

The Colored American

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Subscriptions may be sent by postoffice money order, express or by registered letter.

All communications for publication should be accompanied with the name of the writer not necessarily for publication, but as a guarantee of good faith.

We solicit news, contributions, opinions and in fact, all matters affecting the race.

We will not pay for matter, however, unless it is ordered by us. All matter intended for publication must reach this office by Wednesday of each week to insure insertion in the current issue.

Agents are wanted everywhere. Send us instructions.

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THE COLORED AMERICAN,

EDWARD E. COOPER, MANAGER 459 C Street Northwest. WASHINGTON, D. C.

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AGENTS WANTED EVERYWHERE.

THE COLORED AMERICAN wants good active agents to canvass for subscriptions at all points not now pre-empted. Good inducements offered. Write at once for terms, etc. Address

THE COLORED AMERICAN, 459 C Street N. W., Washington, D. C.

IN THE LEAD.

There are 112 newspapers, with a combined circulation of 76,500 copies, published in the interests of the 7,470,000 Afro-Americans in the United States.

THE TWELFTH CENSUS.

The Twelfth Census is about to be taken. It will be a contribution to the history of the times, the value of which is beyond computation. In scope of inquiry, and comprehensive collation of results achieved by this nation in the past ten years, it will exceed in interest any similar census yet made by the American government.

To our race this will be welcome intelligence, for the coming census means much to us, both as to statistics and employment. We learn that special care will be taken to secure data which will portray the Negro at his full value.

In the matter of recognition in the Bureau, we have no doubt the colored people will fare well, and that we shall be given more and better positions than we received under the eleventh census.

Everytime Otis' army puts its hand on Aguinaldo, he isn't there.

THE NEGRO EXHIBIT AT PARIS.

President McKinley and Director Peck have done well in deciding that the progress of the Negro shall have ample display at the great Paris exposition of next year.

Calloway as the superintendent of the department in question. He is in every sense qualified for the work in hand, having a thorough knowledge of the educational and mechanical resources of the race, and broad ideas as to the general scope and character of such a representation.

Star, Post and Times have studiously refrained from discussing this theater discrimination and have refused to publish any of the dozen letters we know they have received, touching the incident. The Weatherless case was so badly garbled and distorted in the news columns until the public mind was at a loss to see why that estimable gentleman was not locked up as a dangerous character to be at large, and that Chase's law breaking tactics were the acts of a broad-minded philanthropist.

Palmer's chance to "make good." The coming of Congress will make necessary a heavy increase in the force at the Government Printing Office.

MR. WHITE'S BILL. Congressman White's bill to prevent lynching and to permit the cooperation of federal officials in enforcing the laws when the state is unwilling or unable to afford adequate protection to persons accused of crime, will be introduced shortly after the opening of the session of Congress.

At this Thanksgiving season, despite the dark clouds that hover about us, The Colored American has much to be thankful for. We are delighted to note the healthy interest taken by our people in recent municipal contests, large votes being polled in city elections where no issue touching color was involved.

THE TENANT PAYS THE TAX. We are delighted to note the healthy interest taken by our people in recent municipal contests, large votes being polled in city elections where no issue touching color was involved.

North Carolina takes new hope from the defeat of the Georgia Hardwick bill. The world tips its hat to success and asks no explanations. There is, indeed, a reason.

Rabbi Hirsch says "race prejudice is born of ignorance;" and Rabbi Hirsch is right. Is the democratic party equal to its great opportunity to win the confidence of the Negro, South and North.

Now and then the critics of Booker T. Washington muster up enough courage to emit a feeble wail. The Negro should cease to be his own worst enemy. Let us help all to build who show a disposition to rise.

Largely responsible for the crushing defeat of Hardwickism—Booker T. Washington, Bishop H. M. Turner, Col. Pledger and Rev. H. H. Proctor. Editor Fortune thinks Augustus Van Wyck, the man "Teddy" Roosevelt beat for governor, will be Bryan's running mate on the democratic ticket.

OUR ONLY PLACE TO SECURE A HEARING. There never was a time when the value of Negro journals was more conclusively shown than during this civil rights episode with the New Grand management. In matters where color is in question and a principle is involved which arrays white as a class against blacks as a class, fair play can not be expected at the hands of our Caucasian dailies, and we have not had it in this case.

In latter day politics, human rights seem to be a dead issue. Commerce with a capital "C" is the dominating force of our rational life. Verily, the Dollar is King.

