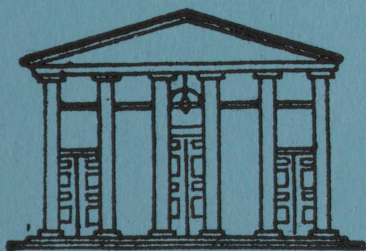
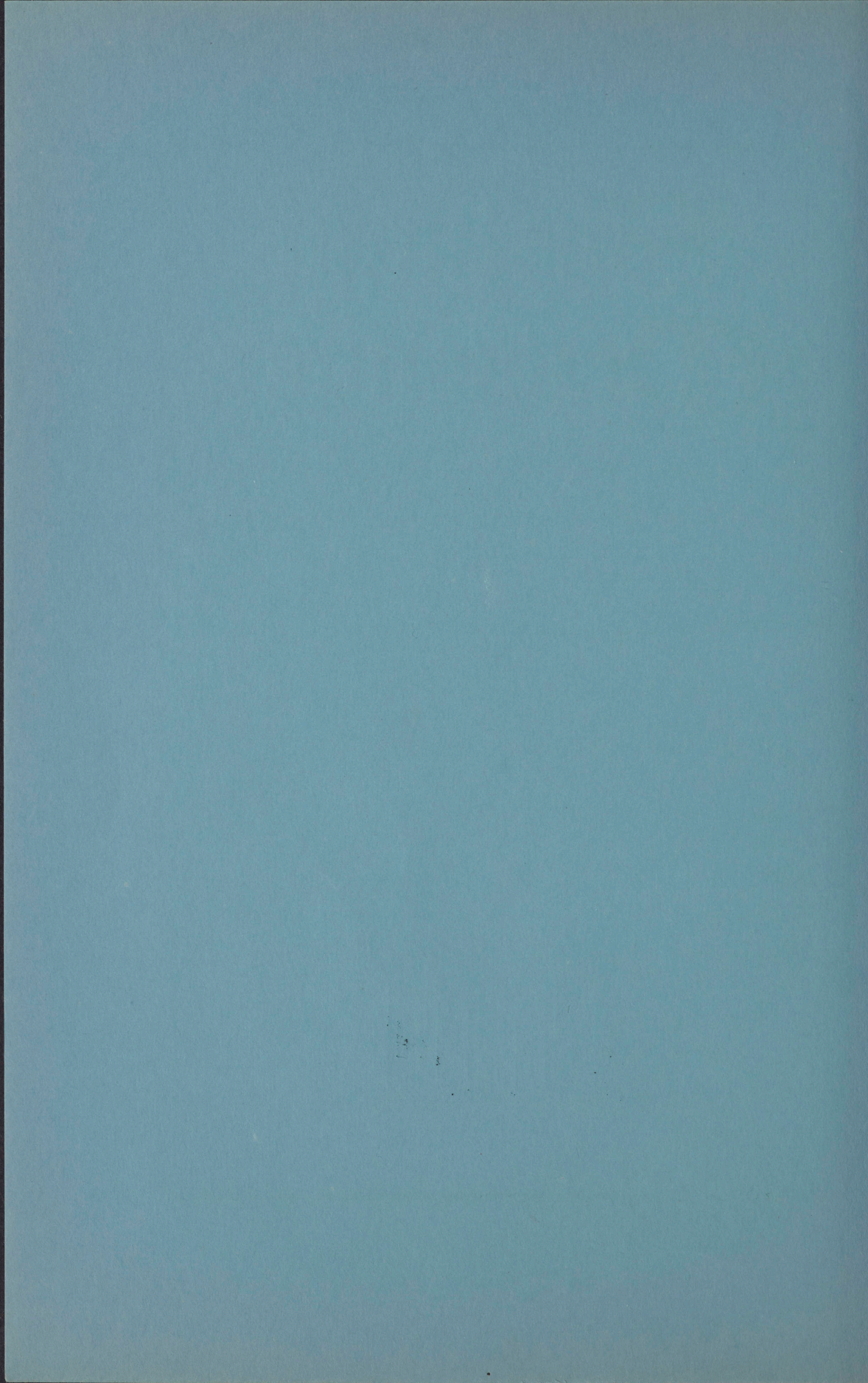


# Spelman Messenger

NOVEMBER, 1932









# Spelman Messenger

PUBLISHED BY

SPELMAN COLLEGE

ATLANTA, GEORGIA

IN FEBRUARY, MAY, AUGUST, NOVEMBER

*Yearly subscription, \$1.00, or \$2.50 for three years, payable in advance and covering 4 numbers from date paid; single copies, 30 cents. Checks should be drawn to Spelman College and mailed to*

EDITOR, SPELMAN MESSENGER

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THE ADMINISTRATION BUILDING OF ATLANTA UNIVERSITY



# Spelman Messenger

VOL. 49

NOVEMBER, 1932

No. 1

Entered at the Post Office at Atlanta, Georgia, as second class matter. Acceptances for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917.

## The Atlanta University Administration Building

The new Administration Building of Atlanta University, pictured in the frontispiece, has been completed, and the offices of Atlanta University and Morehouse College have been opened in their new quarters. Offices for Spelman College are fully provided for and some are in use.

The building is part of the million dollar project for which funds were given by an anonymous donor with the request that the gift be used at once in the interests of the unemployment campaign. That the University building program has made a substantial contribution toward alleviating unemployment in Atlanta is evident from the fact that about 225 men per day were employed at the peak of the work and an average of fifty men per day have been at work continuously since the building program began.

The Administration Building, which was designed by

James Gamble Rogers, architect, of New York City, is a three-story building facing Morehouse College, and with entrances both from Chestnut Street and from the campus. On the top floor are the suites for the presidents of the three affiliated institutions, Atlanta University, Spelman College and Morehouse College, a conference room and reception rooms. On the second floor are the offices of the registrars, the bursars, and their assistants. The post office, bookstore, office of the superintendent of grounds and buildings, and storerooms are on the ground floor.

The building was erected under the direction of Barge-Thompson Company, construction engineers of Atlanta, and most of the materials used came from the Southeastern States. The foundation material is reinforced concrete, faced with North Carolina brick and trimmed with Alabama lime-



stone. The steps are of granite and the wainscoting of Georgia marble. The architecture is early Georgian style, with gold-leaf dome, and tower.

The work of landscaping the campus is going forward rapidly. Plans include the building of a new campus entrance, a

drinking fountain in front of the Administration Building, the laying of walks connecting the buildings of the University with those of Morehouse College, the setting out of many trees on the campus, and the planting of shrubbery at the Library and the Administration Building.

## The Children's Theatre

An interesting experiment in creative expression was sponsored by Atlanta University during the summer of 1932: a Children's Theatre on a small scale was organized and developed.

The project was under the direction of Miss Anne Cooke, of the department of English and Dramatics of Spelman College, who has studied creative expression at the Chicago Art Theatre, the American Laboratory Theatre, and the Pavley-Oukrainsky School of Ballet, and who has directed plays and social activities at Spelman College for several years. She started the experiment in an unused basement room in a university building and selected for regular membership in the "company" twenty-five children from three different environmental backgrounds—an orphans' home, a

community center, and the university laboratory school. Seven of the children were boys, and all of them were between the ages of seven and nine.

The basement room was cleaned and a stage 25 x 12 x 2½ feet was built on a foundation of discarded work tables. A piano and kindergarten chairs completed the furnishings, with the exception of a partition built of beaver-board to provide wall space which children who were interested in paint and color might use as an avenue of expression. Supplies for the six-week period included one thousand sheets of newsprint paper; red, yellow, blue, black and white tempera paint; eight brushes; two cans of red paint; material for costumes for *Romeo and Juliet*; and a music book,—at a total cost of \$7.85.



It was hoped that the Children's Theatre would accomplish two things, namely, (1) give a varied group of children an opportunity to express themselves easily and naturally in dramatics, music and painting; (2) discover what special creative ability there was in individuals and give opportunity for as full development of such abilities as was possible.

The group met five mornings a week from nine to twelve. The first ten minutes were spent in free outdoor play, after which the children went indoors to begin the more formal program. The order of the day was always flexible, and varied according to the work to be done and the current interest of the group. Any activity connected with the stage drew the popular interest; painting provoked a close second. It interested the director to note that while the children as individuals liked to sing, the taste for music as a group activity had to be encouraged and grew very slowly.

"Work" began with the telling of the story of *Rumpelstiltskin*. After the director had related it to the children, she suggested that they play it as a game without words. This procedure was used in order that all of their thought might go into their movement and facial expression. The words of the story could not be forgotten and by telling the stories with

their bodies, it would not be necessary to suggest gesture. The gesture then would be true and natural.

*Rumpelstiltskin* was played in this manner for two or three mornings, and then was followed by the story of *Little Black Sambo*. The third story was a much abridged account of the story of *Romeo and Juliet*. Primary emphasis was placed upon the cost of enmity between families, care being taken to see that stress fell on the thwarting of the friendship between a little boy and girl by means of family discord, rather than upon the love affair.

The children were told that everything could not go into the play; so five scenes were decided upon, after much experimentation, each playing for approximately three minutes, except the second, which ran for five. The divisions were as follows:

1. Romeo and Juliet are eight years old. A wall divides their gardens. Each plays in his own garden.

2. Eight years later—the Capulet ball. Romeo talks with Juliet and they plan to meet the following day.

3. Friar Lawrence's cell where Romeo goes for advice.

4. Juliet takes the sleeping powder that Friar Lawrence sends. Her family, believing her



to be dead, places her in a large vault.

5. Romeo is to meet Friar Lawrence at the vault. Friar Lawrence is late and Romeo ends his life. Juliet awakens and, discovering this, takes her life. Friar Lawrence arrives with the two families too late to save the children, but delivers them a final address on friendship.

Dialogue for the entire play was evolved by the children themselves, and was improved every time a scene was played. The children chose their own colors and made their costumes. The boys of the group did what improvised stage setting there was, and changed scenery. They all loved the play, and thus "*We want to do Romeo and Juliet*" became the first request every day.

During the six weeks a number of children developed ease of expression and a versatility in improvising. They played before each other and frequent child visitors, who came as sharers and participants rather than as audience. The group never performed to an adult audience.

A portion of each morning was devoted to music. A few minutes were spent listening to selections on the piano. Then the children were invited to interpret the various rhythms, which the majority of the group could distinguish in the begin-

ning but which almost none of them could interpret. It was fully two weeks before the group would change from a march to a mazurka to a gavotte as soon as the music indicated. When invited to sing songs of their own choice, it was interesting to note that the type varied distinctly according to the kind of home from which the child had come; those from the better homes sang typical songs of childhood while children from poorer homes usually broke into some spiritual, the favorites being, "Swing Low, Sweet Chariot" and "It's Me, It's Me, It's Me, O Lord."

