and good food had created a wonderful change in Gyp. His legs had been released from the splints for almost a week; consequently, he was very much at home in the Morton's back yard. Gyp was a very good dog in his way. He didn't run the few chickens. And when James Morton, Jr., who was a plump little thing of three years, wanted to play with Gyp, which he did very frequently, he did not in the least, fear being bitten, for he could treat or belabor Gyp as if he were a bundle of rags. When the punishment became too severe, Gyp would only howl mournfully, and painfully, but not even make an attempt to get out of the way. Then little James, who really did not mean to be cruel, would throw down the stick, and fall on Gyp, caressing him. So they would make up—Gyp whining his contentment.

Instead of becoming attached to Gyp, Mrs. Morton resolved more firmly that it was time for Gyp to bid them "Adieu!" A poodle, she thought, would be a much better dog for little James to play with.

One day when Morton came home to dinner his wife said, "James, I cannot tolerate having that ungainly hound around any longer; you know that I have an aversion for dogs, especially that kind."

Morton shrugged his shoulders, and replied, "Certainly, dear, he is well now. I have advertised for his owner, but nobody claims him. I can sell him though, for Tom Simpkins wants to buy him, and I agreed to sell him. He is coming for him tomorrow."

"That's a dear—oh, there goes the telephone."

Answering the telephone, Mrs. Morton found that it was her friend, Alice Thornton, who had a little girl, Vivian, that was near the age of James, Jr. "Would Mrs. Morton, with little James, go with her and little Vivian to the beach this afternoon? Yes? Well, she and Vivian would be by at four o'clock."

* * * * *

James, Jr., and Vivian were playing contentedly in the sand, not far from the water's edge. Their mothers, a short distance away, looked on fondly. "Oh look," cried Mrs. Thornton, "what a funny looking dog!"

Mrs. Morton looked, and beheld Gyp coming rapidly toward them. She thought that he was at home in the back yard. She did not know that Gyp looking through the fence, saw them leave and decided that he would jump over the fence and follow them—especially his playmate master James. Accordingly, he leaped the fence with the agility and grace of a fine breed of horse.

And now, Gyp was coming rapidly toward them, his body forming an acute angle with his line of direction.

When Mrs. Morton saw him her indignation knew no bounds. She wasn't going to have such a horrible sight as Gyp following them around. She was going to drive him away immediately. "Give me your umbrella, Alice, she said, "so I can drive him away." At the same time she held out her hand for it, meanwhile, looking menacingly at Gyp, who now sat on his haunches looking dolefully at her. Not feeling the umbrella, she looked around impatiently. "Give—why, what's the matter Alice? Why do you look so strange?"

Mrs. Thornton was as one petrified. Her eyes seemed to be almost protruding from their sockets. She was staring at something on the water. Mrs. Morton, following her gaze, saw something that made her blood run cold.

James and Vivian had been playing near the water. James rolling up his little trousers, thought he would like to wade some. Venturing out too far, he was swept off of his feet by the water; as he came up, struggling, a wave carried him away from shore.

It was still early. With the exception of them, there were no other persons around, not even the life guard.

Mrs. Morton, weak with fright, stared up and staggered toward the water, but Gyp was before her.

Gyp, seeing his playmate in the water, had a dim consciousness that something was wrong; when he saw how distressed Mrs. Morton was, he was absolutely sure that James, Jr. was in danger. He started forward on a run. When he was about two feet from the water's

edge he leaped, falling with a splash, about twelve feet out. He then struck out toward James, who was being carried farther from shore.

Mrs. Morton could only look. Power of movement had failed her, but her mind was very active. Would Gyp rescue her baby? Oh, how beautiful Gyp looked now. Oh! Her baby! Her James.

Gyp was rapidly lessening the distance between James and himself. A little more and he would reach him if the waves would only behave. A little more and—now he had him in his mouth just as he started down the third time. Facing the shore, Gyp resolutely set out, with James' blouse tightly gripped between his teeth. He was very tired, but he would soon be on land.

At the water's edge, Mrs. Morton thanked the Lord for having sent her Gyp.

By this time a crowd had collected, and when the exhausted Gyp landed, willing hands relieved him of his burden—James lived.

As Gyp lay panting on the sand, Mrs. Morton, who was thoroughly overjoyed at getting her baby safe, actually stooped to fondle Gyp, and vehemently declared that she would keep him.

