

For Those Who Missed It Stewart's Opening Convocation Speech



President Donald M. Stewart

It is a pleasure to welcome the Spelman family to the All-College Convocation as we open our 1977-78 academic year. I have seen from the program that I am giving an address entitled "The Challenge before Us." I do want to discuss what I think are the challenges before us, but I want to change the format a bit and make my remarks relatively brief. Then, I want to have a group discussion, because I think this is a time for us within the Spelman family to be talking to one another about who we are and where we are going as an institution. In part, I am in-

fluenced by the title in last year's yearbook, *Reflections*, which developed the theme "A Search for Identity." I think this year in the College, we will be asking about a number of things that will help us in the questioning that we are currently undergoing in the search for our "identity."

I am looking forward to this year. It should be an exciting one. We are filled to the rafters. We have approximately 1300 students. About 400 new students are entering this year either as freshmen or readmits or transfer students. I am particularly pleased to welcome our Centennial Class,

which we have been talking about a great deal. It is a very interesting class - one that is very diverse geographically and in terms of interests. Half of the students are from the South. A good number is from the northeast, and the rest come from across the United States. The largest number of this entering class seems to be determined to go into the natural sciences, with the social sciences running a good second. I had planned to say a bit more about the class, but perhaps we should get into the points that I would hope we

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SPELMAN



THE VOICE
OF BLACK WOMANHOOD

SPOTLIGHT



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Ms. Iris Little, A Song For You

By Robyn Mahone

On October 21, 1977, when Ms. Iris Little is crowned Ms. Maroon and White 1977-1978, a song, written and produced especially for Ms. Little, will be heard. This is the Spelman woman that the Morehouse men stood up for when she walked into the room where contestants for the title of Ms. Maroon and White were gathered.

"I've met a lot of good people through Morehouse," Ms. Little said, "My first contact with Morehouse was through the glee club back in 1972. They sang in Harrisburg, Pa. They were a very impressive group."

Ms. Little is a junior and a drama major here at Spelman. Her hometown is Harrisburg, Pa. and it is also the home of her parents, Dr. and Mrs. George Little. She is the third of three children and was born the only girl-child.

"We have a tight family," Ms. Little said describing her family's relationship. "We are very close. I think that being the only girl makes it easy for me to communicate with men and is probably why I get along with the brothers at Morehouse."

Ms. Little appears to be a very direct person. As she sat in the yearbook office where she had been visiting her friend La Gretta Stebbins, a sense of

down to earthiness was emitted by this student, this queen designate.

Her hair was a bit mussed, it has been a long school day. She took out a cigarette, lit it, and inspected her nails. She was Ms. Kappa Alpha Psi last year.

"My experience with the brothers of Kappa was very rewarding. The goal of Kappa is achievement and this goal has been achieved in a lot of my goals."

Ms. Little rushes on to say, "My relationship (with Morehouse men) is not one that is flighty and loose, nothing that I'd be ashamed of. It's not about dating Jo Blow this week and so and so next week, it's not about that," she said.

She says, "Being Ms. Maroon and White means that I have the respect of the entire student body and that my personality reflects the quality of the men at Morehouse."

When asked why, of all the other Spelman women, she was chosen to be Ms. Maroon and White Ms. Little replied, "I could answer that in two ways. Number one, I have the respect of a lot of the men at Morehouse. Number two, not only did I have the support, but I wanted to win, I wanted to run. I think that those two forces, together, made it inevitable."

Ms. Little is fair skinned. Her complexion is what some folks call "high yallar." Her hair is what some folks call that "good" hair. She is very attractive in her own right. Very human. A small pimple on her chin makes her even more so.

She advises Ms. Maroon and

Whites of the future, "don't trip on your looks, your God given shade of blackness or the grade of your hair, be yourself."

She said that lightness of skin and grade of hair was a big deal when the nominations were announced. Some folks even chided her because she

cut her hair.

"In my heart I don't believe that's why I was nominated. It's a sad stereo-type. I believe and hope that we're all growing out of that," she said. She added assuredly, "I never apologize for the way I look because there is a lot more to me than meets the eye."

There is certainly more to Ms. Little than meets the eye. Many of you may remember her for her role of Dolly in the play "Hello Dolly" performed by the Morehouse-Spelman players. She was highly acclaimed by many. Or perhaps you may remember her in the role of the mother-in-law in the Spanish classic "Blood Wedding," performed by the Proposition Theater. Or "Ophreus Decending" in which she played the role of Sister Temple. The memory of that role causes Ms. Little to laugh.

"She (Sister Temple) was an old woman. It was the first speaking part I had at Spelman. I laugh because she was such a wild character. She was a nosey old lady. I laugh because she was such a contrast to myself."

Ms. Little is very excited about her upcoming role in the play "Seagull" which will be performed by the Proposition Theater. She sees the role as a

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Queen designate—Ms. Iris Little
(Photo by Terrance V. Smith)

EDITORIAL



Robyn D. Mahone
Editor-in-Chief

Are black people coming to face the very real and pressing danger that for the first time in our history the inner forces of black history are giving way? Are we, for the first time in our history, threatened on the level of our spirit and soul, threatened as we have never been threatened in this country before?

Lerone Bennett, Jr. thinks that we are and stated such in the editorial in the Oct. '77 issue of *Ebony*.

Bennett contends that A Great Black Depression and policies of malign neglect are eroding the material foundations of our communities, and the fallout from this is eroding the moral and spiritual foundation of black culture.

Are we losing a whole generation of black people? Bennett thinks so. According to Bennett, if we, as black people, do not rededicate our spirits to the sacrifice and struggle which enabled our forefathers to survive slavery and segregation, we will be a loss race of people.

Bennett contends that black youth have given up hope and see no reason for accepting the discipline required for achievement and excellence. A great black depression has had a disastrous impact on black mother, black father, and black child.

In my last editorial I pointed out quite a few things that we as college students, as viable resources, could and should be doing to utilize ourselves in a constructive manner to help others.

