Mr. and Mrs. Cardozo Present
Valuable Art Collection to
Bowie -

The stage of Banneker
auditorium had been convert-
ed into a miniature art gal-
erry for our chapel exercise
of January 29, making an
appropriate setting for the
formal presentation of
pieces of art to Bowie by
Mr. and Mrs. Francis J.
Cardozo of Washington, D.C.

Included in the display
were portraits of American
men of letters, pictures of
masterpieces in Greek and
Roman architecture, a marble
statue of Venus, considered
by many to be the most
beautiful of all the statues
that have survived from
antiquity, and two plaques
representing night and day.

Both Mr. and Mrs.
Cardozo thrilled us with
their descriptions of the
various studies. Mrs. Lillian
Johnson, president of the
senior class, gave the
acceptance speech for Bowie,
closing with these words:
"Your move by the gener-
cous spirit behind the gift
and we arc bound to recei-
vo bounteous benefits because
of it. We thank you and
assure you that as we receive
continued pleasure from it,
we shall ever breathe a
prayer of gratitude, and
aspiration for long life,
health, and happiness for
Mr. and Mrs. Cardozo."

Bowie Observes Negro History
Week.

Following the custom of
former years, Negro History
Week was observed at the
Normal School with appro-
priate exercises for each day.

An innovation was the
exhibit of rarities found in
the homes of the communities
near the school planned by
Mr. Wiseman and Miss Randall
of the Demonstration School
on February 7. Mr. Wiseman
explained how such materials
in our own surroundings might
be utilized to motivate the
study of Negro History. In-
cluded in the collection was
a Dutch mug made in 1619, the
very year the Dutch vessel
brought a ship full of
tegroes from the west Coast
of Africa to Jamestown,
Virginia and sold them for
slaves. Other interesting
articles were wool carders,
a sword of the civil war, an
old writing desk, clock, and
several pieces of early
American wearing apparel,
each offering a practical
avenue of approach to some
vital aspect of Negro history.

A well received program of
musical and literary selec-
tion from members of the
communities represented com-
pleted this unique affair.

Students Participate -

That the students had done
some worthwhile research was
evidenced in the programs pre-
sented on Monday, Tuesday, and
(Continued on page three)
HEALTH FIRST (Continued)

serious diseases are actively at work undermining the system before they are detected. If you require medical care for some recognized disorder, pursue the treatment faithfully. If you are developing dangerous habits of eating or other menacing additions, follow the advice which your physician can give you, and thus ward off disease and disability. Do not become overly concerned, however. Worry about a real or fancied trouble is in itself very harmful.

The successful work of the teacher requires the understanding of and ability to manipulate, 30 to 50 infinitely complicated machines with various capacities for work; each subject to change without notice from dry to dry and from hour to hour, and each affected more or less by surrounding conditions, the time of dry, and particularly by the health of the teacher. It is the utmost importance to all concerned that the teacher be always at her best.

In accepting her position the teacher assumes the responsibility of giving to the school, and through the school to the community, the best that is in her. In doing so she falls under the influence of the most powerful stimulus to the attainment and maintenance of the highest health, for she can do her best only when he is at his best. The conscientious teacher will be interested first in her health. She should have in mind also that in the matter of health and personal appearance she is unavoidably an example to her pupils.

Make every week a Negro health week and see what an improved, plenteous, and uplifting environment you will be living in.

Lillian Johnson '37

"ELEVEN COMMANDMENTS" FOR TEACHERS

Every teacher who is worthwhile is subject to annoyances, worries, and discouragements, and each should give of her help and sympathy to others.

Browsing through some nooks in our library, I came upon the following commandments which may be of unsurpassed value to you.

1. Thou shalt have other interests besides thy schoolroom.
2. Thou shalt not try to make of thy children little images, for they are a lively little bunch, visiting the wiggling of their captivity upon you, their teacher.