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HON. D. B. HENDERSON.

To be Chosen Speaker of the House of Representatives for the 56th Congress. A brave defender of human rights and broad citizenship for all. His administration will be a success.

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End the war in Philippines. The American laborer can ill afford the expense and the nation cannot stand to lose many of its valuable young men like Major John A. Logan.

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ment, and arrange a settlement of all pending questions on an equitable basis.

The Southern Republican is printing some good editorials now-a-days. They are taken from The Colored American and the small matter of giving credit therefor is overlooked in the burning desire to get them quickly into the hands of their patrons.

Some years ago, in an unguarded moment Senator Thurston wrote a love song. It has caused him no end of mental anguish ever since. Some years ago, Editor "Harry C. Smith" claimed to have composed a love song, with like experience. Thurston wrote his.

The Hospital Herald, Charleston, S. C., is an able and neatly printed journal, devoted to hospital work, nurse training, domestic and public hygiene. It is the official organ of the Association of Colored Physicians of South Carolina, and its staff is as follows: A. C. McClennan, M. D., Editor in Chief; R. J. MacBeth, D. D. S., and Lu. Y. H. Brown, M. D., associate editors; J. R. Levy, M. D., Florence, S. C., C. C. Johnson, M. D., Columbia, S. C., corresponding Editors.

THANK-GIVING.

Give thanks, ye men who have received from God Gifts great, and ye, who bow beneath the rod. Even ye give thanks! Ye first unto these set. Show charity—Ye know that' unsurpassed In gifts of love are those who humbly bear chastisement. Not on high the flare Of diadem upon the brow but deep Within the heart the self-same throbs as thine Proves thou art brother. Share they wine

—BE-SIE BURNS-WALKER

They Graduate Trained Nurses. There at present in this country five hospitals which give to colored girls the trained nurse course and grant diplomas to graduates.

In the Creole Capital. New Orleans, La., special—The reception accorded Prof. Booker T. Washington, at Central church, Friday night 10th inst., was a grand affair, and gave evidence of the high esteem in which he is held in the city of New Orleans.

St. Augustine's Church Fair. A fair opened at St. Augustine's church on the 21st for a run of two weeks, and it promises to be a most successful affair. Judging from the interest shown by the Catholics throughout the city large attendance is to be expected every evening.

THE FUNCTION OF LANGUAGE

(Continued from first page)

A small per cent of the students who have studied either or both of these languages ever take the trouble to find out why the classics form such an important feature of their educational life; they accept the study of the classics as a matter of fact, just as they accept other customs and conditions into which they are born.

It is a well known fact, continued the essayist, that the Latin language never ceased to be used even after the fall of the Roman Empire, but from that time on through the middle ages, it continued the language of all international intercourse, and the instrument of all higher thought. It became the language of the diplomat and of the scholar. All treatises on theology, law, science, criticism, and philosophy were written in the language of Cicero and Livy. More than that it was thro' the Latin and its literature that the scholars of the time were introduced into the life and thought of the ancient world. It is not strange, then, that the Latin, touching the scholar, as it did, in so many points of his investigation, should have become a national and necessary part of the higher learning in the beginning of modern civilization.

After discussing the latter-day objections to the illusions of the "dead languages" in college courses, he analyzed the usual arguments offered in defense of the classics—that Greek and Latin both in form and expression are the most finished languages known to the philologist and, therefore, afford discipline for the mind and training in exact expression. We are told, also, said he, that the classics because of their beauty of thought and expression have a most cultural effect upon the mind. Still another argument, and one which has been urged with great effect, is that, for the expression of great thought and lofty sentiment, the English language depends almost entirely upon the Greek and Latin.

No one who lays the slightest claim to discernment will hold that the classical languages as a mere linguistic acquisition apart from the study of their spirit and meaning in civilization would be of any great pedagogical value; but the value of the study of the ancient languages rests in investigating and assimilating, through the medium of these languages, the spirit, government, religion, and other sociological features of the nations who spoke them. Civilization is not a spontaneous, but a continuous growth; as we look back over its history, it is clear that any particular stage of civilization represents the accumulation of successive stages

of antecedent civilization and, yet, each stage has some individualizing characteristic.

The bulk of effort in the secondary and in the higher education is directed along humanistic lines. By humanistic studies we mean those studies whose subject matter is man as opposed to matter; studies that concern themselves with the record of human activities, human thoughts, human aspirations and human achievements. In other words, literature, history, and language have the largest claim on the time and effort of the students in the secondary and in the higher stages of culture. Higher education, then, is in large measure a study of civilization through one or all of these subjects—its purpose is not merely to examine the modern phases of civilization, but to trace its thread as they extend back and are rooted in the past.

