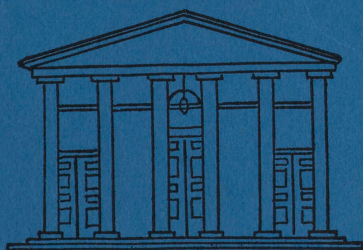


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FEBRUARY, 1943



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Soldiers in Army Administration School have classes in Laura Spelman Memorial Building

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No. 2

War-Time Spelman

"Can this be *Spelman!*" is the exclamation that has been on the mind of every member of the Spelman College community, at some time or other during the past two months, since squads of a unit of two hundred and seventy soldiers commenced marching onto the grounds, to be swallowed up neatly by the Laura Spelman Rockefeller Memorial Building and as neatly disgorged, at hour intervals — for minutes of maneuvers or relaxation between classes of the army administration school, or for mobilization and the "Hep! two, three, four!" of the return march to mess hall or dormitory. One might wonder what the handsome portraits of Mr. and Mrs. John D. Rockefeller are thinking, as they watch wave after wave of olive-drab uniforms ascend the wide staircase of the building

given as a Laura Spelman Rockefeller Memorial, to be "set aside to Home Economics, where young women may be instructed and fully prepared for the homelier but necessary arts of home making and the highest and holiest privilege of life, partnership with God in motherhood." If they *could* speak, we may be sure it would be in commendation of the spirit of understanding and self-sacrifice which has prompted Spelman College to turn precious resources over to the arena of war.

In fact, the Laura Spelman Rockefeller Memorial Building itself is no stranger to the exigencies of war. Its construction was begun during the days of the First World War, and the work was considerably hampered and slowed down by delays in the transportation of materials caused by restrictions upon

use of the railroads for other than military purposes. Spelman was all-out for participation in the war effort in those days, too, and an account in the SPELMAN MESSENGER of January, 1918, gives a picture of life on the campus which could be used to describe the current scene, or the scene that probably is to be very shortly, with very few changes. "Tuesday is meatless day," one article states; "Wednesday, wheatless day. This is the law in Atlanta. . . . And the nights, too, must come under certain rules. No lights after a certain hour, no electric advertising signs, etc., is the decree. . . . Spelman is still growing. There are more boarding students than ever before. There is no shutting down here because of war conditions. . . . Spelman is 'Hooverizing,'—living plainly and patriotically. . . . Every one is cautioned to turn off the steam when it is not absolutely needed. In class rooms there is supervision that paper be not wasted. Always economical, old-fashioned New England thrift comes easy as the pressure of high prices is felt."

Definite efforts were made at the beginning of the academic year 1940-41 to bring the college community into line as a constructive force in a world at war. Books like Archibald MacLeish's *The Irresponsible*, Thomas Mann's essays

on democracy, Ralph Barton Perry's *Shall Not Perish from the Earth* were discussed in a series of faculty meetings. Courses in handicrafts were instituted. Many lectures on world affairs were arranged.

Two months after the entrance of the United States into the war, in February of 1942, the college was formally mobilized under an active war program, which is centralized in a council headed by the president of the college and the dean, and composed of a number of committees made up of faculty, staff, and student members of the community. The Committee on Safety is headed by the superintendent of buildings and grounds, who is also air-raid warden for the district in which Spelman College is located; and the work of the committee consists of organizing the community for black-outs and protection in the event of air-raids and fires. The Committee on Defense Bonds and Stamps merged on February 12 of this year in to the American for Freedom Youth Movement that has been started in the schools and colleges of the country by an office of the War Department, to encourage interest in the purchase of stamps and bonds by students. The four college classes form units of the college "Youth Movement," according to the report of Mrs. Margaret Nabrit Curry, chairman of the committee, and they

are engaged in a contest to culminate in the crowning of "Miss Spelman Defense" on April 6, the birthday of Booker Washington. Interest in the buying of stamps and bonds, which are sold in the college post office, has been greatly accelerated by this drive. Three of the committees which organized last year for the special purpose of launching interest in the war - activities they represented — the Committee on Information and Morale, the Committee on Health and Physical Fitness, and the Committee on the Prevention of Waste— have merged with the special war-time projects of the four college dormitories, as the need for constant carrying out of the efforts involved came to be clearly understood as a civic responsibility of the community. The Committee on Information and Morale operates mainly through posters, articles, maps, and pictures placed on convenient bulletin boards located at various places on the campus. These bulletin boards are continually supplied with pertinent materials, from the administrative offices and other sources, and serve as the campus "War Information Bureau." Bulletin boards in individual classrooms also contain material of this nature, placed there by students or faculty members; and the Spelman Reading Room has an alert person