(Continued on page three)
"ELEVEN COMMANDMENTS" FOR TEACHERS
(Continued from page two)

unto the last weary moment of the day;
and showing interest and cooperation unto
those who can give them reasonable free­
dom in working.
3. Thou shalt not scorn the names of thy
children in irritation, for they will not
hold thee in respect if thou screamest
their names in vain.
4. Remember the last of the week, to
keep it happy.
5. Humor the feelings of thy children
that their good will may speak well for
thou in the little domain over which thou
rulest.
6. Thou shalt not kill one breath of
stirring endeavor in the heart of a little
child.
7. Thou shalt not suffer any unkindness
of speech or action to enter the door of
thy room.
8. Thou shalt not steal for the drudgery
of many "papers" the precious hours that
should be given to recreation, that thy
strength and happiness may appear unto
all that come within thy presence.
9. Thou shalt not hear witness to too
many "schemes of work", for much scatters­
ed effort is a weariness to the soul and
a stumblingblock to weary fingers.
10. Thou shalt not covet thy neighbors
room, nor her children, nor her manner,
nor her system, nor anything that is thy
neighbor's, but work out thine own
salvation with fear and trembling-only

don't let anyone know about the fear and
triumph.
11. Thou shalt laugh-when it rains, and
wee, woolly ones muddy the floor, when
it blows and doors bang, when little
angels conceal their wings and wriggle,
when Tommy spits ink and Merry flops a
trey of trailing letters; when visitors
appear at the precise moment when all
small hands have forgotten everything you
thought they knew.

And again I say unto you, laugh, for
upon all these commandments hang all the
laws and the profits in thy schoolroom.
(Selected)
Lillian Johnson '37

NEGRO HISTORY WEEK (Continued)
each class.

FORMER ASSISTANT RECORDER OF DEEDS SPEAKS

Lawyer Richard Thompkins, formerly
Assistant Recorder of Deeds in Washington,
D. C. was the principal speaker on Thurs­
day. Lawyer Thompkins brought us a wealth
of information on the subject "The Negre
in the Professions". Mr. Edward Na Arnold,
uncle of Lawyer Thompkins and author of a
book on Paul Lawrence Dunbar, was present,
and in the course of a brief talk, recalled
the address of Frederick Douglas he had
heard 46 years ago on the subject, "My
Conception of Religion". Mr. Arnold gave
us a vivid description also of Douglas' funer al
which he attended in 1895. Miss
Hill had charge of this program.

FACEAPT ON FRIDAY -

"The Negro in Art and Music" was de­
picted in a stirring pageant produced by
the Freshmen class under the guidance of
Miss Robinson at the regular Friday
assembly. The Freshmen class received a
big hand for its excellent singing of
Negro Spirituals.

DRAMATIC GROUP PRESENTED -

Saturday's program with the topic "The
Negro in Literature" was especially signi­
ficant because it marked the initial appear­
ance of the "Boys Art Theater", better
known as the "Bats". The evening's enter­
tainment began with "Musical Moments",
followed by a short discussion of the topic
"The Philosophy of the Negro As Revealed
in His Literature." The "Bats" triumphed
in their production of "Mortgaged" by "Alli
Richardson. The cast, composed of Mr.
Jones, William Bishop, Francis Noel, Helen
Chase, Alyne Bryant, and Mr. Joseph Wisem, turned in commendable performances. Hints
off to the "Bats" end to the Misses Randall
and Robinson and Mr. Wiseman, directors of
the group. Mrs. Law was sponsor for the
occasion.

MRS. ALLYONE, SUNDAY SPEAKER -

Mrs. Bruce Allyone, social worker and
Supervisor of Adult Recreation in Baltimore
and speaker for Miss Fators' program on
Sunday, February 14, declared that "Service
is the price we pay for the space we occup
while on earth".
NEGRO MUSICIANS AND THE MUSIC—By Maude Cuney-Hare

Mrs. Hare, a pianist, lecturer, and writer, was born in Galveston, Texas, February 16, 1874, and died in February, 1936, just a few months prior to the publication of her book. Her musical education was received at a conservatory in Boston. She was a valued contributor to the Musical Quarterly, Musical Observer, Christian Science Monitor, Musical America, and other newspapers and magazines. Mrs. Hare found time to establish in Boston the Musical Art Studio.

It is the authors idea to convey to the public as well as to the race the concrete facts concerning the Negro in the field of music.