After the third week the group was free enough to begin making up music for children's verses. Some of the girls showed unusual ability in creating original airs, and fifteen attractive melodies for nursery rhymes were produced and transcribed into musical notation by the director's assistant, Miss Josephine Harreld. One little girl found herself in decorating the walls with Mother Goose illustrations. She never tired of painting, mixing her own colors and applying them with surprising care and skill.

By spending each minute of the allotted time in some form of activity, problems of a disciplinary nature were almost entirely eliminated. The children gained composure and confidence in their own ideas in



whatever medium they found expression, movement, or sound. And more significant even than the actual creative productions of the boys and

girls was the evidence that the mind of the young child furnishes a most fertile ground for the cultivation of conceptions and ideals of beauty.

## The Blantown School

CLAUDIA WHITE HARRELD, '01

Just a little distance from the northern limits of Atlanta and a short ride up a hill from the paved highway, a little community sprawls over the hill-top, intersected by rutty ways that only by courtesy can be called roads. The houses, though needing paint, are not mean and are bravely bounded on the front by flower gardens, or attempts at them, and on the rear by vegetable patches.

This community looks like just what it is, a settlement of people lacking a background of education and of training in skilled labor. The aggregation of houses just at this point is due to the location, not a great distance away, of several large businesses, such as the White Provision Company, the Seaboard Shops, and the Atlanta Stock Yards. The men of the community have been part of the unskilled laborers in these establishments. The women, when they worked, were cooks and laundresses for the white-

collar employees who lived in the environs of the plants.

These people are the patrons of the Blantown School situated in their midst but administering to children who live as far away as two miles.

The schoolhouse is set back of and facing the rear of two homes on the road that climbs the hill, so is not very far from the paved highway. It is a two-roomed building with a small front porch. Two doors opening from this porch and one connecting the schoolrooms furnish the only means of ingress and egress. The windows are large, admitting plenty of light; in fact, too much in summer weather, when the shades are brought into play.

The teachers' desks are beside the partition that separates the two rooms. At the ends opposite this dividing wall are narrow cloak rooms. In the one that leads from the principal's room there is set up a tiny boot-



black's stand at one end and at the other a little dressing table and a small cupboard for lunches, all made by the boys, crude but adequate, and furnishing means for lessons not contained in books. For the boys acquire knowledge of the need and methods of keeping shoes neat, and the girls receive lessons in good housekeeping. This equipment serves also as a demonstration of how the necessities for the amenities of life may be evolved out of material at hand with little output except that of ingenuity and of labor.

Spread on the desks at the rear of the class-room are the daily papers and such magazines as the teachers can get hold of which the children are required to read. On the wall here, in frames made by the youngsters, are the pictures of famous Negroes about whose lives each child can give some salient facts. These are changed from time to time.

Against the center of this wall stands an article of furniture of which teachers and pupils are exceedingly proud. It is a glass-doored book-case, the best looking of any of the furnishings of the rooms. It contains a Rosenwald library. One element of their pride is the fact that though this is not a Rosenwald school, still, because of its high ranking and of the activity of its Parent-Teachers Association, Blantown was

given the library and is the only non-Rosenwald school in the county so fortunate. One marvels at the excellent condition of the books and the cleanness of the covers when told that they have been in use for more than a year. A requirement for taking a book home is the making of a paper cover.

The borders around blackboards are the handiwork of the children. The wooden toys, rugs, mats and other objects of raffia or of the vines that grow in their woods, the articles of clothing on display, are the products of the industry of the boys and of the girls. Each girl is required to make a certain number of garments each year for her own use. After her quota is complete, she uses her ingenuity in fashioning from the bits of cloth left from larger pieces garments for less fortunate children. Material used is simple, such as commercial sacking, or very inexpensive cloth, but it is elevated in worth by the exacting care that is taken to make each article as attractive as possible.

Daily lessons are given in personal cleanliness and neatness. The boy's shirt may be patched, but its collar boasts a tie. His attire may consist of overalls, but it is neat. The girl's dress may be faded, but it is clean. Every pupil's hair gives evidence of care. Shoes may be broken, but they do not



show the stains of the muddy roads they had to tramp on the way to school.

The flower garden in front is the responsibility of the girls; the vegetable garden in the rear is the responsibility of the boys. The trees and shrubs are brought in from the woods. The seeds are donated.

The work of cleaning around the building and grounds is done by the pupils, who are expected to perform their tasks without reminder or supervision, just as they are expected to conduct the games of the recess period without the oversight of a teacher.

The emphasis of this article on features other than "book learning" is not intended to give the impression that formal teaching of the subject matter of text-books is neglected, but these other lessons are of extreme importance for these children upon whose young shoulders is laid the necessity of being the starting point from which the future generations must go on to fuller living.

The two teachers instruct six grades each day, 145 pupils, the higher grades in the morning, the lower ones in the afternoon. It seems a physical impossibility, but it is accomplished as is shown by the neat examination papers being written the day of our visit, and by

the fact that a number of the sixth graders have gone into the eighth grade at the junior high school and have maintained creditable averages. One boy now attending high school went from the fifth to the eighth and has kept pace with his classmates.

The work of this school was at one time done in a little church. It was there that Mrs. Lena Miles Davis, the present principal, a Spelman high school graduate of the class of 1906, began her mission to Blantown in 1922.

Those were the days of prosperity. The men of the community were all employed at fair wages. Untaught and without vision, a large proportion of them indulged on Sunday in a "good time" that led to the police court on Monday. On this first day of the school week attendance at school was always poor. On enquiring as to the cause of this, the teacher found that since the parents had to attend court, her pupils were compelled to stay at home to take care of the younger children. She learned that one judge was required for this district, so large was the number of cases. Here was a condition that could not be disregarded by a daughter of Spelman.

She could not be intrusive, but she did drop a word here and there as she visited in the



community. However, she felt that her most effective work was to be done through the children from these homes. To them she held up high ideals and presented conceptions of living unknown to them before. It had its effect on the home-life and attendance at court fell off to so great a degree that the judge lost his job after Mrs. Davis had been working in the district four years.

At the close of the first term's service in the church building, Mrs. Davis called her patrons together. They came extolling the work of the new teacher, testifying to the improvement in the conduct of the children, to their belief in the teacher, and pledging their support to her administration. This was what she wanted to hear because she had a proposition to make to them. She told them that if they wanted to keep her they must provide better quarters for the school. They proved sincere in their pledges for before the meeting closed they had collected fifty dollars in cash as the beginning of a fund of three hundred dollars to be used for purchasing a school site.

The balance of the money was raised before the county commissioners were approached. When the latter had been informed of what had been accomplished by these people on their own initiative and had been told of what the com-

munity now wanted from them, they consented to furnish the lumber for a school building if the community would furnish the labor. However, later, their realization of the earnestness of the people and of the meagreness of their resources caused them to relent to the extent of apportioning to the project a pay-roll of twenty-five dollars a week. This was not really adequate, but because the fathers themselves performed the labor, accepting small pay, and the teacher supervised the job for no pay at all, the schoolhouse was erected.

After starting the work in the new quarters, Mrs. Davis was joined, in 1924, by another Spelman graduate, Mrs. Nell Harris Hannon, and these two have continued together the task of bringing enlightenment to Blantown.

The Parent-Teachers Association of Blantown school is an exceedingly active organization. Made up of parents who themselves have lacked the opportunities and advantages that they are so anxious for their children to have, its accomplishments have been marvelous when consideration is taken of the means of the constituents of the body.

They performed a noteworthy feat in helping to obtain a new schoolhouse, but they did not rest there. They



have aided in the beautifying of the grounds, have furnished material for the sewing classes and books for children who could not buy them, have provided clothing for children who had less even than their own. When the school had the opportunity to acquire a Rosenwald library, they donated one-third of the one hundred twenty dollars required to qualify for the gift.

By the time the chance to get the library came, conditions had changed. There was not the general employment of former days and the thirty dollars involved represented genuine sacrifice. Today the majority of the parents are not employed and those who work receive small wages. The earning power of the women ranges from fifty cents to two dollars a week. Scarcely any men are working and the few who do have only one or two days' work out of six. Still the P. T. A. continues its interest and aid of the activities at the school.

In spite of the willingness and efforts of the teachers and of the patrons, there were still some conditions needing remedying that they were not able to cope with. The drinking water, for instance, came from a surface well dug on a slope in a locality where sanitation was crude and archaic. The teachers, in doubt as to the healthfulness of the water, finally forbade its use for drinking purposes so that the

pupils were compelled to go thirsty or else return to their homes for a drink.

Then one day a committee from the Women's Division of the Commission on Interracial Co-operation visited the school and was attracted by the efforts the teachers were putting forth and by the evidences of hard, conscientious work. The members of the committee were told of the need for safe drinking water; they noted the fact that a boundary of the city water works was only forty yards away from the school site. They became actively interested, set about taking the necessary steps, and now the Blantown school is the proud possessor of two drinking fountains with the promise of complete sanitation on the school grounds some time soon.

Each year there had been in the community an outbreak of illness that the teachers were sure was typhoid, but they had not been able to effect an investigation leading to remedial measures. The members of this same interracial committee took this matter to the proper authorities and in a short while there was a check-up of cases, carriers were discovered and isolated, and machinery set in motion to prevent a recurrence of the epidemic.

These two teachers are rendering a service far in excess of



the requirements of the county authorities and greatly out of proportion to the compensation received, which is unbelievably meagre when certain and is reduced greatly in value by uncertainty. For example, these teachers, together with others in the county, have faced the necessity of deciding either to see the schools closed for two months or to pledge their services for two months without pay if necessary.

They continue to study, sometimes during the winter sessions as well as in summer, in order to increase their efficiency. They endeavor with poor equipment or none at all to give to their pupils the advan-

tages in training and information that will furnish them with an education equal to that at the command of those far more fortunate than their young people are.

Their reward has been the elevation of the tone of the community since their coming, the ideals caught by the youngsters, the promise that they feel the future holds for Blantown in spite of present distressing conditions.

This story of the efforts of two Spelman girls is not unique. Throughout the fifty-two years of Spelman's history it has been repeated in many places in both hemispheres.