This time I want to concentrate on one area, YOUTH: in high school, junior high school and elementary school.

Become a big sister to some youth in the surrounding community. Help someone to grow. I know a student here at Spelman who gives tennis lessons to children in the community. The Kappas, I am told, have a program in which they take youth out on field trips to the movies, etc. . . rap sessions can be an important asset. Sisters In Blackness plan a college relations program with youth in nearby communities this year. A college week-end where community youth can spend a week-end on campus, getting a feel of college life would be ideal.

It is obvious that I feel that Youth today do need help. I would not like to think that we as black people are losing our souls and spirit. But, when I think of some of the youth whom I grew up with, the sorry turn that some of their lives have taken, I am tempted to believe that perhaps it is true.

I know that there are many youth right here in Atlanta, who could use the direction and guidance that we as college students can give them.

Whether you work through one of the many (and seemingly non-active) clubs here on campus, through some outside organization outside of the Atlanta University Center, or on your own, I'm asking you to concentrate on YOUTH. I think that they can use our help. We should feel obligated to help them.

I ask you to read Lerone Bennett's editorial. He says some scary things that may ring a bell, that may bring a picture to mind. After you've read it, send me a letter. Let's get some **FEED BACK**.

Advisor's Editorial

The distinguished visiting Woodrow Wilson Fellow, Mrs. Dorothy Gilliam, stated, "I am impressed with the quality of students that I have come into contact with in the Atlanta University Center." I wholeheartedly agree with her observation. However, I am appalled with many students' lack of concern regarding the quality of their education.

Many students seem to think that it is the responsibility of their instructors to provide them with all of the information necessary to critically evaluate a topic and

then to analyze that topic for them. Students have not been bold enough to ask instructors to take the examinations, but they do approach this level of irresponsibility. Students fail to realize that examinations not only measure comprehension but reflect students' efforts to familiarize themselves with available materials that concern their field of study.

Students must accept responsibility for their education. Students must take the time and effort to read beyond the materials that are assigned in



Pamela D. James
Associate Editor

Racial issues do not seem to have the same impact on our generation of college students as it did ten years, or even five years ago. After a blood-thirsty struggle in the 50's, 60's, and early 70's, our generation has become somewhat dormant in its concern toward issues about racism and rights; in essence, we avoid getting involved or even finding out facts about our destiny.

As a result our generation is witnessing a **high visibility** of blacks obtaining middle-class standards of living. This high visibility of professional black people cannot be attributed to the vast influx of black people in the professional labor market; there is still a very small group of blacks who have been able to penetrate the professional

labor structure. We are being deceived into thinking that times are truly ripe, that race is no longer an issue, or that we are being accepted with open arms. However, our generation is being fooled.

For those of you who are being brainwashed into sitting back and being unconcerned about obtaining opportunities to enter the professional labor market, you are in a sad state of affairs.

October is a crucial month for minority students all over the country. The Supreme Court began hearing arguments on October 11 about the "reverse discrimination" suit filed by Alan Bakke. It is alarming to many, what the ramifications of such a suit, if held in favor of Bakke, might be for affirmative action programs for minority students. Essentially, these programs, designed to in-

crease the minority representation of students entering professional and graduate schools, will receive a severe blow. This blow, in effect, will tear-down 20 to 30 years of hard labor, struggle, and loss of lives, for the cause of racial justice.

It seems ironic that after hundreds of years of pleading for equal justice, being denied the right to hold a pencil or read a word, blacks might have to take a formal back seat, once more, to a white who claims that he was discriminated against because of his race.

There is never a happy medium when racial equality is being attempted. Blacks were hurt ten thousand times over for being refused admission to professional and graduate programs. Realistically, someone is going to suffer; and frankly we have suffered enough.

Work Study??

Why is there college work-study on our campus or for that fact any campus? We as work-study participants don't receive any money for our labor and grades decline because of heavy work loads. So why workstudy?

Student's academics decline because of workstudy. We are so cluttered up with work assignments, that homework is soon neglected. Supervisors, as the bossmen are known as, may assign a student worker as many as ten pages of material to type for their next class session. Work assignments, however, can vary depending on work sites. If the worker is a secretary of receptionist, and most female students are either, nine chances out of ten you'll have typing and filing assignments. After a full hour or so of tap, tap, tap, all you're able to comprehend is what the numbers say on the big and little hand of your desk clock. This means

homework takes second class and that will not be included in quizzes and examinations. After students are cognizant of the issues, then they can intelligently discuss the issues and perhaps arrive at some reasonable conclusions.

It is imperative that students realize that they are an integral part of America's future. Unless students accept the responsibility of becoming aware of the issues that surround the areas of their interest, they will be less than adequately prepared to meet the challenges of a highly competitive society.

priority. Who wants or feels like books after all that typing?

Study habits weaken as a result of being overworked. Habits that were once very effective begin to weaken.

If you should happen to miss an hour of work to finish class assignments you will be asked to make up those hours. And students must, as instructed by financial aid, make up for lost time. There just isn't time to plan your academic schedule with your work schedule—academic studying becomes a burden.

These situations may be similar to a typical job setting, but work-study is still primitive and far from the average job. Money, which is distributed once a month, is supposed to be a little token or favor from the college to you in helping a college student assess his financial loads while in college. But students never even get to see the money that was labored over so earnestly unless an extreme emergency arises and emergencies are rare. Word has it that at Spelman you sign your check and pass it back to the cashier. So where does the money really go? Towards the school? Towards the tuition??

The Federal Government can do us students justice by replacing the money that is allotted us in work-study wages in the form of a grant or let us be more independent and seek career related job sites off-campus.

Students need independence in college and also more job experience, so why campus workstudy??

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Spelman Spotlight
P. O. Box 50
Atlanta, Georgia 30314



Ms. Dorothy Gilliam was here at Spelman as a Woodrow Wilson Visiting Fellow (Photo by Terrance V. Smith)

What are the recent trends in the field of journalism like for blacks? According to Ms. Dorothy Butler Gilliam, assistant editor of the *Washington Post*, most recent statistics show that only one percent of the editors in this country are black.