in Miss Dorothy Nelle Hamilton, the Librarian, who is indefatigable in her interest in providing students with information, and in awaking their curiosity through slogans and other ingenious means of high-lighting war news. The work of the Committee on the Prevention of Waste has been heartily supported by the halls, which provide boxes as receptacles for salvaged tin cans, metal tubes, waste paper, old clothes, and old shoes; and which stress the need for saving such essentials as water, electricity, heat, food, and clothing. Students can frequently be seen chatting in groups, darning or mending old garments, or knitting new ones, sometimes of unraveled sweaters. A campus-wide effort to improve the health and stay well has developed as the result of efforts of the Committee on Health and Physical Fitness to make the community conscious of the value of good eating and sleeping habits, of outdoor exercise, and of recreational programs. A mass-exercise program is being planned; and walking tours, cooperative buying of fresh fruits instead of drug-store sweets, and earlier bedtime schedules are projects that are being carried out by various groups in the different dormitories. Dr. Helen T. Albrow, head of the department of biology at Spelman College, as chairman of

the committee, has been the motivating force behind developments on the campus of the nature just described.

An important part of the war program at Spelman is the matter of curriculum changes that began in accord with suggestions of the Curriculum Committee headed by Mrs. W. Geter Thomas of the department of French, and that have taken the forms of additions of courses of particular value in time of war, or of the adapting of the content of courses already a part of the regular program, to make them more potent aids in the war effort. New courses that have been offered include training in typing, shorthand, and first-aid; courses in world geography, the economics of war, political orientation, war ideologies, and post-war educational reconstruction. Regular courses of special interest at this time include Dr. DuBois' course in "Problems of Race and Culture in the Modern World," Dr. Ira De A. Reid's course in "The Family," Dr. Coulborn's course in "Europe, 1648-1914," and various courses in government and citizenship, Spanish, Latin American history, nutrition and dietetics, household physics, and rural education. Careful guidance on registration day to insure the choosing of a well-rounded schedule of maximum values was the respons-

ibility of every faculty member; and a definite increase in earnest enthusiasm for the most profitable program of studies was discernible in the students.

The United States Office of Education selected Atlanta University as one of its key "Morale Centers," to cooperate with the government in helping the schools and colleges "to teach their students and other students how to participate effectively in wartime programs of price control, rent control, and rationing." Responsibility for implementing this program throughout the Atlanta University System is vested in the Chairman of Civilian Morale Committee, Dr. N. P. Tillman, Head of the Department of English at Atlanta University, and exchange professor on the Spelman College faculty. The chief work of this committee during the past year has been of the nature of spreading information on all phases of the war, through the War Information Bureau located in the Atlanta University Library, through the providing of speakers for clubs and other groups, and through promoting the adaptation of courses to war needs. In process of development by the committee are a speakers' bureau, composed of teachers and students in the System and the other Negro colleges in Atlanta, and a program of consumer education. As a mem-

ber of the University System, and also as part of its individual desire to cooperate fully with the national government in a war-time program, Spelman College has been operating for a year along lines outlined by the United States Office of Education for its key morale centers, often greatly helped by the facilities of the University set-up, but with several additional, independent features of its own, especially suited to the problems of a woman's college in war times.

In cooperation with governmental request that the transportation lines be as free as possible from students traveling to and from school during the Christmas season, to allow for heavy transports of soldiers during this period, the schedules of the Negro colleges in Atlanta were altered to provide a holiday season of ten days — from December 16 - 29, with most of the traveling taking place during the middle of the week, when the load on transportation lines is considerably less than on the week-ends. No holidays are scheduled for the spring semester, to provide for an early close and a summer school session of ten weeks' duration.