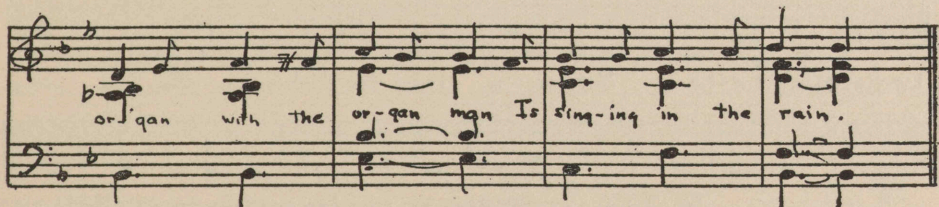
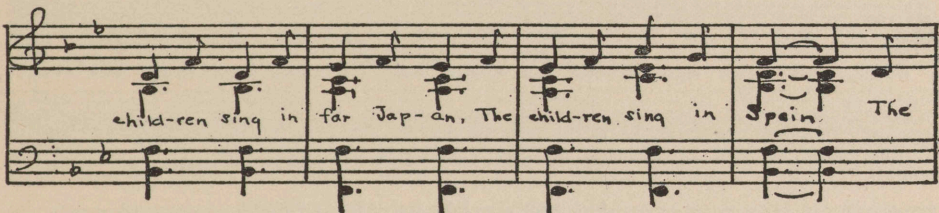
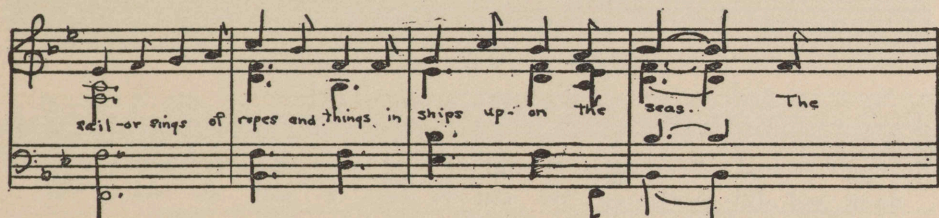
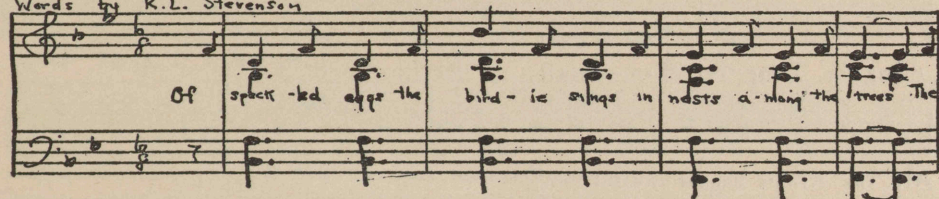


# Songs of the Children's Theatre

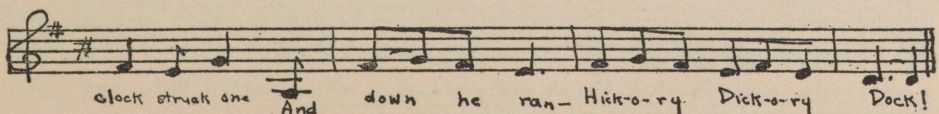
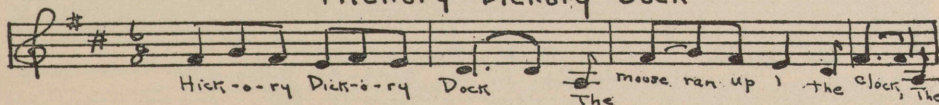
TRANSCRIBED BY JOSEPHINE HARRELD, '33

## Singing

Words by R.L. Stevenson

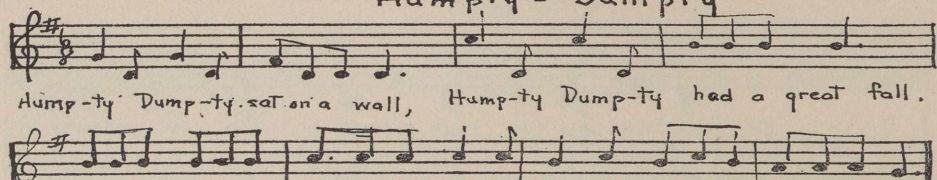


## Hickory - Dickory Dock



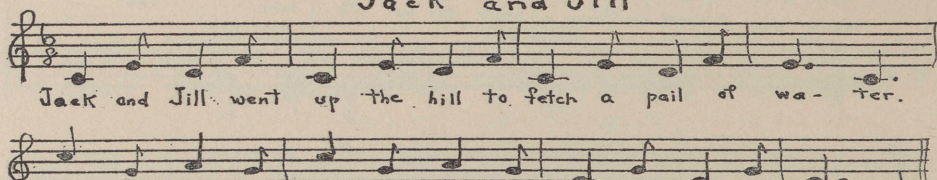


## Humpty - Dumpty



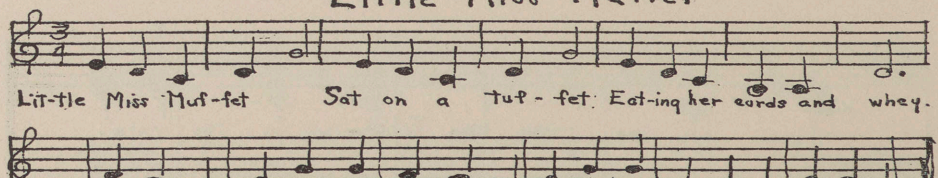
Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall.  
All the King's horses and all the King's men could not put Humpty together again.

## Jack and Jill



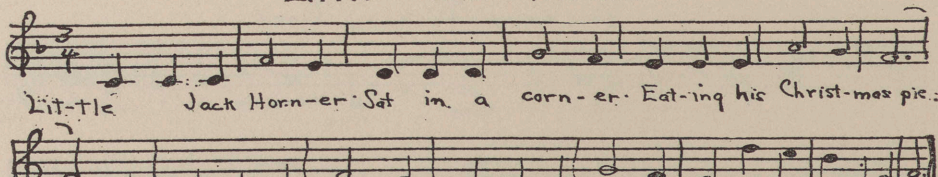
Jack and Jill went up the hill to fetch a pail of water.  
Jack fell down and broke his crown and Jill came tumbling after.

## Little Miss Muffet



Little Miss Muffet sat on a tuffet eating her curds and whey.  
Along came a spider and sat down beside her and frightened Miss Muffet away.

## Little Jack Horner



Little Jack Horner sat in a corner eating his Christmas pie.  
He put in his thumb and pulled out a plum and said 'What a good boy am I.'



Hickory - Dickory Dock

Hick-o-ry Dick-o-ry Dock <sup>zz</sup> The mouse ran up the clock <sup>zz</sup> The  
tick-tock Ticks-tock  
clock struck one and down he ran Hick-o-ry Dick-o-ry Dock

Three Wise Men of Gotham

Three Wise Men of Goth-am Went to sea in a bowl. If their bowl had been stronger, My song would have been long-er.

Pat - a - Cake

Pat - o - cake, Pat-a-cake, Ba-hier man Make me a cake as soon as you can,  
Pat it and prick it and mark it with T, And there will be e-nough for Ba-by and me.

Robin - a - Bobbin

Rob-in a Bob-bin bent his bow, Shot at a piq-eon and Killed a crow.

Jack Sprat

Jack Sprat could eat no fat, His wife could eat no lean, And  
so be-tween them both you see, They licked the plat-ter clean.



# Calendar

*September 21-26*

Freshman Week.

*September 25*

The traditional service for freshmen of Morehouse and Spelman Colleges was held in Morehouse College Chapel at 9:30 o'clock. At 10:30 o'clock the Spelman College freshmen, again following the tradition for the first Sunday of the year, attended service at Friendship Baptist Church—the church in whose basement Spelman was founded.

*September 26-27*

Registration days.

*September 28*

At the opening chapel service, President Read gave as her keynote for the year: "Seek ye first," from the text, "Seek ye first the kingdom of God and His righteousness and all these things shall be added unto you." "What is to have first place with us this year?" she asked. "What will have first place with me as an individual? What is it that I really care most about? What am I going to spend my thoughts, my energy on? What am I going to seek first? What do I care enough to spend everything I have to obtain?" She then discussed specific problems which confront members of a college community, and concluded: "If we can use as a touchstone this year that question, 'What seek ye first?', each one applying it to herself, it may be that we shall find ourselves by the end of the year farther along in our pilgrimage."

*September 30*

The Morehouse Quartet sang at the chapel service.

*October 5*

Dr. Luella F. Norwood was the chapel speaker.

*October 6*

Miss Charlotte Templeton, librarian of the Atlanta University Library, spoke in chapel, giving a general survey of the development of the early libraries of Spelman, Morehouse, and Atlanta University, and an evaluation of the present Atlanta University Library collection of books.

*October 8*

A social for the faculty and students of Morehouse and Spelman Colleges was held in the evening in Morgan Hall, with the Spelman Young Women's Christian Association as hostess.

*October 13*

Dr. John E. Holloway, Director of the Office of Census and Statistics of the Union of South Africa, spoke in chapel, explaining some of the recent developments in the British Constitutional law, in particular the change in status of certain colonies from dependencies to self-governing nations of the British Commonwealth.

*October 14*

Dr. John Hope, President of Atlanta University, told in chapel of some geographical impressions from his recent trip through Russia. He emphasized the importance of considering the geographical and geological influences in the development of any nation, particularly in a historical or sociological study, and gave as examples of government in relation to topography, the city-states of ancient Greece and the monarchy in old Russia.

*October 19*

Dr. Samuel H. Archer, President of Morehouse College, spoke in chapel.



October 21

Rev. Father Alban Winter, of Yorkshire, England, a minister of the Church of England, in charge of a secondary school for native students in a mission at Johannesburg, South Africa, spoke in chapel on the existing conditions in native education in South Africa.

October 22

Dr. Henry R. Butler spoke to the Fortnightly Club on "An Evening in Canterbury."

October 24

Mrs. Julia Peterkin, author of *Black April*, *Scarlet Sister Mary*, *Bright Skin*, gave an informal talk to the student body in Howe Hall.

October 25

The Reverend Father Winter conducted the chapel exercises, speaking of the native music of South Africa, and illustrating his talk by victrola records made by pupils in his school.

October 26

Miss Leolya Nelson spoke on the importance of a sound body in the development of an individual and of the need for giving physical development a place in the schedule of every person. Following her talk, the Trevor Arnett Award was presented to Ruth Westmoreland, '36, winner of the 1932 Founders Day Athletic Meet.

At the assembly hour, Dr. John Hope gave an informal talk on his trip to Russia during the past summer. He gave graphic pictures of representative individuals and groups in Russia today and the problems that are facing them, and suggested possible lines of development which students in America will be interested in watching the next few years.

October 28

Dr. Will Durant, author of *The Story of Philosophy* and other books,

formerly professor at Columbia University and lecturer at the Labor Temple School of New York, gave a lecture on "Is Progress Real?"

October 29

*The Campus Mirror* sponsored a Hallowe'en party in Morgan Hall.

November 1

Miss Luella F. Norwood spoke in chapel.