To those who do not love music as well as to those who do, this book has a charm which is all its own and which is really captivating.

Some merits of the work given by others are:

"The first history of the Negro in music".
"The only thorough treatment of the Negro in any of the arts".
"The first volume to trace the development of the Negro musician from Africa to America."
"The first book to compare scientifically the achievements of the Negro in this sphere with those of other advanced peoples".
"The first effort to preserve in scientific form the records of musicians who have achieved well but since passing have been all but forgotten".

A few interesting facts presented are:

The Negro, a musical force, thru his own racial characteristics has made an artistic contribution which is racial but not yet national.

Negro music traced to its source carries us to the continent of Africa, to the dances of worship, war, and tribal dances. In like manner, many of the songs are found based on a fable or folk tale of a racial custom.

African musical influences in America date back to days of slavery, but in the past few years native African youths, coming to this country to study have brought valuable information regarding African music, especially to Hampton Institute and Fisk University.

Negro music is one of the foremost subjects of discussion in the modern world. There are two classes of native composers, the intellectual musician and the versed in jazz.

To the world at large the Fisk Singers have revealed the beauty of the Spirituals thru the genius of Harry T. Burleigh and Clarence C. White and a number of others who are experimenting in jazz.

The Samuel Coleridge-Taylor Society of Washington, D.C. has been one of the most potent aids in the advancement of musical culture in the capital of the nation.

The Hampton Choir under Isaiah Cleaveland Dott has performed choral singing as well as Fisk University Choir and Tuskegee Institute Choir under the direction of William L. Dawson.

A recent symphonic group that is winning applause in the musical world is the Baltimore City Colored Orchestra organized November 3, 1929.

Some of the Negro World Musicians of color are:

Samuel Coleridge-Taylor, a native of England, Harry T. Burleigh, William H. Richardson Bartolomé; Maud Cuney-Hare, pianist; James Hoffman, Violinist; F. W. F. Taylor, a native of Canada, Paul Robeson, a Negro folk song singer and William Dawson, trombonist and composer.

Of those Negro musicians devoted exclusively to interpretation Roland Hayes, tenor, deserves the most conspicuous place. Following in line are Harriet Andersson, the leading contralto of the Negro race, Edith Abercrombie, and Edna Evart soprano member of Opera Company at Milan, Italy, Jules Slesdorff, a baritone, and others.

Florence Shelton '37
"The boy is much more important than the book."
"Lost-Sometime yester-
day between sunrise and sun-
set with sixty diamond min-
utes. No reward is offered
for they are gone forever".

When you first read
the above lines by Horace
Mann, what train of thought
did it evoke from you? Did
it make you suddenly aware
of the immense wealth we
all possess and partly
waste? That was my re-
action. It seemed that
something deep inside of
me came to life, bringing
with it a resolution to
use this wealth to the best
of my ability.

Time is valuable. Let
all of us use each precious
moment profitably.

We must also consider
that "all work and no play
makes Jack a dull boy" and
provide for leisure. In
doing this, however, we
must remember that leisure
is not inaction, but a high
or kind of activity.

An excellent attitude
toward time is portrayed in
those lines by Ann Betchel-
dor:

If I have lost one
perfect hour that night
have been,
Or failed to pick one per-
fec! flavor
That grew my garden close
within;
Let me not to my losted
breath,
Know any feeling save
regret,
No look upon delight till
deth
Steals by and whispers,
Heart, forget".

Inez Johnson '39

Juniors in Original Drama

The Juniors presented
an original play by Agatha
Jones Saturday, March 13,
titled "China Town Fights".
Both the play and the per-
formance reflected credit
on the Juniors. Brave, Junior!

"The future of the
race depends upon the con-
servation of its health", said
Booker T. Washington.
As a leader of the Negro
race he was fully aware of
the tremendous and need-
less loss of life among
infants, children, and
eight due to preventable
illness or lack of proper
medical facilities. This
timely philosophy has
caused the continuation of
his institution, "Negro
Health week". For the
last quarter of a century
efforts have been made to
install into our population
health consciousness. To
a great extent this has
been done, and we see re-
sults in the increased span
of years in human mortality
and a decreased in infant
mortality.