Ms. Gilliam came to the Spelman and Morehouse college campuses as a Woodrow Wilson visiting Fellow. The visiting fellows program attempts to broaden student's conception of the working world by bringing to the liberal arts colleges successful men and women

from fields such as journalism, business, government and other professions.

Ms. Gilliam said, at a reception the Alboro Guest House on Spelman's campus, roughly 800 blacks are working on daily newspapers in this country and so few of them are being promoted. How did Ms. Gilliam become the *Post*'s assistant editor?

After working with the *Post* as a city reporter from 1962 to 1967 Ms. Gilliam left to do a television talk show called "Panarama" which is still being run. She subproduced a 15 minute interview segment

which was often about people from the black community. The entire program was actually two hours long. "I got the job at a time when television needed black faces," she said.

In 1972 black reporters at the *Post* filed suit against the paper charging that blacks held no editorial positions there. Ms. Gilliam said that the *Post* remembered her and asked her to fill the position. She left "Panarama" and became assistant editor of the section of the *Post* which concerns life-styles, personalities, civil rights, political figures, changes in society, minority affairs and cultural events.

After graduating from Lincoln University Ms. Gilliam applied to Columbia University in New York City. She was turned down because officials said that she did not have enough liberal arts hours. She went back to school, applied to Columbia again and was accepted.

"Many schools are beginning to say that graduate journalism may be more useful than undergrad," Ms. Gilliam told students, "and there is a lot to say about undergraduate specialties and a graduate degree in journalism."

Ms. Gilliam suggests that students interested in a career in journalism think about specializing in such areas as political science, philosophy,

education or even art. She contends that there is a strong need for black art critics.

"Journalism calls for every element of your being. You should have a strong academic thrust-read newspapers," she emphasized.

Ms. Gilliam is on the board of directors for the Summer Program For Minorities In Journalism (SPMJ), a program started in the early '70's at Columbia and funded by the Ford Foundation. When the funds from Ford dried up, black journalists, realizing the program was too valuable to let go, raised money to continue the journalism program. They could not, however, raise enough money to continue the broadcasting segment of the program.

The SPMJ involves thirteen weeks of extensive journalistic training. The participants produce a newspaper and upon completion of the program, are placed with a daily newspaper, usually located in a small town. Graduates of the program are asked to work with the paper for two years. Thus, the program is not for students who plan return to school the next semester. Not all of the participants are students, lawyers and teachers have gone through the program also.

Besides her interest in newspaper work, **Paul Robeson, All-American** is a biography on Robeson written by Ms. Gilliam and published in 1976. "I think Robeson is one of the phenomenas of the century," Ms. Gilliam said.

She became interested in Robeson after writing an article on the salute to Robeson at Carnegie Hall in New York. "I never knew that a black man had experienced what he had experienced," she said.

"In the '50's Robeson was tagged as a communist, someone to be afraid of, one of 'those' people. I was of that generation. When I saw his career unfolding that day in Carnegie slides, filmclips... I realized that he was the most talented man this century has produced!"

Those of you who missed Ms. Gilliam really missed a source of education. She was very informative and very direct. Visiting fellows are given a choice of parts of the country to which they may travel. Ms. Gilliam said, "I was very happy to learn that I would be coming to a black college."

This Month In Spelman's History

1934

The "Spel-More" Dramatics Guild was organized.

1935

The Senior class held a county fair in Howe Hall. Talking motion pictures were shown in Sale Hall Chapel.

1940

The buildings that were to become the new Clark College went under construction. An October Song Festival took place on the Morehouse College Campus.

Women On The Move At Marta

by Valita Sellers

The Metropolitan Atlanta Rapid Transit Authority, commonly known as Marta employs 45 women out of approximately 1190 workers. Marta began hiring women during World War II because of a shortage of men. Women employees have been increasing in numbers steadily throughout the entire system since then. The original company from which Marta originates can be traced as far back as 1800. The company was transformed into Marta in February of 1972 under the General Management of Mr. Alan F. Kiepper.

Most of the women whose buses operate from the Brady Avenue Garage have been with Marta on a gamut ranging from 3½ years to 1 month and 2 weeks. They applied for the job mainly because the salary was good and the job offered unlimited opportunities to meet people.

Mrs. H. A. Copeland, one of the 3½ year veterans at Marta, states that being a bus driver was one of her lifetime aspirations, and also that she was unhampered by prejudices concerning women having such occupations. Mrs. Emma

Knight, who is a novice at Marta, says she came to Marta because she wanted a change of pace. Ms. Knight had previously been a nurse for nine years. She has been with Marta less than 2 months.

As with any occupation, driving a bus has its problems. The women feel they handle these problems as competently, if not better, than their male colleagues. Some of the usual problems that arise are passengers smoking, operating a radio or talking excessively loud, and occasionally a school youngster's fist fight. The women all agree that a firm request in a kind tone of voice usually yields the best results. They are also extremely confident in their ability to handle the buses and they quickly and enthusiastically admit it. When asked how the public reacts initially when they see her behind the wheel, Ms. Stone, replies that during her 2½ years employment at Marta, the reaction, if any, is the immediate recognition that she is a woman, and then doubts about whether the arrival of the bus will be safe and punctual. The women all agree that it is now time for



A MARTA bus driver makes her way down Fair Street. (Photo by Terrance V. Smith)

those ancient prejudices about men being the best drivers to be disregarded.

Ms. Bessie F. Gresham, also a driver, notes that women themselves are the major perpetrators of these prejudices. She says that she has been told more than once by female passengers that they would feel safer if a man were driving. All of the women feel that attitudes like these not only make it difficult to obtain these once all male jobs, but also make it difficult to stifle misguided prejudices.

The women feel they should have no special regulations,

contracts, or uniforms because they are females. Nor do they feel that being a bus driver detracts from their femininity. Ms. Betty Turner, who has been driving a Marta bus for 3 years, feels femininity is a definite advantage. She finds that people show her great respect and kindness while riding her bus.