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Athletic Notes

HAMPTON LOSES TO MOREHOUSE

In a game replete with thrills and action the Morehouse College Five defeated the Hampton Institute Quintette on the Institute floor by a score of 34-27.

The Institute Quintette started off with a rush, and when activities were suspended at the end of the first period, led their opponents with 18-9 score, apparently having the edge on the Morehouse Five.

By uncanny shooting and sensational passing in the final period the visiting Quintette came back strong and succeeded in taking the last half by the wide margin of sixteen points, the count being 25-9 in this period.

The contest was exciting throughout. Time after time the spectators were brought to their feet by the basketeers. The defeat experienced by the Institute players was the fourth consecutive administered by the Morehouse College Five.

THE LINCOLN CAGERS BOW TO THE MOREHOUSE COLLEGE QUINT AT THE NATIONAL MUSIC HALL, PHILADELPHIA

Both teams started out with a lightning flash. Morehouse College succeeded in looping the first goal, and Lincoln followed with a foul and then a basket. The house went wild for a few minutes for Lincoln but the Morehouse Quint soon came back with another basket and a foul. Lincoln tied the score 5-5. At the end of the first half M. C. was leading by a score of 19-14. The Lincoln Cagers came back in the second half determined to win, but the Tigers proved too fast for them allowing them to make only one basket and three fouls in the half. Traylor led the shooting rally for the cagers with 14 points. Pollit and Wood were the leaders in points for the cagers, Pollit making seven and Wood making three points. This game was one-of the fastest of the season and was attended by many local and out of town fans.

WILBERFORCE DEFEATS MOREHOUSE

The Morehouse College Cagers and the Wilberforce Five battled through forty-full minutes of smashing, wind-taking action on Washington's birthday in the latter's gymnasium. Wilberforce was awarded the verdict 38-19. When the first half ended the local five was leading by a score of 17-10. The Morehouse Cagers came back with undergone in the two weeks on the road they had become to a certain extent, muscle bound. Their muscles refused to co-ordinate; a determination to win; but because of the strain which they had and this caused many incomplete shots which proved fatal to the Morehouse Five. The game ended 38-19 for Wilberforce.

—E. J. Grant, '25.

1923-1924

REVIEW OF BASKETBALL SEASON IN THE SOUTHEAST

B. T. Harvey, Director of Athletics, Morehouse College

The past basketball season in the Southeast far surpassed preceding seasons, in number of schools represented by teams, high development of technique of play by the leading teams, size and enthusiasm of audiences at games, and the high calibre of officiating, performed practically exclusively by men of color. Other high water marks of the season were the successful staging of the first Colored Intercollegiate Tournament in the Clark University gymnasium, March 9 and 10th, and the remarkable trip of the Morehouse College quintet immediately following the tournament.

The following members of the Southeastern Conference were represented by teams, Atlanta University, Clark University, Ala. State Normal, Morris Brown University, Morehouse College, and Tuskegee Institute. And next year Talladega with the completion of a new gymnasium will be represented by an intercollegiate team according to Mr. Kindle, Athletic Director, who was in Atlanta during the Collegiate tournament, attending the Annual meeting of the Southeastern Intercollegiate Athletic Association.

Morehouse College quintet was easily the best team in the southeast, followed by Atlanta University, Morris Brown, and Tuskegee in the order named. All of these showed good team work, with fair to excellent passing, and little technique in dribbling, a style of play which tends to disorganize team play, unless the dribbler has arrived at that stage of development, where he can keep his eyes on his team mates, rather than the ball, and be ready for a quick pass to an uncovered player. This becomes especially true in the South and east due to the strict interpretation of the personal contact and charging rules, which prevent the latitude given the dribbler in the west to charge, elbow or otherwise evade opposing guards. In fact I should say, that therein may be discovered the chief fault with most of the eastern and western teams, namely a lack of team play. Usually on each team you have one man, never more than two, who are exceptionally good men, but fail to submerge their individual qualities for the sake of a smooth working team, either from previous experience on a club or semi-professional team, or a desire to show up well in order to get a bid for their services from some independent club. In passing let me name two men, who have mastered the art of dribbling so that they do not upset team play, Gunn of Hampton and Willet of Wilberforce.