Through cooperation
of the National Negro Health
Week Committee in Washing-
ton, valuable information
and suggestions are dis-
sseminated in all communi-
ties. Here at the Maryland
Normal School appropriate
exercises have been con-
ducted for several weeks.
After having won a gold
medal for accomplishments
for four successive years,
a mahogany plaque was pre-
sented to Prince George's
County in 1936.

This year more atten-
tion will be given to the
community at large. The
exercises here at the
school are quite instruc-
tive, but it is felt that
a definite service can be
rendered in aiding and
supervising a general
clean-up of our less health
conscious neighbors. Certain
parts of the immediate
community are not only
unsanitary for those direct-
ly connected, but unhealth-
ful to the vicinity as a
whole. If these germ breed-
ing places can be cleaned up,
our community will be a more
wholesome place in which to
live. The committee plans
to have photographs taken
before and after each "clean-
up".

Our 1937 campus activi-
ties will consist of lecture
on pertinent subjects. A
baby clinic is contemplated
for Sunday, April 5, for com-
plete physical examination of
babies that have been unable
to have one privately. Health
plays both by Normal School
and Demonstration students
will be presented.

Since an insistent drive
is being made against venereal
diseases by all public and
private health organizations
we do not feel that the week
would be complete without
some attention to this tre-
mandrous plague. Consequentl
ty, Dr. F. Leveille, Specialist,
will address the group on
Thursday, April 8, at 3 p.m.
His address should not only
be interesting but also quit
educational.

Mr. E. E. Lipphardt,
Superintendent of the County
Health Department, will talk
on Tuesday, April 11, for
our general clean-up day
and special emphasis will be
placed on "wholesale clean-
liness".

Dr. T. I. Brown of Miner
Teachers College will close
the week with a health ser-
m on Sunday, April 11.
(Much of the information
appearing in this article was
secured from Mr. E. E. Ewing,
Secretary of our Negro Health
Week Committee.)

Carrie Bowser '37

"The 'everlasting monkey
in man' is a valuable
trait if we know how to
control it".
A COMEDY OF ERRORS

Well, if you had been there you would have cracked your sides laughing. The whistle blew and the fun began. Fang! went a hand in the referees face. His mouth was bruised. The game was resumed, but for a few moments the referee was down, one-two-three-four. He was up.

What kind of a game was this—football, boxing, or what? The guard on one side was holding the ball as if it were glued to his hands. The crowd went wild.

Well, this was scheduled to be a basketball game, but what it really was, you will have to decide.

ELINORA MILES '37

JUNIOR CLASS NEWS

Who said the Junior Class isn't sociable? We just love to sit and talk, dance and play games together as one big family.

Friday, March 5, 1937, the girl's recreation room rang with the laughter of the jolly junior lads and lasses as we danced, played games and told riddles.

Stand by for a crash!—the junior quartet sang for us also.

"Who are they?"
"Guess!"

Flash! Flash!

The junior class has had several meetings in which we have been discussing the "Junior-Senior Prom". Don't start to dance now, seniors, but wouldn't it surprise you if you walked into the auditorium that night to the tune of Jimmy Lunceford's swing band?

AGATHA JONES '38

A man can be pretty accurately measured by the size of the thing that makes him angry. —Psychology

WE SHALL MISS HER

We remember her as if it were just yesterday that she came padding down the lane, with a strong determination to fulfill her mission. This character, dressed in her dingy white gear, showed not a bit of her thirty-six years of life that she had so faithfully served. She was swift, enduring, and thoughtful. She patiently trod to the woods below the girls' dormitory and was relieved of her ponderous, weighty burden which she bore as though it were merely a load of feathers. In her attempt to return, she found that she could not support herself. In her struggling efforts to endure, which was her lasting determination, she crumpled to the ground in a massive heap. She uttered not a distressful sound but calmly closed her weary eyes as Death pulled down its curtain to shut out the rays of hope, endurance, service, and faithfulness which her life had brought to us.

She lay enwrapped at her point of surrender until the autopsy was performed by Mr. A. L. Bruenker, Acting Chief of Maryland State Board of Agriculture. The results showed that her death was due to a sudden heart failure in lieu of sickness which she had never known in all her thirty-six years.