With the coming of the point-rationing system for foods, drastic changes in the menu are to be expected, and experts on nutrition and its close relationship to winning the

war have spoken to the student body in chapel services, at special assemblies, in various classes, and in the sessions of the regional conference on the teaching of agriculture and home economics, held at Spelman College February 11 - 13. Articles in current periodicals have been called to the attention of the students, and posters and pamphlets have been displayed in conspicuous places, so that no one can help being conscious of the grave problems involved in the world food situation, and of the most patriotic means by which we as individuals can meet it besides merely entering cheerfully into the government program for food rationing.

The recreational interests of the college have been re-vamped either with a view to increasing the efficiency of the students, or to cooperating with the various war projects. Thus, in conjunction with the call of the War Department for interesting books and magazines for soldiers, the English Club is conducting a drive with a goal of three hundred books as its object, the drive to culminate with a Victory Book Party. Plans are also being considered by other departmental clubs to take active parts in war projects. Campus measures to boost the morale of the soldiers quartered within the university system have included, to date, a Saturday evening

buffet party, a talent program, and invitations to open house. Miscellaneous efforts by individual students include hours of service in war nurseries, U. S. O. centers, and various salvaging projects, and in work as recreational leaders.

Until this war, the roles that woman could play to prove loyal, patriotic citizenship have been limited to civilian areas, except in the field of nursing. This situation was changed in May, 1942, however, with organization of the Women's Army Auxiliary Corps, which set one hundred thousand members as its initial goal but has recently extended the number to one hundred fifty thousand. The first group of WAAC trainees consisted of rigidly selected candidates for officer's training, taken necessarily "from the ranks," as the organization was without precedent in the history of the country and therefore had no officers ready at hand. It was with pride that Spelman College received the announcement that two of its graduates — Sarah Murphy, '37, and Dovey Johnson, '38 — were two among thirty-nine Negro women who reported at Fort Des Moines, Iowa, along with four hundred white women, to begin training on July 20, 1942, as the first women to become soldiers in the United States Army. On August 29th the first graduation exercises were held, at

which time both Spelman graduates were commissioned as third officers, which is the equivalent of the rank of second lieutenant, with the same pay. Immediately after announcement of their graduation, Spelman College had further cause for pride when it learned that both of its alumnae had made splendid records while in training, and had been singled out for commissions requiring special qualifications of personality, leadership and abilities. Second Lieutenant Sarah Murphy remained stationed at Fort Des Moines, where she handles large groups of "raw recruits" in a commandant's capacity. On a recent visit to the campus, on furlough, she gave glowing accounts of the great opportunities for growth as well as for patriotic service that await the recruit, and also reported that every Spelman alumna or ex-student who has joined the WAAC's has been selected for officer's training after having gone through the period of basic training. The appointment of Lieutenant Dovey Johnson, who was promoted to the rank of first lieutenant on December 29, 1942, as WAAC recruiting officer for the Fourth Service Command, with headquarters in Atlanta, has brought her, technically, right back into the neighborhood of her Alma Mater, but actually she is on the go continually, recruiting women from all over Georgia, the

Carolinas, and even from Virginia. It is rumored that several applications have been sent to the WAACs from the student body as a result of the visit on the campus of these two Spelmanites who have become officers in the United States Army. Certainly there is much interest among all the students in the organization and its possibilities. This interest was increased when Miss Edna B. Callahan, director of physical education at Spelman for fourteen years, joined the WAAC's last January. Miss Callahan is the second member of the Spelman College faculty to be granted leave of absence for active service in the armed forces of our country, Mr. Joseph H. Jenkins of the department of English having been a member of the United States Army since last September. Besides these faculty members and the alumnae already mentioned, Spelman is represented by other alumnae who are filling war jobs at home and abroad.

We who have remained here at our post are proud to have representatives in the active armed forces of our country, to symbolize the spirit of cooperative service to the cause of this war that motivates the entire program at Spelman College. There are two groups of us here, in a war sense: the young women who must be reached with instruction on how to perform the neces-

sary duties of the civilian in war time, and — more poignantly important — with instruction on how to prepare themselves for the labor of creating victory which no generation has yet succeeded in accomplishing; and the others of us — administrative officers, trustees, faculty members, staff, visiting speakers, friends — who know various parts of the answer to the whole problem of winning the war and the peace to follow it, but who also know that the generation of the young is the one to carry on the labor of creating victory, and peace with liberty and justice.