November 2

The Spelman Quartet—Mabel Hillman, Mercedes Powell, Mary Louise Smith, and Dorothy Williams, sang at the chapel service.

November 4

Dr. Frederick P. Keppel, President of the Carnegie Corporation, spoke at the chapel service. He expressed particular interest in the affiliation of Atlanta colleges, and called attention to the proportion of lost motion due to overlapping which such an affiliation eliminates. The Morehouse Quartet sang "Go Down Moses" and "Somebody's Calling My Name", and the assembly sang, "Seek, Seek, and Ye Shall Find," "Go Tell It On the Mountain" and the opening stanza of the Negro national hymn, "Lift Every Voice and Sing".

November 5

The seniors gave a circus in Howe Hall, a real circus, with animals, sawdust rings, clowns, wild man, strong man, giant, midget, and all the other features necessary to such an event. The audience declared it was one of the most delightful entertainments of the year.

November 8

Clarence A. Bacote, of the Department of History, spoke in chapel on the system of elections in the United States. He touched briefly on some of the phases of the approaching election, but refused to make any prophecy as to the results.



*November 9*

Miss Celestine Smith, Regional Director of the South and Southwest of the Young Women's Christian Association spoke in chapel.

At 5:45 Miss Carol Blanton and the Spelman Quartet broadcast over station WGST.

*November 10*

Rev. H. H. Strong was the chapel speaker; the prayer was offered by President Robert T. Pollard, of Selma University.

*November 11*

President John Hope spoke on "War" at the Armistice Day chapel service.

The Debating Club held a meeting in the afternoon, and in the evening meetings were held by the following departmental clubs: French, Home Economics, Latin, Social Problems, and Biology.

*November 12*

At 7:30 o'clock the sophomore class presented the faculty in a program, including musical selections, readings, and a short play.

*November 14*

Dr. Carter G. Woodson, Director of the Association for the Study of Negro Life and History, spoke in chapel about the part of the Negro college graduate in the development of his race.

At 6:30 o'clock at the Get-Acquainted Dinner in the Spelman College dining hall, President Read welcomed the delegates of the Association for the Study of Negro Life and History. Rev. W. J. Faulkner, Pastor of the First Congregational Church, presided, substituting for Dr. Willis J. King, who was unable to be present. Several informal speeches were made by delegates, including C. H. Cain, of Talladega College; M. R. Apples, of Tennessee State College; Bishop R. E. Carter,

of Chicago; President John Hope, of Atlanta University; and Dr. Carter G. Woodson, Director of the Association. Following the dinner, an evening of Negro music, sponsored by the Association, was held in Sisters Chapel.

*November 15*

Dr. Rayford W. Logan, of the Association for the Study of Negro Life and History, spoke in chapel on "The Adventure of History."

At 10:30 o'clock the meeting of the Association for the Study of Negro Life and History was held in Sisters Chapel. Students of Atlanta were invited to the meeting and the chapel, which seats twelve hundred people, was filled to overflowing. In order to accommodate the crowds of people who wished to attend the meetings, it was decided to hold the major meetings in Sisters Chapel.

*November 16*

Fred Lynn Steeley, Professor of Sociology of Paine College, was the chapel speaker.

*November 17*

At the weekly prayer meeting in Howe Memorial Hall, Dr. Edgar H. Webster, retired faculty member of Atlanta University, spoke on Syria and the work which he did there previous to coming to Atlanta. The students were so much interested that Dr. Webster was asked to continue his talk at chapel the following morning.

*November 18*

At 8:00 o'clock, the University Players presented "Sun-Up", a folk play of the North Carolina mountains, by Lula Vollmer, in Howe Hall.

*November 19*

Dr. William Trufant Foster, formerly President of Reed College,



Portland, Oregon, and Director of the Pollak Foundation for Economic Research, spoke in chapel on "Should Students Study?" At 4:30 o'clock at a general assembly, to which the students and faculty of all the Negro colleges of Atlanta were invited, Dr. Foster spoke on "Managed Money and Unmanaged Men".

*November 22*

Dr. Foster spoke in chapel.

*November 23*

Miss Ruth G. Lockman, of the Intercollegiate Prohibition Association, was the chapel speaker.

In the evening the freshmen sponsored a "Radio Broadcast" in Howe Hall.

*November 24*

The Thanksgiving Service, held at 9:30 o'clock in Sisters Chapel, was led by President Read. It was followed by the Thanksgiving Rally in Howe Hall.

*November 25*

Miss Mabel Carney, Associate Professor of Education of Teachers College, Columbia University, spoke in chapel. She gave some of her observations from visits to rural secondary schools of the South, in connection with a study of the work of state teachers' colleges in which she is at present engaged.

In the evening, at the Nursery School, there was a parents' meeting.

## VESPER SPEAKERS

*October 2*

Dr. M. Ashby Jones, Honorary President of the Commission on Interracial Co-operation, formerly Pastor of the Ponce de Leon Baptist Church of Atlanta, and recently Pastor of the Second Baptist Church, St. Louis, Missouri.

*October 9*

Dr. Willis J. King, President of Gammon Theological Seminary.

*October 16*

Rev. L. A. Pinkston, Pastor of the Beulah Baptist Church.

*October 23*

Rev. Lloyd O. Lewis, of the Department of Philosophy and Religion, Morehouse College.

*October 30*

Dr. Lavens M. Thomas II, Professor of Religious Education, Emory University.

*November 6*

*Gallia*, a cantata by Charles Gounod, was sung by the Morehouse-Spelman Chorus.

*November 13*

Rev. James M. Nabrit, D.D., Pastor of the Mount Olive Baptist Church of Atlanta, and President of the General Missionary Baptist Convention of Georgia.

*November 20*

Dr. William Trufant Foster, of Newton, Massachusetts, former President of Reed College, and Director of the Pollak Foundation for Economic Research.

*November 27*

Rev. Raymond J. Henderson, Pastor of the Greater Wheat Street Baptist Church of Atlanta.

## VISITORS

Dr. W. W. Alexander, Director of the Commission on Interracial Co-operation and President of Dillard University, New Orleans, and Mrs. Alexander.

Mrs. William A. Archie (Ethel McKinney, H.S., '24), of Arcadia, Florida.



Mr. and Mrs. L. M. Averitte, and Miss Averitte, of the Indiana State College, Indianapolis, Indiana.

Miss Bennie V. Bell and Miss Calisto F. Bell, graduate students of Fisk University, Nashville, Tennessee.

Mrs. H. C. Bell, Field Secretary of the Women's Missionary Society of the United Lutheran Church in America.

Miss Martha C. Blezen, of Minneapolis, Minnesota.

Mrs. R. B. Brewton and Mrs. T. E. Eason, of Atlanta.

Mr. and Mrs. Lucius H. Brewer (Inez P. Brockway, T.P.C., '16) of Gary, Indiana.

Miss Esther V. Brown, of Lawrenceville, Virginia.

L. Guy Brown, Assistant Professor of Sociology, Ohio Wesleyan University, and Mrs. Brown.

Mrs. L. J. Bumpas and Miss Ruth Bumpas, of Laramie, Wyoming.

Mrs. H. R. Butler (Selena Sloan, H.S., '88) and Dr. Henry R. Butler, of Atlanta, and Mrs. Callaway, Miss Carolyn Callaway, and Miss Davis, of Washington, D. C.

Miss Mabel Carney, Associate Professor of Education, Teachers College, Columbia University, New York City.

Bishop R. A. Carter, of Chicago, Illinois.

Dr. Edwin Leavitt Clark, Professor of Sociology, Rollins College, Winter Park, Florida.

Miss Ednora P. Cooper, of Hampton Institute, Virginia.

Rev. G. E. Culmer, of St. Agnes' Church, Miami, Florida.

Jackson Davis, Assistant Director of Education of the General Education Board, New York City.

Stanley W. Davis, of Tennessee State College, Nashville, Tennessee.

J. C. Dixon, Supervisor of Negro Education, Georgia State Department of Education.

Dr. Will Durant, author of *The Story of Philosophy*, formerly of the Department of Philosophy of Columbia University, and lecturer at the Labor Temple School, New York.

Mrs. Nathaniel Elder (Willye Catherine Walker, H.S., '18) of Los Angeles, California.

R. B. Eleazer, Educational Director of the Commission on Interracial Co-operation, and Mrs. Eleazer, Robert Eleazer, Jr., and Miss Grace Eleazer.

Miss Melissa M. Elliott, of Fisk University, Nashville, Tennessee.

Professor Merle R. Eppse, of Tennessee State College, Nashville, Tennessee.

Miss Bernice O. Fallon, of St. Louis, Missouri.

Rev. W. J. Faulkner, Pastor of the First Congregational Church, and Mrs. Faulkner.

Miss Genevieve Fisher, of Ames, Iowa.

Dr. William Trufant Foster, of Newton, Massachusetts, formerly President of Reed College, Portland, Oregon, Director of the Pollak Foundation for Economic Research, lecturer and writer on current economic problems.

Dr. William A. Frayser, of Macon, Georgia.

Miss Julia Gaines (H.S., '28), of Calhoun, Georgia.



Miss Esther Gilland, of Denver, Colorado.

Mrs. Glover, of the Alice Freeman Palmer Institute, Sedalia, North Carolina.

President Edgar H. Goold, of St. Augustine's School, Raleigh, North Carolina.

Dean George W. Gore, Jr., and M. R. Apples, of A. & I. State College, Nashville, Tennessee.

Miss Doris Guill, of Tate, Georgia, and Miss Florence Guill, of Buford, Georgia.

Mrs. J. Ira Haltiwanger, a missionary to Liberia, West Africa.

Mrs. Thomas Hamilton, of Bristol, Pennsylvania.

Dr. Henry Hanson, of Jacksonville, Florida State Health Officer.

Mrs. D. K. Harrison, of LaGrange, Georgia.

Mrs. Matilda McK. Hartley, of Macon, Georgia.

Professor Charles H. Haynes, of Talladega College, Talladega, Alabama.

Dean John Wilfred Haywood, of Morgan College, Baltimore, Maryland.

Walter B. Hill, of Richmond, Virginia, Field Agent of the General Education Board.

Dr. John E. Holloway, of Pretoria, South Africa, Director of the Office of Census and Statistics of the Union of South Africa.

Miss Hattie Hunt, of Johnson City, Pennsylvania.

George K. Hunton, of the Cardinal Gibbons Institute, New York City.

Mr. and Mrs. Hurr and daughters, of Northfield, Minnesota.

Dr. A. B. Jackson, of the Medical School, and Professor James B. Brown, of the Department of History, Howard University, Washington, D. C.

Miss Virginia Jewell, of Baldwin-Wallace College, Berea, Ohio.

Dean James Hugo Johnston, of Virginia State College, Petersburg, Virginia.