The qualifications for being a Marta bus driver are simple. A driver's license, an age requirement of 25, and a high school diploma is all that is required. Women are welcome at Marta, and have previously found satisfaction with it. Mr. Govan Emerson, the Division

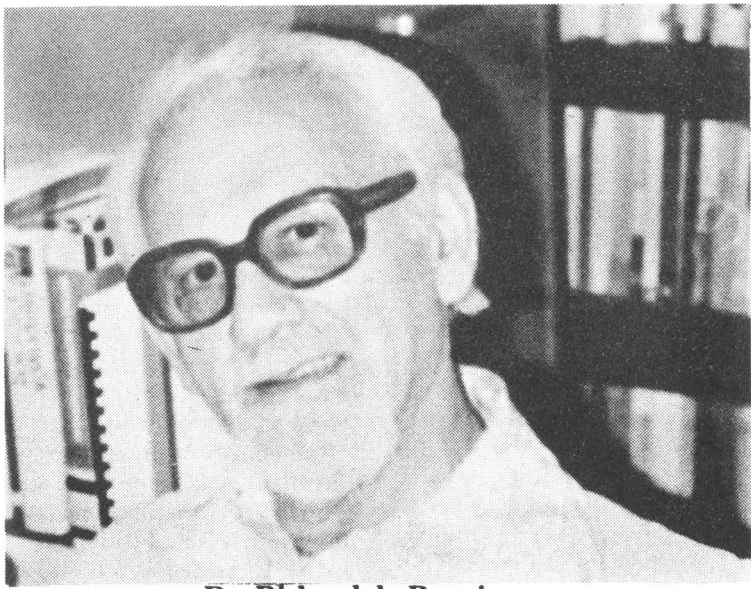
Manager of the Brady Avenue Garage comments "The women are very good drivers. On the average, they are as good as the men. They are extremely dependable and get along especially well with the public."

Emerson also states that he does not consider the female employees an advantage or disadvantage. He thinks of them only as competent workers.

All of the women heartily recommend the job for women seeking employment, especially those who are the financiers of their families. They recommend it because it is good pay, exciting, and a challenge for women.

So when the sign says "You are riding on the safest major transit system in the United States, Canada, and Mexico", remember that the women at Marta helped give them that title, and are helping them to keep it.

Join The Spotlight Staff



Dr. Richard de Pagnier
(Photo by Terrance V. Smith)

By Avy Long

Have you ever wondered what Dr. Richard de Pagnier is like in a setting other than History 113 of his Western Civilization class? And how about Dr. Martin Yanuck chairman of the history department? Is his life one of department chairman meetings, committee meetings, faculty meetings, associate professor meetings, and the like?

Surely Ms. Marilyn Leonard, one of our new teachers, doesn't prepare for American history class Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday nights?!!

Of course, they wouldn't tell

us **everything**, but they were all very cooperative in giving us interesting information about the other sides of their personalities.

All agree that teaching responsibilities at Spelman take up the bulk of their time and lives. When asked about his extracurricular activities outside the Spelman environment Dr. Pagnier replied, "Who has time for extracurricular activities after grading papers, preparing for classes, and making out tests?" He added that at the end of the day he only has enough energy left to grab a beer and flop down in front of the TV set and watch Beverly Sills in "La Traviata."

Dr. de Pagnier shares his home with one boxer, four German shepherds, two labradors, four mutts, and Sha. Sha was born in Tokyo and is half German shepherd and half collie. You have probably met Sha if you've ever visited Dr. de Pagnier's office.

He also has 12 Persian cats. Discotheques are a favorite recreation spot for Dr. Pagnier, but he wouldn't say which ones. In the past five years he has lost 26 pounds — **boogying!**

He enjoys gardening. He doesn't have a lot of success with house plants, but his yard is full of pear, plum, peach, and apple trees. He also has two pecan trees and an English walnut tree which have been producing for about eight years, and grape vines.

Dr. Yanuck enjoys listening to classical music and going to the opera. Recently he attended opening night of this season's concert series. He is a member of the Lyric Opera Guild which is responsible for publicizing and promoting performances.

He likes jazz too.

Dr. Yanuck has much more success with his house plants than Dr. Pagnier. "His house looks like a jungle," Dr.

Pagnier said. His home is covered with huge, healthy philodendrons, umbrella trees, asparagus ferns, wandering Jews, and other house plants.

This is Ms. Leonard's first year at Spelman and in Atlanta. She has been indirectly showing herself the city by pursuing her interest in architectural and social history. She enjoys driving through various neighborhoods to look at the architecture or observe the differences in racial and cultural lifestyles.

She likes to stay up late and

watch old movies or read detective novels. Sometimes she gets up at 4 o'clock in the morning to watch old movies or sleeps all day and watches TV late at night.

Ms. Leonard sews obsessively but it is one of the major forms of relaxation for her. She began sewing in college because she wanted something relaxing to do late at night when she finished studying.

She owns lots of plants, five cats, and a dog.

Be sure to tune in next issue for a closer look at the lives of other Spelman professors.



Dr. Martin Yanuck

Theatre Still Survives

By Tandra Dawson

The People's Survival Theater hails as Atlanta's only black professional community theater. "Our emphasis is to bring black theater which is for and about black people, to the community," said Byron Saunders, PST's Executive Director.

He along with President Lizz Williams, founded the theater in 1972, as the cultural wing of the SCLC (Southern Christian Leadership Conference). They were then operating out of East Lake Methodist Church strictly as a workshop becoming a full production company in 1975.

Saunders states that although being a professional black theater company was

not a new idea, their focus was unique. They recognized the need of letting black people know that theater was for and about them by developing an idea and philosophy which would speak to the black community and black masses. "A group like the theater must bring to the people the truth and constantly tell them the truth."

Black theater should tell the black story, not imitations of Neil Simon and Tennessee Williams. They are writing about their own people . . . Black artists can show black people in the community how to overcome their problems or at least start them thinking."