Therefore, it is with especial interest that the reports from thirty-seven members of the Spelman College faculty — upon what they are doing personally to help with the war effort and what changes in emphasis or otherwise they have made in their courses on account of the war — have been studied, to reveal the temper and timber of these professional trustees of Spelman's contribution to the future of this country, in the persons of these students whose training is now in their care.

All of the thirty-seven reports show voluntary measures of release of personal, economic, and professional freedoms with a view to hastening the winning of the war; and there are hopeful plans for helping prepare the younger generation

for the problems of this war and the coming peace.

In the area of personal service in the war program, members of the Spelman faculty and staff are giving generously: some work regularly at the USO centers and the Red Cross service stations; others are air-raid wardens and have qualified for first-aid service; and still others are blood donors. Many of them are giving their time and energy to several defense projects, and most of them report the regularly budgeted buying of war bonds and stamps.

Definite plans for the practice of rigid economy are given on thirteen of the questionnaires — including the salvaging of clothes that would ordinarily have been discarded, through darning, mending, and restyling; conservation of vital war materials using hand towels instead of paper ones, utilizing newspaper for many practical purposes; substituting letter-writing, reading, and social calls for more expensive means of recreation; asking for smaller helpings of food; selling of car; taking special care of all equipment; consciously limiting and restricting all buying; and paying especial attention to preventive measures to preserve good health, both physical and mental. In the field of professional contributions to the

war effort, the facts reveal that a member of the faculty is the chairman of the Civilian Morale Committee, the key center for morale building set up by the United States Office of Education; one is a director of defense schools, Zone 9, Atlanta; three are expert consultants and administrators on war problems — one in the field of consumer education, one a specialist in the field of rural education, and one a registrant with the Office of Psychological Personnel and administrator of CAA screening tests; four have served on broadcasting programs on current events; seven have given their services as lecturers for public groups of various sizes and compositions, on current events problems, housing, democracy against fascism, nutrition and the point-rationing system, the role of the Negro in the war, consumer's aid on the home-front economic program, and kindred subjects; and two have given special courses — one in war chemistry, in connection with the ESMWT, an evening "war college" conducted on the Morehouse College campus, and one a course for faculty members developing a new and well-grounded concept of world history; one is serving as counsellor for a group of hospital nurses; and one as adviser to young men about to be drafted into the armed forces.

In answering the question "What changes in emphases, or otherwise, have you made in your courses on account of the war?" the teachers of Spelman have presented a composite picture of the province of a liberal arts college for women in a world at war. The new obligation that the national emergency has placed upon all educational institutions is recognized, fully, in the reports of changes made; but, beneath the new emphases, there looms a strong, stubborn determination on the part of virtually every teacher, to prepare the students now in college for the responsibilities of world citizenship even more carefully, more meticulously, and more laboriously than this same generation must be prepared for the task of winning this war. There is uniform consciousness of the basic aims of the teaching profession in these reports, variously phrased but reducible to a common formula: the students must acquire understanding of the common past of humanity and a sense of the common future; they must acquire mastery of the tools and implements of life activities, if they are to turn the military winnings of this war into a human victory for the things for which this war is fought; and they must acquire a clarity of perception, "which only the greatest, the most devoted, and the most passionate teaching can supply."

Tying together the entire program of the departments at Spelman are the chapel services, convocations, and other religious services. They have always been a central feature of the college life — Spelman's "spiritual classroom," they have been called; but never has their influence seemed so earnestly and soberly received as now. Closely connected in the minds of this generation with the sudden fracture of their normal world is the realization that the winning of the war and the peace to follow will take more than human powers. The comfort of an organ prelude; the encouragement of the old, stalwart hymns; messages of profound value in establishing that inner calm that is beyond the defeat of enemies; prayer — in such unforgettable moments of communication grows that creative dynamo which shall justify all this anguish, the understanding soul.