Rev. Allen E. Jones and Rev. Melvin C. Swan, of Gammon Theological Seminary.

Dr. and Mrs. M. Ashby Jones, of Atlanta.

Dr. Willis J. King, President of Gammon Theological Seminary, and Mrs. King.

Miss Alma J. Knauber, of the School of Household Administration, University of Cincinnati, Ohio.

Mrs. L. L. Lain and Mrs. Maude C. Pye, of Macon, Georgia.

Miss Ruth Lindquist, of Ohio State University, Columbus, Ohio.

Dr. Fred McCuiston, of Nashville, Tennessee, Executive Agent of the Association of Colleges and Secondary Schools of the Southern States, and Assistant Director of the Julius Rosenwald Fund.

Dean T. E. McKinney, of Johnson C. Smith University, Charlotte, North Carolina.

Mr. and Mrs. P. J. McLean, of Aiken, South Carolina.

Dr. F. E. McLendon, of Athens, Georgia.

Miss Matilda McMahon ('32), of Marietta, Georgia.

Leifur Magnusson, Director of the Washington branch of the International Labor Office of the League of Nations.



Miss Annie Mae Mitchell (H.E., '26), of Birmingham, Alabama.

Rev. H. Randolph Moore, Pastor of St. Luke's Episcopal Church of Atlanta.

Miss Earnestine Morrow ('28), of Birmingham, Alabama.

Miss Necie Nessel, of Minneapolis, Minnesota.

Miss Leota Nichols, of the University of Wyoming, Laramie, Wyoming.

Dr. Eugene L. Opie, of the Board of Scientific Directors of the Rockefeller Institute for Medical Research, Director of the Department of Pathology of the University of Pittsburgh, and Director of the Laboratories of the Henry Phipps' Institute.

Miss Marylee Hall Palmer, of Waycross, Georgia.

Mrs. H. S. Pentecost, of Roanoke, Virginia, and Mrs. G. B. Greene, of Atlanta.

Mrs. Julia Peterkin, of Lang Syne Plantation, Fort Motte, South Carolina, author of *Black April*, *Scarlet Sister Mary*, and *Bright Skin*.

Miss Mildred K. Price, of Fisk University, Nashville, Tennessee.

R. W. Puryear, of Howard University, Washington, D. C.

Frank Ray, of Savannah, Georgia.

Dr. W. N. Reeves, of A. & T. College, Greensboro, North Carolina.

President J. J. Rhoads, of Bishop College, Marshall, Texas.

Miss Grace V. Richardson, of Dawson, Georgia.

Miss Lucile Robinson, of Wesley House, Atlanta, formerly of Nashville, Tennessee.

Miss Roberta L. Robinson, of Maryville College, Maryville, Tennessee.

Dr. Frederick F. Russell, General Director of the International Health Board, and a member of the Public Health Council of the State of New York.

Mrs. Frank A. Sanders (Agnes Agnew, T.P.C., '13), of Tennessee State College, Nashville, Tennessee.

Mrs. T. Forman Screnen, of Atlanta.

Miss Mary Scroggins, of Knoxville College, Knoxville, Tennessee.

Mr. and Mrs. Paul Seydel, of Atlanta.

Miss Evelyn Shanks, of Bristol, Pennsylvania.

Miss Queen E. Shoates, of Tuskegee Institute, Alabama.

Dr. Gordon Singleton, Director of the Division of Information and Statistics, Georgia State Department of Education.

Professor Eugene F. Southall, of A. & M. State College, Tallahassee, Florida.

Miss Terry, of the Department of Music of Talladega College, Talladega, Alabama.

Mrs. Clarence C. Walker (Frances Celestine Moore, T.P.C., '03), of Palatka, Florida.

Miss Joe B. Washington, of Fisk University, Nashville, Tennessee.

J. W. Watkins, of Locust Grove, Georgia.

Miss Lucy Werd, of Atlanta.

Miss Doris M. Wheeler, of Calhoun, Alabama.



Mrs. Mary D. White, of New York City, Associate Secretary of the Congregational Home Mission Boards, and Mrs. H. E. Lawless, of Atlanta.

Miss Alean Wiley (H.S., '26), of Calhoun, Georgia.

Osie H. Williams, of Columbus, Georgia.

Miss Cora Winchel of Teachers College, Columbia University, New York.

Rev. Alban Winter, C.A., of the Community of the Resurrection, Mirfield, England, and Johannesburg, South Africa.

Dr. Carter G. Woodson, Director of the Association for the Study of Negro Life and History.

Dr. Arthur D. Wright, President of the Jeanes Fund and the Slater Fund.

## Campus Notes

### A SUCCESSFUL SUMMER SCHOOL

The Atlanta-Morehouse-Spelman Summer School had one of the most satisfactory sessions in its history. The enrollment of 354 included 77 men and 277 women from 12 states, the District of Columbia, and Africa. For the first time graduate work was offered, and 36 students registered for graduate courses. No courses were offered below college standing, and several special features were added to the curriculum. Through the affiliation with the Atlanta School of Social Work, five courses in social work were open to the summer school students. A course in Scoutmastership under the direction of A. J. Taylor, Scout Executive, Assistant to the National Director of Interracial Activities of the Boy Scouts of America, proved a great attraction.

The faculty of 27 members represented study in 30 American colleges, universities and professional schools, 4 universities in Germany, 2 in France and one in England. They included members of the faculty

of the four institutions affiliated in the Summer School, and a group of visiting professors from other leading colleges and universities.

A study of the enrollment showed that students in the Summer School included 26 teachers of one-room schools, 59 of primary grades, 85 of elementary grades; 63 of high schools; 3 college teachers, and 15 principals, supervisors, vocational and supply teachers. A report from the Georgia State Department of Education for 1931 brought out the fact that of summer schools for Negroes in the Southeast, the Morehouse-Spelman Summer School had the largest enrollment of college students. The 1932 Summer School went still farther in offering nothing below college grade, and in offering graduate courses.

Plans were immediately started for the 1933 Summer Session, which is scheduled for June 10 through July 21.

### FRESHMAN WEEK

As has been the custom for several years, the freshmen gathered for a



week on the campus before the registration of upperclassmen. This plan gives the new student an opportunity to become adjusted to college community life, to meet her instructors and classmates, and to discover her strong and weak points in comparison with others in her class and to work out a program which will best help her to develop her own abilities.

September 21 devotions were led by President Read, and the program for the day included the following talks:

How to Keep Up to Your Best Physically—Mrs. Ludie Andrews, superintendent of the College Infirmary.

Views of Spelman by a Spelman "Big Sister"—Mrs. Claudia White Harreld, '01.

What It Means to be a Spelman Girl—Willie Dobbs, '31.

Mrs. Margaret Nabrit Curry, '24, of the History department, led the devotions on September 22. In the morning Miss Elizabeth T. Perry, of the Education department, gave the first of her talks on Effective Study. In the afternoon, Miss Lisle H. Arduser, of the Home Economics department, and Miss Anne Cooke, of the English department, gave an illustrated lecture on Charm and Poise. "How to Use the Library" was the subject of a talk at 4:30 by Miss Charlotte Templeton, librarian of the Atlanta University Library.

On September 23, Miss Hattie V. Feger, of the Education department, led the devotions. Psychological examinations and examinations in English were given all freshmen, and examinations in academic subjects were arranged for students coming from unaccredited high schools. In the evening a social was held in Laura Spelman for the freshmen of Morehouse College and Spelman College.

Devotions September 24 were led by Mrs. Jane Hope Lyons, Dean of

Women. Miss M. Mae Neptune, of the English department, gave a talk entitled, "Not by Halves but by Wholes", and Miss Perry gave her second talk on Effective Study. Mr. Kemper Harreld, director of Music, played a program of organ music, and Miss Luella F. Norwood, head of the English department, talked on Books.

The Sunday program included the traditional services at Morehouse College and at Friendship Baptist Church,—the former being a joint service with Morehouse freshmen and the latter in observance of the fact that Spelman was founded in the basement of Friendship Church and held their classes there for nearly a year. In the afternoon groups of girls went for a walk.

President John Hope, of Atlanta University, led the devotions on Monday, September 26. The remainder of the day was largely devoted to registration, to the arranging of schedules and the completion of physical examinations, which are given to all students each year in order to be sure that all members of the community are in the best possible condition for the year's work.

#### EXTRACTS FROM MISS READ'S OPENING CHAPEL TALKS

*September 28*

I will read two or three verses from the sixth chapter of Matthew. "No man can serve two masters . . ." "Seek ye first the kingdom of God and His righteousness and all these things shall be added unto you."

The suggestion and question that I would like to leave with you this morning grows out of that verse: "Seek ye first". What is to have first place with us this year? What will have first place with me as an individual? What is it that I really care most about? What am I going to spend my thoughts, my energy on?



What am I going to seek first? What do I care enough for to spend everything I have to obtain?

A student said to me not long ago that if it took her until she was sixty years old, she was going to complete the course at Spelman College. She has an ideal, and I believe if she has her health and strength she will accomplish it. In a large way, I suppose we would all answer that question satisfactorily. In a large way, I venture to say that every individual here this morning has high ideals, aspirations, a desire for high things.

There are two illustrations that occur to me when I think of a proper answer to that question, "Seek ye first". One is in an epistle of Paul,—*"Whatsoever things are true,—"* that surely should govern. Another is in the first psalm, the man who doesn't sit in the seat of the scornful. Other illustrations will occur to you.

I think we can assume this morning that every one seeks to develop a well-rounded personality, to equip herself for high service in the world. How can we translate that ideal into actuality? What can we do about it that is practical and helpful this year?

I am going to suggest as a sort of touchstone all year that we put that question to ourselves now, what seek ye first? What am I seeking first? If our fundamental purpose is right and we check by that, we can usually decide difficulties and questions of the moment. If we have a supreme ideal, others will generally follow that supreme ideal. Our trouble comes when we lose sight of that big, fundamental purpose. A question such as that, honestly put and honestly answered, makes for neighborliness, friendliness, co-operation. It makes for my co-operation with my fellows, it makes for the co-operation of nation with nation. What do nations seek first? That is going to affect

the kind of diplomatic notes that are sent by one government to another.

It is surprising sometimes (or perhaps not so surprising after all) how many people who are animated by high ideals, who wish to dedicate themselves to a high purpose, seem to forget what is striven for in the method or plan of reaching their objective. A few years ago I was connected with a philanthropic organization. There was too frequently found, even in people who actually had an impulse to promote the well-being of their fellows, an ardor and determination to wish a thing to be done only according to the particular method they proposed. It seemed to me frequently that they lost sight of their object in their insistence that theirs was the only plan that would bring the desired result.