Of the Roman contribution to civilization, a teacher says: "Roman history is the great central nucleus by which the history of the world is connected; Rome handed us the civilization of Greece, gave us community of thought and ideals, rules us today in civil and ecclesiastical law. Hence Roman history lives in the present and must be taught." The above statements very clearly indicate that there can be no genuine study of the problems of modern civilization until we have studied the character and spirit of those peoples with whom all the essential problems of our civilization originated. Greece stands first of all as the center of beauty, giving original impulse and direction to those forms which appeal to the highest qualities of the soul. All that is most beautiful in literature and art, as well as the highest standards of culture and taste may be traced to the refining influence of the Greeks. The most finished literary productions of modern times, whether they be English, German, French, or Italian are based upon Greek models. One finds it impossible, except in a superficial way, to enjoy, appreciate, and understand the greatest productions of modern literature, unless he is familiar with the Greek sources of which they are imitations.

It does not exaggerate matters at all to say that it is impossible to estimate the value of the Roman contribution to our civilization. In the way of practical affairs, if we are indebted to the Greek for the first models in almost every kind of art, we owe a greater debt to Rome for teaching us legal, ecclesiastical and political forms. The Greek civilization stands for beauty; the Roman, for force; Greece showed what heights could be obtained by the human intellect, and taught all nations which followed her the meaning of liberty; Rome showed what could be accomplished by irresistible force and how to govern the nations by law; Greece left many models in art, in architecture, and in poetry; but Rome left to the nations of Europe the moulds in which to form their three most substantial factors—language, laws, religion. Every student of language readily recognizes in the French, the Spanish, other Roman languages of Europe the modern perpetuation of the popular Latin in vocabulary structure and often in form. The old Roman law forms the basis of the civil code of all the Latin races of Europe and America. The Roman Church governing the entire Catholic world by its vigorous and extensive ecclesiastical polity simply reflects the spirit and methods of ancient political Rome. No one who recognizes the derivative character of our modern civilization will hesitate to grant that it is nothing short of imperative that students in the higher education whose duty it is to investigate the problems of art, literature, science, government, and philosophy should be well acquainted with the people who first attacked and in many cases most successfully solved these problems.

He then discussed the question whether such acquaintance can be secured through the medium of the so-called translations apart from the study of the Latin and the Greek languages, concluding that the experience of scholars, the testimony of educators, and the action of a discerning public justified an answer emphatically in the negative. The objection may be raised that only a small percentage of the students who pursue the study of classical languages in the secondary schools ever go to college or through the study of social problems ever have occasion to consult classical sources. We answer this by saying that it is not urged that the humanistic study of the ancient languages is the only value to be found in them, but that even if a pupil pursues the study of Latin on one or two years, he receives a greater amount of mental discipline, and of training in the use of his own language than he would receive from the study of any other subject for the same period of time. The discipline and training in judgment which a boy must receive in applying the principles and facts of Latin grammar in order to find out the meaning of a passage in Nepos or Ovid cannot fail to stand him in good stead when he attacks the problems of every day life. The present commissioner of education, a recognized authority on pedagogic questions, even goes so far as to say that "of a hundred boys, fifty of whom had studied Latin for a period of six months, while the other fifty had never studied Latin at all, the fifty who had the smattering of Latin would possess some slight impulse toward analyzing the legal and political view of human life, and surpass the other fifty in this direction. Placed on a distant frontier, with the task of building a new civilization, the fifty with the smattering of Latin would furnish law makers and political rulers, legislators, and builders of the state."

There is another phase of classical study which tends to the higher side of the linguistic but yet does not occupy the time of any considerable number of those who engage in classical study. I refer to the historical study of Syntax, the minute study, and inspection of inscriptions on coins, monuments, and the ruins taken from excavations; the perusal of obscure manuscripts and old literary fragments; the critical interpretation of texts, and the comparative study of the grammar of the classic languages both with reference to the modern languages and other ancient languages—all of these subjects engage the attention of a small but earnest coterie of investigators who by applying scientific methods to the problems of language have at once produced the arena of classical research and created a general spirit for that higher criticism which is so characteristic of the present century. The question might well arise as to

what is at present the actual status of the classics. Are they holding their own in spite of the arguments of the utilitarianists and in spite of the introduction on the more gaucy side of the curriculum of secondary subjects and colleges? In a tabulated statement recently obtained from the National Bureau of Education, and published in the October number of the Educational Review, some very marked statistics are given concerning secondary schools, both public and private, for the first eight years of the decade beginning 1892.