Thus, over in the Laura Spelman Rockefeller Memorial Building, dedicated twenty-four years ago to be "set aside to Home Economics, where young women may be instructed and fully prepared for the homelier but necessary arts of home making," march squads of soldiers, from army class to army class, a symbol of Spelman's loyal identification with the needs of these troublous times. The first graduation exercises for this army admin-

istration school were held in Spelman's historic Sisters Chapel, February 23, 1943. It seemed a new thing, for Spelman: a chapel full of soldiers in khaki, exercises presided over by an army colonel, active combat in war the theme. But the two noble women who founded this college for Negro women, looking down, will assure you that it is not new, that barracks just vacated by soldiers were the first quarters for Spelman students on this campus, that cooperation with every fight for the right against might was one of the principles upon which they built

this "whole school for Christ." The history of Spelman's sixty-two years will assure you that it is not new, for through all those years Spelman's banner has been raised to march breast-forward with the times. Mind and soul, Spelman students have always been trained to become real factors in the life of their community and nation. No; there is nothing really strange in the sight of soldiers where the home economics department was. The reason is cooperation with our country's efforts to win the war. This IS Spelman.

T. V. Smith

On January 21, a University Convocation was held in Sisters Chapel, with Dr. Thomas Vernon Smith, distinguished author of *Lincoln, Living Legend*, *The Democratic Tradition in America*, *The Promise of American Politics*, *Discipline for Democracy*, and other widely read books; member of the 76th Congress; professor of political science at the University of Chicago; and director on the Quiz Kids radio program as the speaker.

Dr. Smith, who is a brilliant thinker with a fascinatingly disarming manner, kept the attention of an audience that filled Sisters Chapel, at top pitch, during his command-

ing discussion of the price that the people of a nation must pay for democracy. If the democratic nations are to win out in this war against the totalitarian aggressors, he began, it will be only at the cost of painful disciplining of their citizens to their obligation to be as devoted carriers of the ideals of democracy as the Nazi is to the single ideal of totalitarianism. A democracy cannot exist on lip service alone; its existence depends upon the making of the ideals of democracy come true, no matter how severe the price that its citizens must pay for it. No country has a monopoly on ideals. Every significant system is imple-

mented in terms of one or more basic beliefs. The difference between totalitarianism and democracy is not that one system has no ideals and the other has, but that the ideals motivating the thoughts and actions of the two systems are fundamentally *different* ideals. The totalitarian ideal is monistic, the paying of a wholesale price for the ideal of order; the democratic ideal is pluralistic, a composite image of all the ideals that any men anywhere have ever formulated. In all totalitarian lands the populace must accept a single-pathed discipline, narrowly gauged to the fascist dream of order. The democracies need to learn of the virtues of devotion to their ideals, as the obligation upon them to be more disciplined is based upon the very pluralism that is at the core of the ideal of democracy. Thence Dr. Smith warned his hearers that, undisciplined, our ideals would produce a jumble of our lives, and would prove to be futile rather than effective agents to rescue the dynamics of democracy from decadence.

We must become *specialists* in democracy, was Dr. Smith's answer as to what the democracies should do about the situation. Just as all specialists must become disciplined to the demands of their field of interest, so the specialist in the field of pragmatic democracy must be-

come disciplined to the demands of his ideal. There are three avenues of approach to this service in the cause of democracy, he said — the adequate trilogy of Truth, Beauty, and Goodness. The individual should decide upon one of these roads, in terms of his individual aptitudes. There are many different ways to formulate the ideal of democracy; the important need is to discover a way for oneself, and see it through.

Service under the banner of Truth is the scientist's calling, which Dr. Smith spoke of as the first of the three types of discipline for democracy. The scientist is the secular saint of our sinful society, he said. In volunteering to become a carrier of truth, he accepts the discipline of doubt as his ideal, refusing to believe what has not been proved. Invisibly written above each scientist's laboratory is the slogan: "He who doubts not constantly is fossilized already." The cost that the scientist pays is a tremendous one; he narrows his own soul by becoming a glorious martyr to hypotheses of the world waiting to be proved. As Louis Pasteur is said to have told his graduating students: "Gentlemen of Science, . . . ask of your students the hardest thing: after finding a conclusion do not announce it as the truth until all alternative prophecies have been ex-

hausted. You must satisfy your enemies as well as your friends before you can announce the truth." Religion may be the discipline of beauty or of goodness, but only science constitutes the discipline of science. And, as the great Darwin moaned when he reflected that his gruelling self-discipline in the cause of science had rendered him incapable of enjoying a play of Shakespeare's, "I do not understand why I have had to pay for my achievements in science with the atrophy of my higher tastes."