Bringing this question down to Spelman College and to me and to you—how does it affect us? Do you think it would make any difference to you if once every hour you stopped to say, "What is it I am after? What is my main purpose and how does this next thing fit in with it?"

Take, for example, in our social lives, suppose we have two or three committees for a class reception. A portion of them do not seem to be very much on the job. What is going to be my attitude? "That's her business; she has more time than I; I'm not going to care anything about it!" Or, "She hurt my feelings and I'm not going to do anything with her". What is it after all that I am interested in? In my own pride, my own hurt feelings? Or that this thing I am interested in must be a success? That the whole thing go smoothly? If I ask myself that question, will it make any difference in the total result?

In matters of personal relations, it is so easy for one to prove to her-



self that she is right and the other person is wrong, that sometimes it is worth while to ask if I am protecting my own dignity in the attitude I have taken or if I am promoting this fundamental purpose in my life.

If I have a friend and am really interested in her welfare, if she doesn't do things in the way I think she ought, shall I nurture that friendship or get in a tiff and say I am through with her? What, after all, is it that you are caring about? Some particular disagreement that looms large for a moment? Or is it the friendship that means something?

One other illustration. In our academic life, what is it that I am seeking? What am I seeking first? Is it to gain knowledge, to get wisdom, to learn to develop my mental muscles, my ability to think straight? Suppose the teachers give longer lessons than I think they ought to or give a grade lower than I think I deserve. Is it a mark on a piece of paper or is it knowledge or wisdom I am after? What am I seeking first and how is that going to affect my attitude toward my scholarship, toward my academic life?

If we can use as a touchstone this year that question—each applying it to herself, "What seek ye first," it may be that we shall find ourselves by the end of the year farther along in our pilgrimage.

#### *September 29*

If we have a dominant purpose in our lives, we will have a dominant program, and other things will shape themselves according to that dominant program. It is well to think about and keep in mind our ultimate ideal, and frequently ask ourselves the question: "What am I seeking first?"

What seek ye first? Once having formulated that dominant purpose, that big fundamental thing we are

driving for, and having got our minds and hearts set for accomplishing that, how can we go about translating that idea into action? I want to suggest to you this morning that we might keep in mind as a second item an old English motto: *Do ye nexte thing.*

We can't do everything at once. Sometimes we get discouraged by thinking that we can't take all the steps at once, and so there's no use trying. There's a great truth in the thing that is said so often, that a child who is learning to walk must take the first step. De Quincy recognized that when he decided as a small boy that he wasn't going to take the first step. A precocious child, he thought, "Here are these grown people. They want me to learn to read and write and spell, and if I once begin there will be another thing and another. I shall not take the first step or there will be no end to the unreasonable things they will ask of me." And so he refused to begin.

I learned this in experience with students seeking for admission to college, that a student who pays her entrance fee, perhaps when it is only five dollars, is going to find it easier to get money for the next necessary expense.

I recall a young man, a freshman in a college a long way from here. He was the only son of a mother to whom he was devoted. His father had died when he was a small boy and there was a fine companionship between him and his mother. He had to work for most of his expenses in college, though his mother helped somewhat. He came to my office once in great distress of mind. His mother ought to have a trip east. The boy didn't have any money and he couldn't provide traveling expenses for his mother for a trip east. I listened for a while. Then I said,



"John, have you written to your mother this week?" He said, "No." I suggested that his mother might be just as pleased if he did the thing he could do, the thing that was in his power, and not worry about doing the thing that was impossible.

William James, the psychologist, said, "Never suffer yourself to have an emotion without expressing it in some active way." There is the story of the Russian lady who went to the theatre on a cold winter's night. She listened to the play and was moved by the fictitious story on the stage and wept at the suffering depicted there while her coachman was perishing of cold as he waited outside.

The "nexte thing" is the only thing for me to do at the moment. It is incumbent upon me to have an ultimate ideal for my life, a desire to live up to the highest, but for the day it is the next thing that deserves my attention. A good many times it seems as though there were a dozen things to be done at once and they clamor for attention and you don't see how you can get them done. It helps to pause and think; there is only one thing I can do at a time and it is the next thing I must concentrate on, the next thing I must do.

One of our modern poets has one line that we have quoted before: "By many single days we learn to live."

So if at the beginning of this year we can keep in mind those two principles: "Seek ye first" for an ultimate aim, a high ideal, a great fundamental purpose, and then in accomplishing it, "Do ye nexte thing."

#### NEW FACULTY MEMBERS

Mrs. Jane Hope Lyons, Acting Dean of Women.

Miss Ernestine Anthony, A.B. Spelman College 1932, Spelman Librarian.

Benjamin F. Bullock, B.S. University of Minnesota; A.M. Columbia University; Department of Education, Spelman College and Morehouse College.

Miss Leona C. Edwards, R.N., Assistant to the Superintendent of the College Infirmary.

Miss Lucile Folger, A.B. summa cum laude, Bates College, 1932; Secretary to the Dean of Women and Instructor in English.

John Hope II, A.B. Morehouse College; A.M. Brown University; Exchange Instructor in Economics.

Miss Cecie R. Jenkins, A.B. summa cum laude, Howard University, 1931; Instructor in French.

Miss Ida Jones, A.B. Spelman College, 1932, Assistant to the Director of the Nursery School.

Miss Edith McDonald, formerly Secretary to Dr. William Trufant Foster, President of Reed College, and later Director of the Pollak Foundation for Economic Research; and Secretary to the Minister of the First Presbyterian Church, Chicago; Secretary to the President.

Miss Phyllis Maheu, A.B. Wheaton College 1932, Assistant Secretary in the Office of the President.

Mrs. Naomah Williams Maise, A.B. Spelman College 1932; student of the Juilliard Institute of Music and Art, summer of 1932; Instructor in the Department of Music.

Miss Leolya Nelson, A.B. Syracuse University; M.A. Teachers College, Columbia University; Director of Physical Education.

#### MISS TEMPLETON SPEAKS ON THE LIBRARY

At the morning chapel service on October 6, Miss Charlotte Templeton traced briefly the development of the early libraries of Spelman and Morehouse Colleges and Atlanta



University, referring particularly to the fine beginning made at Atlanta University in the very early days, when Mrs. Samuel McChord Crothers was chairman of a committee to collect books for the University. She called attention to a copy of *Phenis*, by William Bowan, which was given by Ralph Waldo Emerson and has his autograph on the flyleaf, which is in one of the exhibition cases at the new library.

The next important step in the development of the library mentioned by Miss Templeton was the building up of the Negro collection under the direction of Dr. W. E. B. DuBois. Dr. DuBois, realizing the importance of contributions to American literature by Negro authors, secured for the library copies of books by Negro writers as they were published, making the nucleus of what promises to be a very fine specialized collection, including many first editions. With so many valuable books and files of periodicals in the older collection at Atlanta University, with the Morehouse library, which was especially strong in the field of religion, and with the relatively large recent purchases of books and periodicals made by Spelman College, the new university library starts off with an excellent working library.

Sketching briefly the history of library cataloguing, Miss Templeton made the interesting statement that the Atlanta University Library, under the direction of Miss Mary A. Richards, was the first library in the state of Georgia to be classified according to modern methods. Miss Templeton related some of the differences between the Dewey system and the Library of Congress catalogue, and explained the recataloguing of the three affiliated libraries which is being done at the new library by Miss Wilhelmina Carothers, an expert librarian, who for several

years was a cataloguer of the Library of Congress.

In summarizing, Miss Templeton stated that the joint library now has an excellent collection of bound periodicals, a good working supply of new books to which additions are being made as rapidly as funds permit, and a promising specialized Negro collection, to which there has recently been added, through the Phelps Stokes Fund, the famous Clarkson original manuscripts, and the Morris collection.

#### DR. JOHN E. HOLLOWAY

Dr. John E. Holloway, director of the Office of Census and Statistics of the Union of South Africa, spoke at the chapel service October 12 on Some Recent Changes in Constitutional Relations in the British Commonwealth. The large number of states, colonies, and protectorates which used to be classified together as the British Empire, Dr. Holloway explained, have in the past few years undergone a change in status and now fall into three distinct groups: first, the states of the British Isles, in which the British Empire originated, and on the same footing with them the group of states which are still referred to conveniently as the British Dominions, but which are actually self-governing nations; second, the colonies which are under Empire rule, and third, the mandated territories which were put in the charge of the self-governing states by arrangement of the League of Nations under the Treaty of Versailles. Dr. Holloway discussed chiefly the change in status of the first group, and the constitutional principles by which they were transformed from dependencies into self-governing nations.

Calling attention to the fact that in contrast to the Constitution of the United States, there is no definite docu-



ment which can be called the Constitution of Great Britain, Dr. Holloway said that the British constitution is an aggregate of customs and acts of Parliament over a period of many years. One of the most important of the constitutional principles is that the king abides by the counsel of his ministers. As the colonies came to have more and more their own Parliaments and their own ministries, awkward situations arose if the king was advised in one sense by the ministers in London and in a quite opposite sense by his ministers in the dominions. So in 1926 a declaration was made that where a dominion was concerned, the king should be advised only by the ministers of the dominion. This meant that the ministers in the dominions were responsible only to their own Premiers and Parliaments; that the ministries were all of equal rank, and that the king was in direct contact with each one of them. Thus, instead of being governments dependent on English guidance, these dominions are now self-governing states, making up the British Commonwealth of Nations.

#### REVEREND ALBAN WINTER

Reverend Alban Winter, C.A., of the Community of the Resurrection, Mirfield, England, who is in charge of a school for native students at Johannesburg, South Africa, spoke in chapel October 21. In part, he said:

We have in South Africa a native population of nearly six million. About 500,000 are what we call colored, a mixed race, while the others belong to various native tribes. The European population is a very small one.

In education the policy of segregation is carried out from kindergarten to university. Missionaries have been working among the natives for over

a hundred years, and up to the present time the education of natives has been in their hands. Schools are now being taken over by the government, and the missionary bodies are pushing to make the government do its duty in education. Government grants have considerably increased the last five years, but they are exceedingly small even today.

About one-fifth of the children of school-going age are attending school. When I see one child in school, I know there are four others running the street, in the field, or working on the crop. If all the children of school age were to attend school, there would not be room for them. What schools there are, are already crammed with the children who do attend. We have not nearly met the requirements so that the native people could send their children to school.

About 35 per cent of the children who go to school are in kindergarten, which compares to about your first three grades. Many of them start late, and in many cases the teachers are not qualified to teach and the children feel they do not get a great deal. We have a good system of what we call elementary school, and a system of secondary education, that you would call high school. In the secondary school, there is a very, very small number of children; I think the actual figures represent about 5 per cent. I think five students were graduated last year. That means that of the total native population of South Africa, only five men and women got as far as graduation. That gives you some conception of the stage in education to which we have arrived.