This is the story of the tragic end met by our beloved campus horse—Julie—who was purchased along with a mate, Grey, under the administration of Mr. Goodloe. Grey died about seven years ago. Unlike many people who, deprived of their loved ones, give up hope, Julie, was not discouraged.

ELINORA MILES '37

IM MEMORY OF JULIE

We were very sorry And as sad as we could be, When one of our dearest friends Stepped off life's golden sea.

She was as faithful a worker As ever could be found, That was the reason for sadness When we laid her in the ground.

To more across our campus Her nimble feet will tread, Her service now is ended; She rests beneath the sod.

O well might we acclaim her, And place flowers at her head; To think that one of our best friends Has fallen cold and dead.

I know you think it's silly, You have never heard of such But this is how we honor, The horse we loved so much.

ELINORA MILES '37

She "Fought the good fight" and has rendered inestimable service to the welfare and progress of the Bowie State Normal School Campus.

Though swift she was, she endured to the end. "She was patient and noble in all her ways, and her life spelled 'service' to the end of her days."

She leaves to mourn their loss, an older mate, Mollie, who exhibits patience and endurance, though she is not so swift as Julie, and the inhabitants of the Bowie Normal School Campus.

WINIFREDD GREEN '37

"When you do the common things of life in an uncommon way, you will command the attention of the World".

GEORGE WASHINGTON CARVER
STORER TOPPLES TO BOWIE

With some skillful dribbling, passing and shooting the Bowie girls' and boys' basketball teams reared two victories on February 5, 1937 at Storer. The girls game carried a 21-70 score with M. Jenkins of B.N.S. scoring 9 points and Derry and Gaithers, both of Storer, scoring 8 points. The girls game over, out of the coldness into victory went the boys of B.N.S. The final score was 41-6, R. Harvey of Bowie making a total of 18 points and H. Hill of Storer making their lone six points.

BOWIE AT BORDENTOWN

Bordentown met Bowie girls and boys on their own floor February 13. This unlucky number brought one victory and one defeat. The victory went to the B. N. S. girls, the score being 29-28; the other to the Bordentown boys, the score 45-33.

The season closes with a battle between Coppin March 19, and Cheyney, March 20.

MINER TRAMPLES BOWIE

On our own floor, Feb. 17, the Miner five swamped the Bowie five with a score of 53-25. The first half making a total of 12 of the 23 points. In the second half Mack and Tibbs of Miner made a total of 14 points each. Bowie's highest scorer was Harvey who made a total of 8 points.

score for the girls was: Bowie-36, Coppin-12; for the boys: Bowie-46, Coppin-30.

In the final and hardest fought game of the season, the girl's team again triumphed Saturday, March 20, defeating the fast Cheyney lasses. With one defeat and one tie during the season it is likely they'll tie with Bordentown for M3A championship honors.

EASTERN-WESTERN SHORE BASKETBALL TOURNAMENT

The high schools of the State of Maryland engaged in a Basketball tournament lasting throughout the months of January and February.

The Lincoln High School of Frederick, Maryland was the winner of the Western shore boys' tournament while the Douglass High School of Upper Marlboro was the victor of the Western Shore girls.

The Salisbury girls and the Cambridge boys were the Eastern Shore winners.

Through the efforts of the P. A. L. directors and Mr. James and Miss Louis, there was a State-Championship Exhibition West held at B. N. S. on March 6. The championship was split between the shores. Lincoln High School boys and Salisbury girls are the State "Champs" of '37.

Charlotte Brewer '37
INCREASING THE READING VOCABULARY OF PUPILS, by Miss J. B. Randall-Teac. r in the Demonstration School.

How may we increase the reading vocabulary of pupils without too much emphasis on the study of isolated words?

It should be remembered that every person has four vocabularies of English words, each of which differs from the other in both quality and number of words included. Overlap but they are far from identical. These are the four:

1. Speaking
2. Listening
3. Reading
4. Writing

When the child first enters school he has an oral vocabulary (both speaking and listening) which is increasing rapidly. The first step is to teach him to recognize in print the words he already understands orally to give him a reading vocabulary. His oral reading is thus a great aid to early mastery of printed words.