There are not many who can pay the stern price of devotion to truth as their contribution to the democratic ideal, Dr. Smith averred. He advised anyone not compatible with science against trying it. For many can serve under the banner of Beauty who could not have served Truth. Basically, the price to be paid is as painful and as arduous as the price the scientist pays, but it is not the same price. The discipline the scientist undergoes narrows his imagination down, through contraction, to consider *one* ideal only; the discipline the artist adopts, on the other hand, stretches the imagination up and up until, looking where others look, he can see what they can not see, feel what they can not feel, and so on through man's list of senses. Few artists are produced in a generation; the

price is too high for many to want to pay — "They can't stand the gaff." One of the tragedies in our time, educationally, he said, is that science has received most of the prestige, truth is taught as the only value. How totalitarian this attitude is, he declared; and how silly. We neglect the poets who teach us how to open all the windows of the human soul, how to express ourselves elegantly and eloquently. The artist serves democracy by spreading a mellowness over life that enables men to feel what they did not feel before, see what they did not see before. The Negro race has made great contributions in this field of service, Dr. Smith observed, adding that his devotion to the arts has paid great dividends for emancipation of the soul of the Negro. The magnitude of the contribution which the arts make in a democratic land is no less than the magnitude of the scientist's contribution.

The hour neared its close before Dr. Smith was able to begin discussion of the third avenue of service to the cause of the democratic ideal, the field of Goodness as manifested through Politics, which word he utters reverently, with full appreciation of the original Greek meaning of "the science of the city." Politics is the "most intriguing, glamorous, and rewarding discipline that there is in life," he declared, and in

its ideal form keeps alive the spirit of tolerance and the ideal of fair play. Dr. Smith referred his audience to his newly published monograph on the subject, *Discipline for Democracy*, in lieu of an early return engagement to complete his discussion; and he ended by lauding the democratic heritage for which we are fighting. In totalitarian lands, he said, life becomes rigid,

pseudo-dynamic. In a democracy, one can specialize by choosing an ideal to serve. No one person has to pay the price of all the disciplines. By spreading out the burdens of the various disciplines we multiply the blessings of ideals. This is our heritage, and the taking upon ourselves of the burden to serve, our obligation.

Sherwood Eddy

On February 4, Dr. Sherwood Eddy was presented at a University Convocation in Sisters Chapel, for a valuable hour on the subject: *The World Situation*. In introducing this famous speaker, President Mays of Morehouse College called him one of the ablest interpreters of world affairs to be found anywhere in this country or abroad, and one more widely traveled than anyone else except, perhaps, John Mott. For the last fifty years Dr. Eddy has been an incessant traveler among students, his work bringing him in contact with both sides of the arena of the present war. Twelve years ago he was in Manchuria when the Japanese put to death 30,000 men in cold blood, in the capture of five cities. He was the only person free to testify before the League of Nations concerning

this atrocity. He saw Hitler when he had just killed 1,200 men and women within three days — that half-genius, half-madman, who drools in the midst of his oratory, starves and morally degrades all womanhood in the sixteen or more countries which he has captured and made into vast concentration camps.

He has watched Stalin at work — one of the great men of the world, he says. Ford, in Dr. Eddy's opinion, is the greatest industrialist in America, but Stalin is the greatest industrialist in the world. He has lifted Russia from seventh place in production to second place in the world, America alone preceding her. Stalin is also one of the great generals of history — the greatest, perhaps, in this war. His name means "steel," and it fits him; ruthless, rather than cruel. He kills,

but he does not torture his victims, like the Gestapo. In the 190-million populace, one-sixth of the habitants of the world, he has greatly reduced the death rate, but not the birth rate. The evils which the rest of the world talks so loudly about as characteristic of Russia today do exist, Dr. Eddy says: the denial of liberty, the violence of a continuing revolution which has already passed through three "purges," and the presence of three million noisily atheistic Communists. Two among the many good things that are equally characteristic of Russia today, on the other hand, are the fact that no other country on earth has such a passion for giving equal opportunity and justice to all, and the fact that no other country has such a keen sense of the brotherhood of man — in that country no one is rich or poor, Jew or Gentile, black or white, but one equal and common brotherhood prevails.