Works performed by PST do deal with different aspects of

black life in the American setting and others. They relate and discuss social ills, the inconsistencies of the present society and politics.

A recent production, "The Promised Land," ran as a ten week soap opera and dealt specifically with such issues as black on black crime, unemployment, underemployment, housing, economic and moral disenchantment, dope addiction and alcoholism within the setting of metropolitan Atlanta. The production was on WPCB, a white FM station, and WINN, a country western station. Thus its appeal was stretched across racial barriers.

Other plays performed include "Contributions" by Ted Shine, "Clara Ole Man" by Ed Bullins and "Tri-Jean and His Brothers" by Derek Walcott.

In addition to its periodical productions, workshops are also offered in the area of writing for stage and screen, acting, sculpture, painting, make-up and costume design. The theater features a dance company and a Mind (Mime) company as well.

Presently located at the David T. Howard High School's ROTC building situated at the rear of the H.S., at 551 Houston St., affords the theater space for accommodating art shows and related functions along with

providing rehearsal space for other artists and groups.

An upcoming play "Chocolate City South or Welcome to the Big Peach is scheduled. It is a black comedy (soap opera) and will open on

October 28th. About Atlanta, in it Saunders assures, "this production will be black comedy like it was never seen before."

Tickets for theater productions can be purchased at the door. Phone 588- 1393



Scenes from a rehearsal of Atlanta's first and only live black soap opera, "The Promised Land." (Saunders, middle, with cigarette)

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Spelman Calendar Of Inaugural Events

SUNDAY, OCT. 16

3 p.m. - Preinaugural Convocation. Speaker: Dr. James Perkins, Chairman, International Council for Educational Development-Sisters' Chapel

5 p.m. - Opening art exhibit: Selected works from the Spelman College collection and by the Spelman faculty to run all week-Fine Arts Theater

MONDAY, OCT. 17

8 p.m. - Spelman-Morehouse Players. "The Death of Chaka" by Seydou Badian-Fine Arts Theater

TUESDAY, OCT. 18

11 a.m. - Lecture: Ms. Lois Rice, Vice-President, College Entrance Examination Board-Sisters' Chapel

8 p.m. - Morehouse-Spelman Players. "The Death of Chaka" Fine Arts Theater

WEDNESDAY, OCT. 19

8 p.m. - "An Evening of Entertainment," featuring Atlanta alumnae - Fine Arts Theater

THURSDAY, OCT. 20

11 a.m. - Lecture: Ms. Eleanor Holmes Norton, Chair, Equal Employment Opportunity Commission - Sisters' Chapel

8:00 p.m. - Maria Alba Dance Company - Fine Arts Theater

FRIDAY, OCT. 21

10 a.m. - Symposium. "The Future of the Women's Liberal Arts College" Sisters' Chapel

1:30 p.m. - Divisional Symposium. "The Future of the Woman's Liberal Arts Colleges in: Education; Fine Arts; Humanities; Social Sciences; Natural Sciences"

3:15 p.m. - Recapitulation session - Sister's Chapel

6 p.m. - Organ meditation. Dr. Joyce F. Johnson, organist - Sister's Chapel

SATURDAY, OCT. 22

5 p.m. - Open house for alumnae and guests - Reynolds Cottage

SUNDAY, OCT. 23

2 p.m. - Inaugural Exercises-Sisters Chapel
Followed by Reception - Albert E. Manley College Center

Get Re-Involved Through NBSA

by Dorothy Williams

On Saturday, September 24, the National Black Students' Association (NBSA) held its annual conference at Dean-Sage Hall, located on the campus of Atlanta University.

"A FORCE FOR LIBERATION" was the theme of the conference. Under the leadership of Kojo Owusu, chairperson of the Southern Regional Coordinating Committee, the meeting began with his opening presentation of what the NBSA is about.

Owusu began by stating that the low turnout (approximately 40 people were there) does not reflect the strength of NBSA. He said that NBSA was not as strong as it should or needs to be, but its strength is forever growing.

Owusu talked about the President. "Many black persons tended to think that Jimmy Carter was going to be our great white hope. However, he said, "even conservative black folk like Vernon Jordan, director of the National Urban League, had openly admitted that we have been tricked again."

Owusu said that many people have been fooled by the mediocre progress that black people have made in the past few years into thinking that black people have "made it;" however, Owusu contends that blacks still lack in the basic necessities of food, shelter, education, and politics. He says that the movement has been set back due to different fads—the disco and the superfly era (early years of the seventies). "Even though the black movement has been set back," he said, "it has not been killed."

Owusu calls on black students to get re-involved and for those students who are

community service, 3) resource already involved with the progress of black people to step up that involvement even more. He asks students to return to their communities upon receiving their degrees. He said that there is a need for young people in the communities because they add body to the movement, they have more energy, and they have fresh minds.

Owusu sees a trend toward a reinterest in the movement. He said that at the National Black Student Solidarity Conference held at Tufts University in Medford, Massachusetts on February 17-22, 1976. The students at that particular conference declared that they were tired of students being too busy partying to get involved; they're tired of students believing in the falsehood that blacks have progressed as a people. Hence, Owusu commented that it's a very hard job doing something when you've been doing nothing. "Students who do believe that black people have progressed are sleepwalkers and are totally oblivious to what's going on around them."

Owusu also said that there is a strong belief among black students that they should not associate with the black community. Owusu feels that there is a strong need for students to associate with their brothers and sisters on the street.

Owusu closed his speech by stating that NBSA is growing and that there is a cliché that "once an organization is big and powerful everyone wants to join it and get involved." He seems to feel that this is going to happen with NBSA.

Several workshops were held after Owusu's opening remarks. The workshops were

as follows: 1) student rights, 2) development and 4) organizational development.

The workshops dealt with every facet of the black community. Discussed in the student rights workshop was the Bakke decision as it relates to black people. Although Owusu said that Bakke is a symbol of racist schemes, he is not the primary issue. The issue to be dealt with is the whole educational system, with a focus on admission policies. Also discussed in student rights were the biased standardized tests, and how those tests affect blacks.