We have no opportunity of training men in medicine. Our men have to go to America or Europe; they are not allowed to attend medical schools for Europeans, and the government has not seen its way to have



a medical school for native students. The Carnegie Foundation offered a conditional grant if the government would start such a school, but the government could not see its way to appropriating the sum involved.

It is not a very heartening story as to accomplishments up to this time. What is heartening is that the native of South Africa is no less capable of education than you are, or than Europeans are. The capacity is there; the desire is there; but opportunities are lacking. There is a great work yet to be done.

#### DR. WILLIAM TRUFANT FOSTER

William Trufant Foster, lecturer and author of books on present day economic problems, who was a guest of Spelman College for several days, made five addresses to students of Spelman College, Morehouse College and Atlanta University, and gave students in economics an opportunity of discussing with him puzzling current problems.

Dr. Foster is widely known as a college administrator and for his research in education and in economics. He holds the degrees of B.A. and M.A. from Harvard University, Ph.D. from Columbia University, and LL.D. from Colorado College and Western Reserve University. He was president of Reed College in Portland, Oregon, from 1910 to 1920, and since 1920 he has been director of the Pollak Foundation for Economic Research. Several books by Dr. Foster and Waddill Catchings have attracted world-wide attention.

Sunday afternoon, November 20, Dr. Foster spoke at the Vesper Service, basing his talk on the parable of the cruse of oil, and using as a text, "What hast thou in the house?" The increase of oil in this parable, and the multiplying of food in the story of the loaves and fishes and

other Bible tales, are God-made miracles, Dr. Foster explained, while the present condition of starvation in the midst of plenty is a man-made miracle. One of the themes constantly emphasized in Bible history is the order to solve human problems by taking the tool at hand and using it. If today we would take the things God has provided and use them for the sake of suffering people, we would find again that he who would save his life must lose it, and in losing it for humanity he would find his own salvation.

Monday afternoon at 4:30 Dr. Foster addressed students and faculty of Atlanta University and affiliated institutions, public school teachers and other friends, on "Managed Money and Unmanaged Men,—Economic Planning in a Free Country." Summarizing present day conditions, and discussing briefly some of the causes suggested for the business depression, Dr. Foster led up to his main thesis that present difficulties are caused by lack of consumer buying power, and can be solved only by concerted financial action on a large scale. He said that the present depression is primarily a monetary depression, as has been every major economic depression in our history. Quoting statistics to prove his statements, he clinched his arguments with the question and conclusion: What would happen if war were declared today? All the resources of the country would become immediately available, everybody who wanted a job would have it, and the business depression would be over. If action of a federal body on such a large scale is appropriate for fighting a blood war, a war to kill men abroad, is it not equally appropriate for the purpose of fighting a famine, a war to save men at home?

Monday and Tuesday mornings, Dr. Foster spoke informally at Spel-



man chapel, and Tuesday evening he conducted the Seminar in Economics at Atlanta University, discussing some of the more technical phases of the present day problems.

#### PRESIDENT READ ACCEPTS N. E. A. COMMITTEE APPOINTMENT

At the invitation of Mr. Joseph Rosier, President of the National Education Association, Miss Read has accepted re-appointment on the Association's Committee to Co-operate with the National Association of Teachers in Colored Schools.

#### RAYFORD W. LOGAN SPEAKS IN CHAPEL

On November 15, Dr. Rayford W. Logan, assistant director of the Association for the Study of Negro Life and History spoke in chapel on "The Adventure of History." He called attention particularly to the opportunities for research in Negro history, and gave specific examples of great Negro leaders about whom very little is known. To consider the case of Crispus Attucks, the first man killed in the War for Independence: twenty years elapsed between the time he left his home in East Framingham and appeared on Boston Commons. What was he doing during those years? William Wells Brown, a printer's devil in North Carolina, without any education, escaped to Canada, became a lecturer, was sent as a guest to Congress in 1849, became one of the most powerful and popular orators of his day. The history of the Bushmen would make a profitable study for the Negro historian, Mr. Logan suggested. No one had thought of that group of people as particularly distinctive until scientists began to recognize the real art in Bushman rock painting, the best rock painting the world has ever known. Then it was decided that

probably these artists were not Negroes but of some other stock. "The identity of the race needs to be maintained," enjoined Mr. Logan in closing, "and it can best be done by the Negro historian, who will ferret out the facts and set them in authoritative form for the world's information."

#### CONFERENCE OF THE ASSO- CIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY

The Conference of the Association for the Study of Negro Life and History was held in Atlanta November 14 to 18.

A Get-Acquainted Dinner was held in Morgan dining hall November 14, with Rev. W. J. Faulkner presiding, substituting for Dr. Willis J. King who was out of the city. President Read welcomed the Association, and informal talks were made by Dr. Carter G. Woodson, director of the Association; Dr. John Hope, president, and a number of the delegates. Following the dinner a program of Negro music was given in Sisters Chapel.

The general topic for discussion at the meeting on November 15 was "Progress Since Emancipation", and President S. H. Archer of Morehouse College presided. Students from Atlanta colleges and public schools were invited, and the chapel was filled to overflowing. Professor Bertram W. Doyle, of Fisk University, spoke on the subject, "Is the Negro Any Better Off Today Than in 1868?" In the evening the general topic was "The Study of Professional Classes". Dr. John Hope, president of the Association, presided, and the addresses were: "The Negro in the Professions" by Dr. A. B. Jackson of Howard Medical School, and "Is the Negro Professional Man Professional?"



by Attorney T. W. Holmes of the Atlanta Bar Association.

The evening meeting on November 16 centered about "New Points of View", and the program included a paper entitled, "Looking At Our Schools" by Dr. Ambrose Caliver, of the United States Bureau of Education, read in Dr. Caliver's absence by Asa Gordon, of Georgia State College, and an address on "Inter-racial Relations as Expressed in the Negro Press" by Professor Hugh N. Harris of Emory University. The Association, during the time of the conference, sponsored an exhibit of Negro literature, American and African, in the exhibition room of the Atlanta University Library.

#### CARRIE ADAMS RECEIVES AWARD

At a student assembly in November, President Read presented to Carrie Adams, '35, a check covering one month's tuition, given by the sponsors of the Annual Young People's Conference for a paper entitled, "Why Young People Today Should be Conversant with the Bible". Miss Adams submitted and delivered this paper at the meeting of the Conference on October 30, in competition with students of the local colleges of the city, representing Morris Brown College, Clark University, Morehouse College and Spelman College. The first prize was awarded to William H. Shell of Morehouse College.

#### PRESIDENT READ GIVES ADDRESSES

In addition to welcoming to the Spelman campus the delegates to the Annual Meeting of the Association for the Study of Negro Life and History on November 14, and the guests at the Conference of Negro Secondary School Principals and Teachers

on December 2, President Read spoke at the opening exercises of Morris Brown College on October 10; at Morehouse College chapel on October 18; and at the assembly of the Laboratory High School of Atlanta University on December 1.

On November 2, at the luncheon meeting of the Atlanta Masonic Club at the Hotel Ansley, Miss Read spoke on the progress of Negro education. The Morehouse Quartet sang.

#### MISS MABEL CARNEY

Miss Mabel Carney, Associate Professor of Education of Teachers College, Columbia University, who is at present engaged in a study of the work of State Teachers Colleges, spent a few days on the campus in November, and spoke in chapel November 25. Miss Carney is much interested in Negro education, and during her trip she visited not only the state colleges and secondary schools, but many of the one- and two-teacher rural schools where college graduates are teaching. She found poor conditions under which much of the work is carried on, but was encouraged by the progress that is being made and the fine spirit of the teachers.

"I have the greatest admiration", said Miss Carney, "for the heroic work that is being done by the young women and young men who are conducting these one- and two-teacher schools. I see how difficult it is for them to accomplish results. When I find 75 or more children under the direction of one teacher, when I find these teachers working in a dilapidated old building, with practically no equipment and, where even the materials used have been purchased by the teacher herself out of her very small salary, I marvel that the teachers of the colored schools are doing as well as they do. One training school I was in recently was so crowded that in the two lower grades



there were four children in a seat intended for two. In the high school there were three young people trying to use one desk seat. The school was so crowded that it was impossible for the teachers to hold any type of

assembly. And yet I found young people struggling for a high school education; I found earnest teachers, and I left feeling inspiration and gratitude for these educational workers."

## Alumnae Notes

H. S. '88

Mrs. Selena Sloan Butler, and son, Dr. Henry Butler, spent the summer in Europe, spending some time in Holland, and visiting many interesting places out of the line of the usual tourists' routes.

T. P. C. '01

Mrs. Robert McKenzie (Trudie Houser) received the degree of Bachelor of Science from the State Teachers College, Montgomery, Alabama, on August 10.

T. P. C. '03

Mrs. Andrew McDuffy (Wylma Violet Gibbs) is serving as supervisor of schools of Polk County, Florida. Her address is Box 885, Bartow, Florida. She maintains a home in Ocala, where she spends her summer vacations.

'09

Mrs. Charles Harris (Jessie May Gross) is vocational counselor at the Harriet Beecher Stowe Junior High School, Cincinnati, Ohio. Her address is 2986 Gilbert Avenue.

T. P. C. '10

Mrs. B. F. Bullock (Penelope Burwell) has come to Atlanta and is now living at 968 Lena St., S.W. Mr. Bullock is developing a poultry project under the joint auspices of Spelman College and Morehouse College, and is teaching courses in Rural Education.

'26

Genevieve Taylor, who is teaching at State Teachers College, Montgomery, Alabama, writes that she has spent the summers of 1930 and 1931 at the University of Wisconsin, where she is working for her master's degree in English.

'28

Lillie D. Brown is on her second year of teaching English and Music at Atkins High School, Winston-Salem, North Carolina. She writes that there are thirty-eight teachers in the high school besides the principal, and the English department is the largest department in the school, with eight teachers. Twelve hundred students were enrolled at the beginning of the year and about three hundred more were expected before the end of the semester.

Ernestine V. Erskine, a member of the history department of Spelman College, is studying this year at the University of Chicago under a fellowship from the General Education Board. She is working toward her master's degree in history, having previously spent one summer of graduate work at the University of Chicago and one summer at Columbia University, New York.

Nannie R. Gadson is teaching at Georgia Normal and Agricultural College, Albany, Georgia. She at-



tended Hampton Institute, Virginia, in the summer of 1930, working on her major subject, English, and last summer she attended summer school at Columbia University, New York.

Mrs. S. D. Ross (Mary O. Brookins) last year completed a course in education at Detroit Teachers College,—a real achievement when one remembers that she is the wife of the pastor of a large city church and the mother of a daughter not two years old.