The unknown is interpreted through the known.

Although the pupil reading vocabulary constantly increases along with his expanding oral vocabulary, after a while it passes the latter and the pupil encounters new words for the first time in printed form. Then the mechanics of pronunciation will give little hint of meaning and the teacher must turn to other methods of associating sense with printed symbols.

SUGGESTED PROCEDURES AND DEVICES.

Studies and investigations have proved that much of the old type drill, such as intensive flashcard drills, long lists of words on the blackboard and drill on words previous to the presentation of the selection, has doubtful value in word mastery as a natural result of purposeful reading.

1. Give children a wealth of easy, simple, and interesting reading material as a means of developing vocabulary.

EXAMPLE - A beginners class should have at least three pre-primers. Each primer should be carefully selected and see that they do contain the same vocabulary.

1. Library Books.
2. Use every available means of placing old words in new situations.

EXAMPLE

1. Write sentences under pictures.
2. Make cooperative stories.
   1. The Little Brown Dog.
   2. The Little Brown Fish.
3. The Little Frog.
   (Each story was a repetition of several of the same words).
4. Use newly acquired vocabulary in as many meaningful situations as possible.

1. After introducing the word-use it with a purpose.

EXAMPLE - Directions.
4. Make up riddles using the vocabulary.
5. Frequent vocabulary tests should be devised.

These may be:

1. Completion sentences
2. Yes-No sentences
3. Matching test
4. Drill should be interesting.

1. Write sentences on the board.
2. Draw a line under the word.
3. Erase the word.
4. Point to the part that...

VESPER PROGRAMS

Some people say their week begins on Monday mornings, but I think the inspirational Sunday Vesper Services begin ours.

Perhaps 85 per cent of the students wanted to attend a 9 o'clock art class after learning "The Place of Art in the Normal School Curriculum" from Mr. Herring of the Art Department of Howard University.

We, as youth, had never dreamed of our opportunities and obligations until Rev. C. B. Miles of Centerville brought us the lecture on "The Opportunity of Youth".

Have you ever thought how significant Negro History can be in developing a personality? We didn't know either, but Mr. Browning from Miner Teachers College cleared our vision in his talk on "The Importance of the Study of Negro History for the Development of an Effective Personality".

Rev. H. Medford from Washington portrayed very vividly, in a sermon, what happens when we make "Bad Bargains".

Robert Brown '37
Lillian Johnson '37

Bring me a card that -
7. Use phrases, sentences and paragraphs as practice material for accurate vocabulary building.
6. Establish the habit of attaching new words by doing the following:
1. Try to fit a word into context.
2. Use phonics to attack unknown parts.
9. Build vocabulary by encouraging the child to tell of out of school experiences.
10. Provide school material or situations that will encourage conversation.
11. Keep a record notebook of the words, their meaning, and use them in sentences.
TEACHER: What is the native dance of the Scottish people?

STUDENT: "The Norwegian Mountain Dance".

In senior conference, one young man was asked to give the procedure in making a fire. The man replied, "Making a fire is just like making a lesson plan. You must have an aim, material, introduction, and procedure or lesson proper.

Every man according to his trade or condition in life must have a place to go. So, having made the matter a study, I can tell you where different ones should go.

1. Very well, here should old maids go.
3. Bicycle riders?
4. Wheeling.
5. Cigar makers?
6. Havana.
7. Cowards:
8. Cape Fear.
9. Surgeons?
10. Lansing.
11. Man who has a lunchroom?
12. Sandwich Island.
13. Crying babies?
14. Lapland.
15. You're all right; I'll give it up.
16. G. Can you tell me why the hand of the Statue of Liberty is just eleven inches long?
17. R. Why certainly; if they had made it an inch longer, it would have been a foot.

MAC JENKINS '37

WORK IN ART

Parents and guardians of each Bowie student were sent an attractive hand painted Christmas card by the Principal and Faculty. These cards were an outgrowth of the Art Class under the supervision of Miss C. B. Robinson.

More recent artistic abilities have been expressed in pastels, water colors, and charcoal.

ELsie LANHAM '37