The community service workshop covered ideas such as tutorial programs and a means of resources (money) for those programs. Hence, things such as physical location, human resources, and reading materials were also taken into account in order to strengthen the programs. The programs would include tutorial lessons on the college level — benefiting all students.

Discussed in the community service workshop was the idea of prison support—support in terms of moral support and political support.

Resource development dealt mainly with the idea of soliciting funds for UBSA in order to establish an economic base for the organization. Bake sales, cultural and social affairs were taken into account as a possible means of soliciting those needed funds for the organization.

The organizational development workshop involved ideas such as the direction UBSA is taking in terms of national programs and projects, and means of inspiring students around the country to join the Organization.

Death Of Chaka

The Spelman-Morehouse Players, born of two institutions steeped in a tradition of black awareness, pride, and heritage, opened its 1977-1978 theatre season with an historical African play, "The Death of Chaka". This intense and enlightening drama was written by Seydou Badian and it centers around the reign of the great Zulu leader Chaka.

Powerful, cunning, and prophetic, Chaka took a small tribe and built a mighty and feared nation of proud Zulus. But toward the end of his reign, the weary battles, the loss of lives, and the spread of rumors, caused discontent among his generals. In the end, Chaka is murdered by them - stabbed with three spears - but not before he proclaims the fate of his people by warning them of the coming of the white man.

Dr. Baldwin W. Burroughs, in directing the play left no

emotional stone unturned. He evoked from his actors a commanding level of intensity, and every moment of the play demands the attention and respect of the audience. The powerful, exacting, difficult role of Chaka was expertly played by Afemo Omilami, a Morehouse graduate who lived in an African-styled village in South Carolina for two years. Excellent depictions came also from supporting actors Jonathan Peck, Joseph Kelly, Jule Lassiter, Whittaker Howell, Charles Mann, Edward Billups, and Kevin Clements.

"The Death of Chaka" dedicated to Spelman's sixth president, Dr. Donald Stewart, proved itself a success in every aspect of theatre. Didactic, moving, highlighted by traditional African music and dancing, it was a beautiful experience not only for avid theatre-goers, but for anyone interested in learning more about his roots.

Job Seekers

The COLLEGEIAN'S BLACK Collegiate Pocket Calendar (CPC) is once again available for job seeking students in need of a call to order in the bustling job market. The Collegiate Pocket Calendar features a monthly appointment calendar; interview follow-up forms; interview travel expense forms; a telephone book for personal use and note pages for jotting down anything else you may need to remember.

In addition, the CPC offers

jobs; a listing of major corporations with job openings . . . and . . . yes, there's more . . . the Eastern Airlines' Student Trip Program which acts as a student travel agent from confirming your trip with the recruiter to having your ticket waiting for you at the airport. All this with one toll free call.

The Collegiate Pocket Calendar is your compact to carry you through a successful job hunt. Get your's today. They are available in your placement office.

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I sure could go for some of Mom's good ol' ☐ apple pie ☐ Riz de Veau à la Financière ☐ blood transfusions ☐ Trailways tickets paid for at your local station and picked up at mine.

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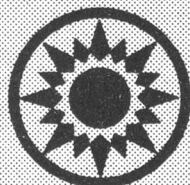
I also need some advice on ☐ a personal matter ☐ my backhand ☐ where one can hire decent servants these days ☐ how to separate you from a few bucks for a prepaid Trailways ticket.

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A Song For Iris

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challenge. You can feel her excitement when she talks about theater. She really gets in to it. In "Seagull" she will be playing the part of Nina. She says that while the character of Dolly was a reflection of herself in many ways, a very gregarious character, Nina is entirely different. Nina is a warm, soft spoken girl. Ms. Little is happy about the revelation of the fact that not being typecast for this role is evidence of her versatility. "Seagull" will open Nov. 16.

Ms. Little plans to teach and direct on the college level. She wants to use the next five years after graduation to enjoy life, to enjoy herself. "I want to know it all," she says, "experience it all, all kinds of theater."

Ms. Little likes turquoise

and silver jewelry. Her earrings are silver. Her rings are both turquoise and silver. Her black print blouse has silver lines interspersed with red flowers on it. A silver belt holds up her jeans.

"Yea, I like silver," she admits, smiling.

What do Dr. and Mrs. George Little think of their daughter's queenship? "Naturally my parents were very pleased and very proud," she said. She laughed. Because she was and is the only girl-child, "I had a lot of tom-boy traits in me. I think that my mother's sole effort in raising me was to make a lady out of me."

Her older brother, George Little, a graduate of Morehouse, will be flying to Atlanta from the University of Texas to be at his sister's Coronation. "He said, 'I

wouldn't miss it for the world!" Ms. Little said with an obvious look of happiness. Ms. Little's second brother is five years younger than she. "He just wants to get down here to Spelman to see the ladies," Ms. Little said with a smile.

Who actually supported this lady with the throaty laugh? Who really wanted her to become Ms. Maroon and White? "I had the sole support of the Morehouse Glee Club. And those brothers represent all the brothers at Morehouse College. You've got your frats, your bookworms, your sportsmen, your everybody."

If a member of Morehouse is not represented by the glee club, and if he were there the night of the contest, he was probably won over by Ms. Little's winning words, "I'm a lady of quality and Morehouse deserves quality. I will give you quality all year round."



Ms. Little was Ms. Kappa Alpha Psi for 1976-1977.

Stewart's Opening Convocation Speech

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might discuss after I have finished.

I am now beginning my sophomore year at Spelman and as I look back to my freshman year I am sure that I was much like many of our freshmen today, that is, a bit bewildered, a little confused and a little frightened, but also excited and stimulated by the prospect of meeting new people, making new friends, and facing the new challenge of learning and being exposed to ideas that challenged my own preconceived notions of how things should be. Such challenges made my first year one of growth and change as I listened and sought to learn as much about this place called Spelman as I could. I ended my first year with great respect and affection for Spelman and its many facets. I came to admire the able faculty we have and the stimulating students and the very dedicated staff. But I also ended my first year with a sense of unease, as I am sure others did, particularly on the faculty and in the administration.