#### E. E. '28

Myrtle T. Balasco is teaching fourth grade at Penn Normal and Industrial School, Frogmore Post Office, St. Helena Island, South Carolina. It is a joy to her friends to know that Miss Balasco has recovered from the serious injuries received in the cyclone in Alabama, from which she suffered so many months. She writes of her work in South Carolina, "I have 31 in my class. The campus is beautiful. The trees are all covered with heavy moss such as I have never seen before. There are 17 buildings on the campus and 32 workers on the faculty. We are about seven miles out in the country across the river from Beaufort. We enjoy real country life, too,—plenty of rich milk, vegetables and fruit. Something of the beauty of the surroundings and the Christian atmosphere here reminds me very much of Spelman."

#### '29

Clara Thelma Bolling received a certificate from the Dietary Department of Touro Infirmary, New Orleans, on September 1, and has become head dietitian at Flint-Goodridge Hospital of Dillard University. Since her graduation in 1929, Miss Bolling has taught at Calhoun School, Calhoun, Alabama, and at Homestead Junior High School, Homestead, Florida. She was re-

leased from the latter position in February 1932, to accept a position at Dillard University, New Orleans. In addition to her duties as dietitian, Miss Bolling will teach at the hospital a course in dietetics similar to the one she completed at Touro Infirmary.

Irene C. Dobbs is on leave of absence from Spelman College for the academic year 1932-33 for graduate study in France under a fellowship from the General Education Board. She enrolled in the preparatory courses at the University of Toulouse for the six weeks preceding the opening of the winter term. In a personal letter to Miss Read, she writes: "So far I have found the courses quite beneficial and interesting. The students enrolled include two Spaniards, one Polish girl, a Persian girl and two American fellows (from Indiana) and myself. In this pension, we have a young French girl studying to be a trained nurse (*infirmiere a l'hospital*), a young Greek waiting to hear the returns of the faculty concerning his dissertation for the doctorate, an Austrian fellow who will return to Vienna in November to continue at the Gymnasium there, and myself. Madame Primault has a young son who will enter the University this winter, too. He thinks he is a writer and is always asking our opinion about his latest plot. But for a student just completing the Lycee he knows surprisingly much of his own literature and can quote more Shakespeare by heart than is usually required in a Shakespeare course at an American College. Madame Primault's mother lives here, too, and is full of anecdotes and adages. There is a piano in the salon and after dinner the whole pension gathers there. So you see, I've had no opportunity to speak English. They say that I speak French without accent. Now I can work for the music and rhythm.



My greetings to all the teachers, staff and students who ask of me, and best wishes to you and to Spelman for the best year ever."

Aquilla Jones was a visitor on the Spelman campus on December second. She was on her way to Jackson College, Jackson, Mississippi, where she is to teach music. She received her master's degree in music education from Teachers College, Columbia University, at the end of the summer session.

Thelma Brown is teaching at Quitman, Georgia, where the work she has done has already won her promotion in the system and commendation by the Superintendent. Her address is 111 Green Street.

'30

Ruby L. Brown taught in the Lee County Training School, Auburn, Alabama, until the schools closed for lack of funds. For the present she is at home at 242 Glenn Avenue, Athens, Georgia.

Mary J. Sanders is teaching at Ashland, Georgia.

'31

Bessie Mayle is instructor in Religious Education, Voice and Choral Music at Barber-Scotia College, Concord, North Carolina.

Mrs. W. Frank Willis (Mary DuBose) is teaching two classes in Biology and two classes in Bible at the Southern Normal School of the Reformed Church in America, Brewton, Alabama. She has twenty-three students in one biology class and twenty-eight in the other.

'32

Ernestine Anthony is librarian at the Spelman College Library, and is enrolled for a graduate course at Atlanta University.

Georgia Bryant is principal of a school in Grantville, Georgia.

Eroستine Coles is doing graduate work in English at Atlanta University.

Virginia Davie is teaching at Douglas High School, Henderson, Kentucky.

Velma Dolphin is at home in Boley, Oklahoma.

Inez Dumas is teaching in the Coffee County Training School, Douglas, Georgia.

Jamie Gaither is teaching at the Dallas County Training School, Beloit, Alabama.

Louise Gray and Matilda McMahon are teaching in Marietta, Georgia.

Lennie Green is teaching in Polk County Training School, Florence Villa, Florida.

Lucile Harris is teaching in the high school in Carrollton, Georgia.

Flora Hill and Jessie Pearson were teaching at Tift County Industrial High School, Tifton, Georgia, until the school closed because of lack of funds.

Iredelle Howard is teaching in Burrell Normal School, Florence, Alabama.

Garnie Ison and Rosebud Mayo are teaching in Chattooga County Training School, Lysterly, Georgia.

Martha James is teaching at the Junior High School in Waynesboro, Georgia.

Juanita Jernigan is teaching at Berwyn High School, Berwyn, Maryland.

Augusta J. Johnson writes from Donalsonville, Georgia: "Since October 3, I have been teaching here at the Seminole County Training School. It is a Rosenwald School, brick building, with six class rooms, six teachers and ten grades. I teach



eighth, ninth and tenth grades (the latter two are combined) and seventh grade arithmetic and civics,—a total of nine classes each day. There are thirty-one pupils in my room and an enrollment of one hundred and ninety in the whole school. The work offers an opportunity to do a thorough job of bringing the pupils up to standard and is a challenge to one's perseverance."

Ida Jones is an assistant in the Spelman College Nursery School.

Iva McDuffie is teaching at home, Laurinburg Institute, North Carolina.

Oteele Nichols and Rubye Sampson are teaching at Center High School, Waycross, Georgia.

Birdie Peterson is teaching at Fee Memorial Institute, Nicholasville, Kentucky.

Odessa Seabrooke is teaching fourth grade and music in the Lancaster Training School, Lancaster, South Carolina. Her address is 405 East Barr Street.

Gleaner Simmons is teaching in the Hampton, Georgia, public school.

Marjorie Stewart is doing graduate work in History at Atlanta University.

Edythe Tate is teaching Home Economics at Paine College, Augusta, Georgia.

Jean Taylor is doing departmental work in the Calhoun School, Calhoun, Alabama, teaching science in the senior high school, mathematics in the junior high school, and physical education in both the junior and senior high schools.

Louise Torrence is doing graduate work in Sociology at Atlanta University.

Malissa Varner is at home in Cleveland, Ohio.

Margery Wheeler is doing graduate work in Public School Art at the School of Fine Arts, Ohio State University, Columbus, Ohio.

Naomah Williams (Mrs. Fred Douglas Maise) is a member of the Music Department of Spelman College.

Odee Wilson is teaching at the high school in Vienna, Georgia. She reports that the school is well-equipped and that she is enjoying her work and her associations in Vienna very much.

### MARRIAGES

On July 2, 1932, Dollie Euphemia Latimer (Ex-student) to William Charles Pattillo, of Tarboro, North Carolina.

On September 1, 1932, Naomah Williams, '32, to Frederick Douglas Maise, Morehouse '32.

On September 2, 1932, Ethel Elizabeth McGhee, H. S. '19, to John Warren Davis, president of West Virginia State College, Institute, West Virginia.

On September 27, 1932, Roxanna Glass (H. S. '19) to G. W. Morgan of Atlanta.

### BIRTHS

On May 20, 1932, to Mr. and Mrs. George Stanford Lawson (Irma Neal, ex-student), a son, Stanford Neal Lawson.

On June 6, 1932, to Mr. and Mrs. Paul S. Hargrow (Minnie B. Hogan, ex-student), a son, Paul S. Hargrow, Jr.

On September 5, 1932, to Mr. and Mrs. Richard J. Shelton (Zimmie Retha Jackson '29), a daughter, Jacquelyn Carol Shelton.



## In Memoriam

### LOUISE RINGER

All Spelman felt a keen sympathy at the passing of Miss Louise Ringer, which occurred on July 30, at her home in Lockport, Nova Scotia, Canada. For many years Miss Ringer had been associated with the staff of Spelman College, first as housekeeper at Reynolds Cottage, then as matron of the teachers' boarding department, and for the past four years as director of the College Laundry. Just to have known her was an addition to one's personality. Contact with her meant the development of a mind of ease and quiet, the attitude of doing, not saying, and the ever present idea of service to others.

### J. ELIZABETH COATES N. T. '22

The death of Miss Johnnie Elizabeth Coates on November 17 was a shock to her many friends in Atlanta and at Spelman. After her graduation Miss Coates did private nursing in Atlanta until 1928, when she became assistant to the superintendent of the Spelman College Infirmary. At the close of the Summer School in July, she entered a local hospital for an operation, from which she appeared to recover, although she was not able to return to work. She was taken suddenly ill Sunday night, November 13, and an emergency operation was performed. She seemed to rally, and talked with friends and dictated a letter to her brother just a few hours before her death. She was a quiet, generous person, untiring in her devotion to her patients, and she made friends wherever she worked.

### CARMEN E. TRENT, H. E. '26

Miss Carmen E. Trent, H. E. '26, died at her home in Albany, Georgia, September 3. She had taught through the year 1931-32 in good spirits and apparently with only minor ailments, but she seemed to collapse at the close of school and could not regain her strength. Miss Trent was born June 22, 1906. She was graduated from Spelman High School in 1924, and from the junior college course in home economics in 1926. She had been teaching at Albany, Georgia, since graduation.

### FOLIA E. BUTLER, '28

Miss Folia E. Butler died at her home in Jefferson, Georgia, November 18. Miss Butler had been ill the greater part of the time for two years, but had made several brave attempts to return to work. Immediately after her graduation from college she was appointed as a home demonstration agent, with headquarters at Cairo, Georgia, working under the direction of Miss Camilla Weems, another Spelman graduate. She was an enthusiastic worker and became tremendously interested in the problems of the schools and families and individuals in her district. Although her term of service was short, she was a powerful influence and laid a good foundation on which it is hoped that some other earnest worker may continue to build.

### WILLIE LEE HECTOR, '36

Miss Willie Lee Hector, a member of the Class of 1936, died at her home, 1180 Avenue C., Rockdale



Park, Atlanta, November 28, following an illness of more than a month. The sympathy of Spelman friends is extended to her mother.

MRS. W. N. ROSS (Rube Crawford, ex-student)

Mrs. Ruby Crawford Ross, wife of Reverend W. N. Ross of Washington, D. C., and daughter of Dr. and Mrs. D. D. Crawford of Atlan-

ta, died in Washington November 22. Since leaving Spelman Mrs. Ross had been teaching music at Greenville, Georgia; Walker Baptist Institute, Augusta, Georgia; Seneca, South Carolina; and at St. Marks School, Birmingham, Alabama.

The funeral was held from her father's home, and interment was in Atlanta. The sympathy of Spelman friends goes out to her husband and her family.