The number and enthusiasm of audiences at games in the Butler St. "Y", Clark, Tuskegee, and State Normal gyms are sufficient proof of the popularity of the game in the Southeastern section; especially in view of the fact that dancing is not associated with the games as in other sections of the country for a drawing card. Further, I think the basketball games, give opportunity for, and witness the finest

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examples of college spirit in this section, through the cheers and songs, which boost the spirits of the losers and give influo to the winners.

This review would not be complete without a word of compliment to the officials for their excellent services. The most exciting and close games have never approached roughness, due to the eagle-eye and impartiality of the officials in calling personal fouls. Hence the games have been the finest exhibitions of basketball skill, passing, pivoting, dribbling, shooting, and quick follow up shots, which accounts for the growing popularity of the game in this section. Let me name three colored officials whom I consider on a par with the best, Messrs. Graves, Greensboro, N. C., Reed, Philadelphia, Pa., and Thomas, Atlanta, Ga.

The Intercollegiate Basketball Tournament was an idea originating in the fertile brain of Mr. Higgenbottom, Coach of Morris Brown, The basketball followers all over the country feel indebted to him for the successful staging of this initial effort. Already plans are being formed for a similar tournament next year, which will include in addition to the teams in the southeast, Hampton, the representative team of the Eastern Conference and possibly Wilberforce champions of the Western Conference, and joint claimants with Morehouse College for the National title.

The next morning following the close of the tournament, Morehouse College quintet, the winner, started on the longest and hardest trip ever attempted by a Negro team travelling over 3000 miles through nine states and playing seven games in twelve days, not counting the tournament games.

Only one non-collegiate opponent Carlisle F. C. of Washington, D. C. was played on the trip, a condition made necessary by the inability of Howard University to offer a date in Washington, giving a reason, lack of place to play, although they found it convenient to play both Lincoln and Hampton in Washington. The Carlisle F. C. Club won 42-30 coming from behind in the last ten minutes of play. Victories were chalked up over J. C. Smith, Greensboro A. & T., Va. Union, Hampton and Lincoln. Finally in the last game of the trip, eight leg-weary, but valiantly hearted Maroon and White players were outscored but not outplayed by Wilberforce at Wilberforce 38-19. Newspaper reporter's statistics showed at the end of the first half that Morehouse had 18 chances to score to 16 for Wilberforce and the score was 17 to 10 in favor of Wilberforce. Muscles and eye did not co-ordinate. And for the first time in eight years, a Morehouse basketball team bowed to an intercollegiate foe.

Wilberforce was also the possessor of a clean slate for two years compiled mostly at the expense of club teams, and the three schools, Simmons, Ky. Normal, and West Va. Collegiate Institute, and with the majority of games played on their home floor. Yet for many reasons they have not been able to sustain their record when they

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ventured from their own back yard. After defeating West Va. 29-9 at home, losing a return game at Institute 23-14. And lately, I am told losing in Chicago.

At the request of Dean Mohr of Wilberforce I attempted to pick three All-American teams. I am appending to this write up that same section. The men picked are the best I have seen in action this year. The few teams which I have not seen, have not shown by their records any individuals who would possibly displace these. The men on the first team are the best players I have seen in action since the days of Gayles of Hampton, and Gilmore of Howard and Young of Lincoln. And I would think a long time before giving a quintet of such status the call on these five men. They have individually and collectively everything that a good basketball team needs.

ALL-AMERICAN BASKETBALL TEAMS

First—School	Position	2nd Team School	3rd Team School
Galyes—M. C.	Forward	McNichols—H. I. . . .	Ward—M. BU.
Willett—W. U.	Forward	Lewis—W. U.	Perry—A. U.
Hudson—W. U.	Center	Hargrave—H. I. . . .	Traylor—M. C.
Sykes—M. C.	Guard	Woods—L. U.	Ward—W. U.
Gunn—H. I.	Guard	Clarkson—H. U. . . .	Lane—G. A. & T.

MOREHOUSE COLLEGE BASKETBALL TEAM RECORD

Season 1923-1924—Average 42 points per game.