Why my own sense of unease? It was brought on in part by a student forum that was held in two parts on our campus. My wife and I attended and we listened very closely to what students were telling all of us as faculty members and administrators about their set of disappointments at Spelman. I left the forum wondering what we must do. Is our educational life not stimulating? Are we not doing things in our student programs, our dormitories, our dining room, in the various clubs we have on campus that are trying to be responsive to student needs and demands? Is the physical plant really as bad as all that? Is our health delivery service not what it should be? The forum left me with mixed feelings and the impression that there was a cacophony and no real consen-

sus about where we were and what we needed to do. On the one hand, I heard some students saying you are giving us too much work, or the work is not relevant. On the other hand, I hear students saying you are not giving us enough work, our minds are not being challenged, and we are worried about whether or not the education we are receiving at Spelman College will prepare us for that competitive environment into which we must go. I think the forum was very timely, because coming towards the end of my first year, as I had begun to develop a sense of the institution, if you will, it made me realize that there was an awful lot I just didn't know, and that, whereas as a faculty member and administrator I spent time with colleagues talking about students, I haven't spent as much time talking with students as I should have.

The second reason for my sense of unease as I finished my freshman year was the realization that the financial situation of Spelman College was not a good one. In fact, as I looked down the path not very far, I could envisage a worsening financial situation that indeed might threaten the very existence of our beloved college. So, I spent a summer of talking with others and thinking about what we should do. Frankly, I found that our problems at Spelman are not a great deal different from those at many private institutions of higher education and particularly of historically black institutions. The whole sector of private higher education is in trouble because of insufficient public support, rising costs, insufficient endowment, and inability to raise our own prices much more before pricing ourselves right out of the market, thereby not being able to attract students. At the same time, justified demands for in-

creasing salaries that need to keep pace with spiraling inflation, increasing costs of energy, increasing costs of maintaining a very expensive physical plant, have all contributed to my entering my sophomore year with a deep preoccupation with issues of institutional maintenance and enhancement as well as a conviction that we can no longer go about business as usual at Spelman. It must be time for a new ball game. While we are currently sound physically (and I wish to stress that Spelman is **not** on the brink of bankruptcy), we do anticipate a significant decrease in outside funding next year. If this takes place, we will suffer a major deficit in our budget—a budget that, happily, is now balanced. We need to anticipate that, and so while we are physically sound currently, unless we significantly cut costs or increase revenue this year and the years immediately ahead, we will find our situation precarious indeed.

We face this interrelated set of problems at a time when we are moving to strengthen the educational quality of this institution while we still have a faculty-student ratio of 1 to 13, when we have excellent programs that have been developed and are being fielded in the college, at a time when I think morale is high, because we have a sense that even though we are still searching, we do know who we are and what we want to become, building on what we are. We have confidence that we can achieve even greater heights, but how sobering when we think about the financial situation in which we find ourselves. And, frankly, how unfair that, having been on a growth curve, largely due to circumstances beyond our control, we find ourselves facing a possible period of contraction or decline. All efforts are now

being made to follow a dual strategy of, on the one hand, increasing our income or revenue while, on the other, looking to see how we can tighten our belts.

Now let me tell you a bit about the two processes through which we are going. On the development side, we are working very hard to have a well coordinated and active development effort. We have increased the size of our development staff. I think we have a very good team that is beginning to reach out on Spelman's behalf and aggressively look for ways to enhance our external image as well as to identify possible sources of

funds that we might have. The development office, however, is only as good as we as a faculty and students are in creating that sense of excitement and new ideas about the educational enterprise which can be taken by me and others (and I hope there will be students involved in this process) to the external world to find the kind of funding that we need. A great deal of energy is therefore being put into the development effort and it will increase.

The second part of the strategy is to begin a systematic, intensive study of the principal factors that make up the financial structure of

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Stewart's Opening Convocation Speech

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the College. This means looking at enrollment, the cost of programs, the cost of everything we do in order to try to make some determination, in a financial sense, as to what we do best, what we can afford to do, what we can afford not to do. Yesterday I launched what I think will be a three-part planning process to bring us to a point where we can make realistic choices about our future direction in financial terms. A small committee of the administration will be looking at and making formal projections. It will bring in a report in the next two months, which will be made available to the entire College community and to our trustees and will detail the present financial picture and a projection for the next five years for the institution. Once this report has been released to the community, I hope it will be widely discussed and criticized and challenged in every way.

I would expect from this process to have a second document emerge which would spell out the options facing the institution. At the moment, the options are rather grim. Should we think about merger with another institution, as many outsiders have tried to pressure Spelman to do? Should we think about becoming a public institution if the State would take us? Do we think about becoming a coed institution? Do we think about becoming an integrated institution along racial lines in the student body? All of these are very serious options which I, at the present time, reject. It is my aim to keep Spelman as it has been, and build on the strengths of the past as we move into the future, but I am looking to the options that fall out of this kind of analytical study that will take us to the point of a third report, which I hope to have ready after our trustees' meeting.

In the College community, we will be involved at looking at all facets of the College, from the faculty to how we organize and administer, to

our research activities, to our student services. Every part of this is being looked at by various committees that are part of the self-study effort. Drs. Faulkner and Aldridge are the directors of this self-study, and an able steering committee is developing the process with them. This is simultaneously involving all parts of the community. It is important that these two efforts run parallel to one another, so that we are very sure at the end, when we have the very difficult decisions to make, that there has been full involvement an input by all members of the College community, and that educational decisions or factors and not purely financial ones have influenced the final decisions.

I ask your cooperation, since many of you here are being called upon to help in this effort and work with us as we try to move through what promises to be, on the one hand, for me, anyway, the very best of years, but at the same time the very worst of years. The very best because I have had a good honeymoon, I have confidence in the institution and in our ability to work through our problems; the worst of years, however, because it is going to be tough to bring all of this off in such a short period of time, to raise the new money that we need, to bring about the kind of savings internally that I am sure we will have to make and, at the same time, not alter, but strengthen, the character and programs of the institution.