According to the present view of the higher education one can not be considered liberally educated who has not at least a reading use of French and German. The study of French and part of a liberal education was introduced in this country very early in the present century. This was due to the pressure of our early political relations with France and to the use of French as the language of diplomacy. Harvard College first recognized the modern languages and soon after the modern languages are abolished the Smith Professorship of French and Spanish; very shortly after that provision was made also for the teaching of German both because of its use in the higher departments of thought and because of the influence of Goethe and his school in this country.

Through the study of French, German and Italian we have brought into touch with many of the masterpieces of the world's literature, whose content and beauty are inseparable from their linguistic dress. The works of Goethe and Schiller, of Dante and of Petrarch, as well as the charm and grace of the French prose afford such lessons in art, in sympathy, and in thought that the student of literature can not but feel that his training has been serious and neglected, if he is unable to read and study the productions of these masters in their native garb. It is especially, is of vital necessity for students in colleges, universities for post-graduates and professional schools, to matters not what the subject of investigation may be, what they find that its higher and more intrinsic phases have the most part been treated by German and French authorities, and that recourse is to be had to such authorities only through a reading use of the languages in which they write.

In mathematics, ten valuable works are published in that language or German to one in English; nearly all of the best bulletins and reviews in the natural and physical sciences, as well as the standard works on these subjects are German publications; the student of the classics whether investigating literary or linguistic questions must look to Germany for valuable assistance. Even from a strict view point of utility there can be no doubt among educators is that, even if secondary higher education is to advance, it is the philosopher in the state school whose business it is to teach the individual history of words and to prosecute the comparative study of languages is poorly equipped indeed, unless he can handle the ancient and modern languages with equal facility.

With regard to the value of the educational use of the modern tongue, it must be said that the general opinion among educators is that, even if secondary schools and in colleges, it is of special value and, therefore, has a well defined function in the higher education. There are not, perhaps, two colleges in the United States which offer complete facilities for acquiring a conversational use of the languages.

In conclusion I claim that the study of any foreign language whether ancient or modern is of great enlightening value and has the effect of taking the student out of his immediate environment and placing him in contact either with the rich resources of civilization or with the higher culture and thought of those modern nations whose civilizations have taken a form different from his own. It broadens his sympathies, expands his thought and gives him a deeper insight into life. In the language of a famous scholar "Happy are they who thro' the formal education of the schools are brought into touch with the attitude of other peoples as embodied in their language and especially of those peoples who by spiritual life has blended into the currents of his own."

George M. Lightfoot was born in Colpeper, Va., December 23, 1878. He attended the local schools until he was fourteen, when he entered Howard University, where he remained for five years, completing the Freshman class. He then entered the Sophomore class of Williams College in the fall of 1898 and was graduated in the class of 1901. Both at Howard University and at Williams College he was noted for the accuracy and reach of his scholarship. On graduating from Williams College he was appointed assistant in the Preparatory Department of Howard University, where he has since labored as assistant Professor in Latin and the modern languages. Mr. Lightfoot succeeds in stimulating the interest and enthusiasm of his pupils in the progress made in the study of Latin. Prof. Lightfoot's instruction in Preparatory Latin has been passed upon by educational experts, and he is pronounced one of the best teachers of the subject in the country. For several years Prof. Lightfoot has been taking courses in Low and Medford Latin at the Catholic University in America. Mr. Lightfoot takes rank among the brightest men of the race for accurate and exact scholarship.

Miss Burroughs in Louisville. Miss Nannie H. Burroughs, who is taking a course in domestic science at Louisville, Ky., under Miss Snow, is doing finely. Some objection was made to her at first on account of color, but Miss Burroughs' intellectual ability and refined qualifications soon made her a favorite, and she stands second in a large class, of which she is the only Afro-American member. Miss Burroughs is a convincing student and is in frequent demand by Louisville's literary organizations.

Dr. A. Curtis has been conducting a number of very delicate operations this week at Freedmen's Hospital, and was successful in each case. The Doctor is a gentleman of culture, surgically and has an engaging address and firmness of character that is winning friends among all classes. He is in charge of Freedmen's Hospital a magnificent administration.