Morehouse—58	Atlanta 'Y' 30
Morehouse—48	Morris Brown 14
Morehouse—67	Clark University 15
Morehouse—47	Atlanta 'Y' 22
Morehouse—58	Morris Brown 15
Morehouse—39	Atlanta University 13
Morehouse—31	Clark University 7
Morehouse—53	J. C. Smith 22
Morehouse—39	Greensboro 18
Morehouse—39	Virginia Union 24
Morehouse—35	Hampton 27
Morehouse—30	Carlisle 42
Morehouse—28	Lincoln 19
Morehouse—19	Wilberforce 38
<hr/>	
Total. 591	306

**MOREHOUSE TRAMPLES MORRIS BROWN
IN OPENING GAME OF SEASON**

Atlanta, Ga., March 15th—With the temperature hovering near the zero mark and the ground wet with melted snow, the Morehouse Tigers walked away with their initial game of the season, winning from Morris Brown by the score of 10-5. Morris Brown, fresh from their victory over Atlanta University, started off with a rush; but

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quickly fell to pieces under the mighty onslaught of Coach Harvey's men.

Although this was Morehouse's first game, the entire team played in mid-season form. Harold, Morris Brown's Ace was batted from the box in the third inning being replaced by Henderson who pitched good ball for the remainder of the game.

The hitting and pitching of Clark, who gave up six well scattered hits; and the hitting of Idlett were the outstanding features of the game.

—L. Chas. Lagard, '26.

MOREHOUSE DEFEATS ATLANTA UNIVERSITY IN CLASSIC Clark, Morehouse Ace, Pitches Sensation Baseball

The late Bert Williams was wont to say, "He whom the gods would last destroy, they first made mad." The veracity of this statement was ably demonstrated Saturday when A. U. scored eight runs in the first inning and three more in the next two innings, while Morehouse was only able to score one. A. U.'s supporters went wild. However, their joy was short-lived as Clark who entered the box in the third inning only gave them two hits and one run. Morehouse started scoring in the first inning when Idlett dropped one over the left field fence for a homer. This hit started a batting rampage. Triples, doubles, and singles rattled off the Tiger's bats with the rapidity and precision of a typewriting machine. It was a hard day for pitchers, Marlin, Montgomery, and King being chased to the showers in short order style. In the first three innings an adding machine would have been as welcome to the score keepers as a block of ice in Pluto's realm.

The game was rather listless, full of errors bonehead plays, and other erratic features. It was not up to the usual standard of a Morehouse—A. U. game. Idlett, Williams, and Rogers were the batting stars of the day, while Graham and Clay were the feature men in the university line up.

Clark carved his name in the hall of fame when he took up the pitching burden with A. U. on the long end of a 10-1 score. In addition to his heavy hitting he pitched masterful ball throughout the game. He is without doubt the greatest pitcher in college baseball.

—L. Alexander Irving, '25.



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THE ATTAINMENT OF SUCCESS

By Agnes E. May, '27

THE word **ATTAINMENT** has many meanings, but the one that we are most interested in is, the accomplishment of some great task. This can not be done unless efforts are put forth.

The medium through which we can learn how to accomplish this task is education. Not only does education prove an important factor in the world today, but if we look back into the centuries that have passed, we can recall the indispensable role played by the men who knew the importance of education and were eager to impart their knowledge to those less fortunate.

Among such men are Socrates, whose schoolroom was the market places, the shops and the gymnasiums of Athens; Jesus Christ, who taught by the seashore, in the desert, on the hillside and by the Samaritan Well; and Abelard, who lectured in a mere shed while his eager students sat upon bundles of straw. If those students were so eager for education that they made the best of ever opportunity that presented itself, why should not we of this age, with our modern text books, libraries, and laboratories make the best of the greatest thing that will aid us in attaining success?

In true education there are three H's which must be developed before success can be attained. These may be tersely defined as the head, the heart, and the hand.

A true measure of the results of educational processes is to be found in the mastery of self and the expression of our conduct. All educational influences brought to bear upon man should produce a personality that governs itself in accordance with certain definite principles of conduct.

Somewhere, in some way, the individual must come into a consciousness of responsibility. He must be made to work, because work is the source of inspiration, the means of attainment, the realization of all for which life is worth the living.

We are in the habit of saying that man has a threefold nature: mental, moral, and physical. If man is subject to this threefold nature he needs to round out his life and make it worth living; nothing could be more useful for this purpose than the ministry that the school is ordained to give and the ability to put these three phases in proper balance.