While all of this is happening, other processes will be feeding into it. The Inauguration taking place on Sunday, October 23, will be preceded that Friday by a symposium that addresses the larger issue of the future of women's liberal arts colleges in this country. Papers are being prepared for this to which students and faculty and all of us can react. One has already been written by our associate dean and a Spelman alumna, Dr. Kathryn Brisbane. The

second one, "What All of This Means for Black Women," is being written by Dr. Jane Smith Browning, also an alumna. Meanwhile, a Centennial Committee has been regrouped and it will carry on a study of our freshman class. It will also look at a directory search of our alumnae so that, as we move towards the Centennial celebration in 1981, we have a very good sense of what we do here at Spelman. We will know how our alumnae are functioning as a result of having had a Spelman education, and how the class that has entered this September fares as it moves through its four years of education at Spelman. I have discussed that study at some length at this past Sunday's joint Morehouse-Spelman Convocation (Freshmen). I hope the speech will be published and that all of you will read it, because it was as a former colleague said, a blueprint for my own blueprint of the educational development for Spelman and much of its success will depend on how we move and work with the class that entered in 1977. In all of this, our concern is for the academic, extracurricular, interpersonal, vocational, and religious life of our students.

While we have unleashed, so to speak, these processes, we have the ongoing concerns of our educational policy and planning committee that will be working closely with trustees and looking at programs across the College. We have an administrative committee that works closely with me on day-to-day matters of the College. And, of course, we have our regular faculty meetings where issues and concerns to the College as a whole are discussed. We have our Student Government Association. All of these are the structural pieces that hold this College together and that, in working together, bring about the kinds of decisions that we need to take us forward.

As I have said, this means a year of hard work and uncertainty, as we search through for definitions and alternatives of how we do business at Spelman. As we search for an identity, or a new identity, or perhaps a strengthening of the identity I think we already have, there will be unhappy times, I fear, this year. I have seen this process take place across the country in colleges and universities and particularly private colleges and particularly private black colleges. It is going to be a time when we may lose a sense of the institution and worry about our own particular self-interest, about our particular program, about our jobs. I would like the College community to understand the spirit in which we are moving in this self-study and analysis,

which are doing because of financial or potential financial difficulties. We are also doing it, because it is time to do it. We are almost one hundred years old and we anticipate at least another one hundred years and, I hope, far beyond that. So, it is a time to challenge and to think and to question openly what it is we are doing as we look, too, at the larger society in which we must place our graduates and in which we must be competitive with all institutions, black or white, public or private. The only way we can be competitive is by being strong and, as I have said to the faculty many times, by doing what we do very, very well. Because if we don't do it very well, we should not be doing it at all. I wish we were entering this period talking about growth, but we are not. We are talking about, at best, steady state, which means some changes within the present corpus of the institution. But I hope this process will release creative energies because, in the final analysis, it is you who are gathered here and those who are not here but are part of the community, it is you who will determine the future of this institution.

I happen to be a dedicated and deeply believing Christian, but I also believe that the Lord cannot do it all. It is going to be incumbent upon us to pull together, to try to understand our problems, to try to think new thoughts and new directions that will enhance the quality of the institution, that will make what we do more visible externally. It is not the time to be timid; it is the time to speak out and to think hard about everything that we do. I think it is going to be, although tough, exciting. I hope it will be a process in which all constituencies, including our trustees, will participate.

Maybe I should say something about our trustees. I have a feeling that has been confirmed, based on some research I did this summer at the Rockefeller Archives up at Pocantico Hills in New York. I went back and read through every shred of paper I could find that had anything to do with Spelman College and its relationship with the Rockefeller family. (I think most of you are aware of the historical relationship). Throughout Spelman's history, the College has had a series of crises. It has constantly fought for survival and as it has moved onward from crisis after crisis, it has gotten stronger and stronger as an institution. The trustees are not going to bail us out, however, nor are the Rockefellers. Hopefully, there will be continued support and effort in that area, but, frankly, what is going to put Spelman over are the good ideas and the distinctiveness that we project as an institution. I have already found, as I have moved across

the country visiting corporations and foundations and talked about Spelman, that because we are so unique as an institution (how many colleges dedicated to the education of black women of this quality exist in this country?—only one) there is support for our effort, but we have to go out after it, and we have to sell it. Foundations and corporations are tired of hearing, "Well, we just don't have enough money to support us and so we need help." That is not good enough. We have to sell our thoughts and our ideas as they relate to the College.

During this period, I would like to just ask for one thing—that this be a year of sharing and caring about our College. Sharing because it means moving beyond the one job that you have to do, or yourself as a student and just one person, to thinking about the whole community. Caring about the total institution, even if it means in a particular instance that it might not exactly be what you want as an individual. Please think about the whole—and not just a part. I have seen here in my first year terrible things happen just because someone got mad at somebody. For example, I found that something wasn't working in the College because two people were angry at one another and had been angry at one another for ten years or so. When I talked to them, they could not even remember why they were mad, but they still were, and it meant stopping a very important piece of work in the College. We cannot have that. This has got to be a year of sharing and caring. It has got to be a year of working together and of doing everything possible to strengthen this college financially. Administratively, it means being more efficient. It means working harder and it means that we have all got to work harder and do it lovingly because an institution like this is like a person. If you do not care about it, it will die.

That is all I have to say. I appreciate those of you coming and listening to what I have said. You will probably hear more of this in greater detail as we move through this process. We are moving to our Centennial year. It is my aim that we go into our second hundred years strong and viable and I do not think there is any question that we can do it if we share and care. I have talked too long. I had planned that there be questions, but as usual I talked too much. I don't want to hold you. It is hot and it is lunchtime and other things need to happen. I would be happy to just sit around after we end today's convocation and talk with whomever would like to. There will be many occasions in forums and other things through the year when we can ask questions, but I have run over time. Thank you.

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