Not all of us can be leaders of men but we can all strive towards a definite aim, which will lead to the attainment of success either as leaders or as followers.

CHRISTIAN EDUCATION

By Jeanette Hicks, '27.

EDUCATION has been defined as the development of the latent powers. Christian education is the development of the latent

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powers in a Christian environment. Christian education has exerted a tremendous force on the life of our country. We know that the first education which was offered by it was that education which sprang from the church. This was true owing to the fact that the churchmen constituted mainly the leisure and learned classes, and therefore it fell to their lot to instruct the youth of the country. Soon after the first schools were established other schools gradually sprang up until to-day we have many Christian schools.

This country has built up an excellent public school system, but its success is mainly due to the efforts of its teachers who came from Christian schools. Nevertheless it does not furnish the environment that Christian schools offer.

We have been told that man has three sides to his life namely the physical, mental, and spiritual. The efficiency of an individual increases in proportion to the development of these three sides. Let us first understand the development of these three sides. That training that employs the brain results in the development of the mental side of man. That training that develops the body makes the physical side grow and last but not least that training that develops the soul cultivates the spiritual side. In the development of these three sides of an individual the environment constitutes an important factor. In the public school system we find an adequate adaptation for the development of two of the sides—the physical and the mental. Two developments do not constitute a well rounded individual. These quotations express well the importance of the development of the spiritual nature. "For what shall it profit a man if he gains the whole world and loses his soul? First seek ye the Kingdom of Heaven, and its righteousness and all these things shall be added unto you." An individual is not complete without the development of his spiritual nature.

The Christian school provides adequately for the training of the physical and mental, and a superb environment for the training of the spiritual nature. One can not enter its environment and come away without having been touched by the hallowed presence of God. The songs, prayers and sermons both inspire and inform one how he may grasp the blessings of God. The pupil also takes an active part in the religious meetings, thereby receiving strength and nourishment to his spiritual fiber. The teachers by their example inspire the pupils to emulate their christian character. The distinct advantage of receiving an education in this cultural environment cannot be over-estimated.

This added spiritual culture enables one to grapple with the difficult obstacles with which he is sure to meet in the world. The world presents so many temptations that unless one has been spiritually balanced the training which he has will prove to be his undoing. This threefold culture of an individual makes him optimistic. He

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THE NEGRO FROM AFRICA TO AMERICA

Southern Educator Produces Notable Book on Race Question

Nashville, Tennessee, March 25th—(Special to the Athenaeum): —Dr. W. D. Weatherford, of this city, President of Southern College of Y. M. C. A., is soon to bring out what is believed to be the most thorough-going and comprehensive book on race relations ever published. The title, "The Negro: From Africa to America," indicates the general scope of the work. It gives no suggestion, however, of the vast amount of historical research which the volume embodies, relating to the Negro in his native home, the slave regime both in the Americas and in the adjacent islands, and the history and progress of the race since emancipation. To the great historical value of the book is added a wealth of popular human interest, through the inclusion of many intimate glimpses of ante-bellum conditions that have heretofore been inaccessible to most readers. The book is said to combine in a rare degree both the scientific and the popular approach.

In summing up, the author offers no final solution of the race problem, but emphasizes the conviction that if the two races will only exercise good will and helpfulness toward each other from day to day, the future may be safely trusted to take care of itself. The whole philosophy of the book is simply that of "doing the next thing" in a Christian spirit.

Dr. Weatherford has been a pioneer in the study of race relations in the South, having previously written several books on this topic. The appearance of his new volume is awaited with interest by the very large number of southern people who are earnestly pursuing the subject.

Impassioned speaker: How are we going to stop college men from using profanity?

Sophisticated student (to pal): Cut out their tongues!

* * * * *

"Let's go around this side of the building."

"No, there's a lot of coal around there."

"That's all right, I have my overcoat."

* * * * *

Stern proprietor: Don't you see that sign, "No smoking allowed?"

Astonished joker: Beg pardon, I didn't know I was smoking aloud.

* * * * *

"What's the longest word in the dictionary?"

Rubber! You can stretch it!

* * * * *

Prof.: I told you to see the dean before returning to this class. Have you seen him?

Frosh: Yes, several times—on the campus.

* * * * *

Prof. (to disappointed lover): Why are you smoking, son?

Lover: Because a feller burnt me out at my girl's house tonight.

* * * * *

"Is this a second-hand store?"

"Yes"

"Well, give me one for my watch."

* * * * *

"Young man, what's your profession?"

"A musician."

"What instrument do you play?"

"Victrola."

* * * * *

"Lady, could yer please gimme a quarter to get where me family is?"

"Certainly, my poor man, here's a quarter.—Where is your family?" At de movies.

ADELAIDE HERRIOT COLORATURE SOPRANO IN RECITAL

A few days ago the music lovers of Atlanta were favored by a most artistic program rendered by Madame Adelaide Herriot, an accomplished Colorature soprano of St. Louis, Mo., assisted by the Clark (Girls) Glee Club, the Morehouse Orchestra, and accompanied by Miss Florence Harris. Despite the threatening inclemency of the weather the Sale Hall Chapel was filled to capacity by the patrons of Shiloh Baptist church, in whose behalf the program was arranged and the ardent music lovers of Atlanta supplemented by a representative number of Morehouse students. The artist was honored by the members of the Kappa Alpha Psi Fraternity who sat with their lady friends in a body because of the fact that Madame Herriot's husband, Dr. Herriot, is a Noble Greek of the same Fraternity.

The Morehouse College Orchestra, under the able direction of the noted Violinist, Kemper Harreld, began the program with the well rendered Overture "Orpheus in the Underworld" by Offenbach, which creditably placed the audience in a receptive mood for the remarkable renditions that followed.

The (Girls) Glee Club of Clark University, under the direction of the noted Vocalist, Miss McArthur added the necessary touches to the variety of the program with "Greetings to Spring" by Straus, and "The Rosary."

The anticipation of a remarkable rendition and the respectful appreciation of the artist were shown in approximately five minutes of enthusiastic greetings before the first selection could be begun. The anticipation was not unwarranted for the concensus of critical opinion is that her equal as an entertainer and an artist has not come within the ken of the former season. The proof of her title "Colorature Soprano" was manifested in the selection "Lo! Here the Gentle Lark" by Bishop, in which the likeness of her voice in comparison with the sonorous tones of the flute that accompanied her, was noticed, and in turn acknowledged. "The Swift Swallows" by Eva Del'Agna, of a flighty nature, and imitative of the agileness of the Swallow well rendered, and met with enthusiastic applause. To display her remarkable range, the artist in the "Bell Song" by Delibes, repeated a cadenza in which she attained and held ad liberandum a G above the staff; of which accomplishment the merit is readily recognized, "Charment Oisea" (Thou Charming Bird) by David was sung in the original French which rendered it a sweetly romantic touch, and depicted the rare interpretation and versatility of the artist. "Nymphs and Fauns" by Bemberg was self explanatory in the words, "Come one and all, light measures treading" for "Light is the Air, and pure the heavens." The wonderful interpretation of the artist was again shown in her plea "Let me sing my song divine or I shall die of sorrow," from the "Song of the Soul" by Breil contrasted with the girlish nature of "The Little Damozel" by Iror Norello.

A pleasant and highly appreciable evening with the musical phase of the Five Arts was terminated with the suppliant and ecstatic words

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"Tell me, Tell me Pray; What's in the Air Today" from "What's in the Air Today," by Geelen. Again the enthusiastic appreciation of the audience was shown by tumultuous applause, which was not appeased until the artist appeared in person and bade them "Good Night."

—R. E. Brown, '25.

BOOKS AS COMPANIONS

By Lillie M. Sirmans, H. S. '24

The value of books to the individual cannot be over estimated, for in them the individual has a companionship that is more helpful than any other that could be formed.

A man is judged by his companions, because he is by nature imitative and when he associates with a person for a time there is a tendency for him to do what this person does. This companionship may help or it may hinder depending upon the kind of person the companion is.

As a man is judged by his personal companions so is he judged by the books he reads. For this reason he should read such books as are inspiring and uplifting, not those of a fickle character because, as stated above man is by nature imitative and if the books that have high ideals or some moral lesson are read he will be inspired to have the same ideal, but on the other hand, a book of low ideals and low moral tone will tend to degrade.

The question may arise as to whether books that contain only stories for amusement should be avoided. No, for even though we may find nothing essential to the forming of high ideals in them, they are of untold good because every one needs to turn aside some time from the regular routine of life and enjoy pure and wholesome amusement.

At times there may be circumstances in which the person desired for a companion may not be found but always there are books to be found, yet there is a possibility of making the same mistakes in choosing books as friends. In choosing a book, select one that has a meaning which connects it with life.

After reading a book one should ask himself first, if the enjoyment of the book has been so great that he cares to read it again; secondly, if it is the kind of book which educated people of refined taste would enjoy; thirdly, if it contains intellectual, emotional and artistic qualities that have made other books of the same class great; fourth, if there is enough truth, beauty, or active good in the book to make it worth reading; fifth, if the reading of the book has left any kind of wholesome or fine feeling in his mind. If these questions can be affirmatively answered the book is worthwhile, if not it should be discarded.

Every one should try to cultivate a love for books of the best type and form the habit of extensive reading. Langford has said that without the love of books the richest man is poor; but endowed with this treasure of treasures, the poorest man is rich. He has wealth which no power can diminish, possessions, which the more he scatters, the more they accumulate, friends who never desert and pleasures that never cloy.

Chapel Chats

Fate though kind and unkind never forgets the students of Morehouse. As she continues to unroll her scroll of time sending forth her sons with messages, without a doubt Morehouse College receives her share.

Attorney T. W. Holmes, one of Atlanta's eminent and most progressive men spoke to the Morehouse students on the night of February, 14th. In his interesting way he told us of the wonderful possibilities for the Negro in the field of Law. No doubt he stirred the aspirations of those who are already interested in law, and for the undecided, they now have it in consideration.

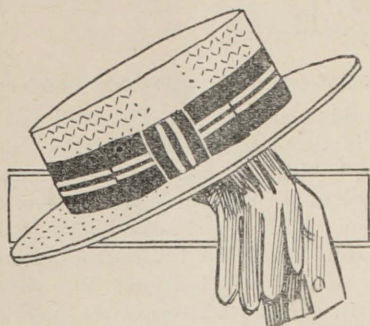
Perhaps the most striking lecture given in Morehouse Chapel was that of Mr. Chas. Stewart on February, 15th. As a friend Mr. Stewart is intensely interested in us and always brings us a real message. Through the entire lecture the speaker would have us realize that our age is not to be computed in terms of years, but by the service we render, which must be backed up and have for its foundation, preparation. He brought before us the lives of two men, both of whom we read about in the Bible. One lived 969 years, the other 33 years. The first lived—that's all we know, the latter, Jesus Christ, went through the process of changing worlds into what we call death, yet he lives on. Note the difference in the two lives. The age of Jesus Christ cannot be computed. His life was spent in preparation and he got where God could use him, for God can always use a prepared man. Don't stop to question your poverty for money is not everything we need. He further impressed upon us that it is not the number of years we live but the service rendered. What service have we given to God, and how much have we helped Him in his program? Color, race or creed is not to be regarded. Let us stop and tell the

world to stand aside and let MEN pass by. In the economic and Industrial world Dr. E. T. Devine gave us a deal of information, on the night of February, 20th, concerning the coal situation of the United States. Dr. Devine is former instructor of Economics and Sociology at Columbia University and Director of the New York Social School. He was a member of the Commission appointed by Pres. Harding to investigate the entire coal situation of the United States. Some of the findings of this Commission, as stated to us by Dr. Devine are that soft coal is found in twenty-eight states while hard coal is found only in one section of one state. The mining of soft coal demands the employ of many miners—thousands of laborers both white and colored. Hard coal, the more expensive and less used, employs mostly foreigners in its mining and less than fifty Negroes. There is no doubt that the coal situation in the United States at present is worse than in the history of the country.

On March seventh Dr. Curtis Lee Laws, Editor of the Watchman Examiner spoke to us. Dr. Laws in having us remind ourselves of how much we are worth, dared not leave out our character and reputation. Character is that something about us which we can change to make good on bad, for it is judged by the Almighty, but reputation, as we are seen by our fellowmen is not so easily changed and seldom is. He also would have us know that in asking the question, "How much are you worth in money?" We must also ask: "How much are you worth to God and to man?" and "How much are you worth in personal purity?" We cannot mean very much to God or man if we are not personally pure, and again he says that while we think of money as the coin of the realm, so we must think of character as the coin of Heaven.

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