After picturing Japanese activities, and Hitler's, and Stalin's, Dr. Eddy directed the attention of his listeners to the American scene. He would hesitate to be so optimistic, he said, as to dream that the Russian attitude in respect to the brotherhood of man would be developed in the United States within the next fifty years, at least in a way at all comparable to what Russia already has; for he fears that the United

States will prove the last trench in the defense of special privileges and race prejudices. In connection with this situation, Dr. Eddy told of a debate held in Russia in which he was on one side, to defend theism against the two hundred students pitted against him, to defend atheism. Dr. Eddy made clear the intolerable embarrassment that developed in the course of the debate, when the students hurled at him questions that they had prepared from newspaper data and other sources—such questions as "Where does lynching come, under 'Christian love'?" In India, too, Hindu and Mohammedan students flung in his face the matter of lynching. In fact, Dr. Eddy said, the United States is held up to scorn as the only nation on earth that descends to the moral degradation of lynching its own citizens.

A new world order must come out of the chaos of the present conflict, Dr. Eddy deduced; and it will have to do with the two great world experiments that we have known — the great Anglo-Saxon experiment in liberty, and the great Russian experiment in justice. Neither will survive without the other. He invited our comparison of Hitler's ideology of the Super-man (Hitler), Super-race (despising all others), Super-state (crushing all others), and Super-morality and religion;

with the Christian ideology of the Fatherhood of God and the Brotherhood of Man, with its tenets of righteousness, justice, and brotherhood as suggested bases for permanent peace. It is a free world that we want to build, not a slave world, he said; and it must be built on these principles of Christianity, not on moral cesspools or shifting sands. We will not have justice so long as there are ten billion in slums, ten million illiterates in our land of the free, and ten million denied the vote because of poverty or race. Which are we going to champion: the belief in and practice of the Declaration of Independence, of the Christian way of life — or the Hitler way?

The big issue throughout the world is the question of justice for all as against special privileges for a few, Dr. Eddy concluded. As Lincoln said, "We shall nobly win or meanly lose the last best hope of earth." He hopes that the United

States will not lose the great dynamic power of religion. Russia has made a grave mistake in throwing away religion, he fears, and he is anxious for this country not to make the same mistake. He has seen God working His mighty works, in mysterious and wonderful ways, and he beseeches the young people especially to see to it that they do not leave God out of their lives, for He furnishes the chief dynamic, the chief comfort, and the chief reality in life.

We are all in danger of wishful thinking, were Dr. Eddy's last words, "Hitler is to blame for the world's turmoil" or "the Japanese are to blame!" We will not get anywhere in this fashion, trying to escape reality by having scapegoats. The only sure means of conquering our feeling of frustration and doubt is to espouse the age-old bulwark of Christ's teachings — "I am come, that you might have life more abundantly. . . ."

Max Yergan

Dr. Max Yergan, executive secretary of the Council on African Affairs, brought to Spelman College a vivid picture of the plight of the tens of millions of African natives and the relationship of their problems to the winning of the war, when he spoke at the Vespers service,

February 7, in Sisters Chapel.

This was one of a number of visits that Mr. Yergan has made to our campuses, the first having been made fifteen years ago, when he was in Atlanta as the guest of Dr. Hope, who was at that time president of Morehouse College. He was then

home on leave from his post in South Africa, where he operated under the auspices of the Y. M. C. A., as the only Negro Christian at work in that part of the African continent.

Before launching his actual message concerning our close relationship to the problems of the Africans, Mr. Yergan traced the beginnings of his interest in those problems, twenty-five years ago, in a dramatic recital of a severe illness experienced twenty-five hundred miles inland from the Indian Ocean coast, and the lasting effect the despair of a little native lad whom he was leaving had on all his subsequent plans. The Negroes of Africa are calling to the Negroes of America, giving us marching orders in the deep spiritual sense, Mr. Yergan said; they are expecting us to help them achieve a fuller and more abundant life, "the new heaven and the new earth that the democracies hope to achieve after this war." "If I speak of Africa in terms which may be considered political or economic," he explained, "these terms are only used because they point the path to the spiritual problem of gaining the life abundant. Unless Africans and Indians collaborate with the Allies, the Allies stand a grave chance of losing the war. And if the war is lost, it means a future darker than the black past that they have known

for the more than one hundred sixty million people of Africa."

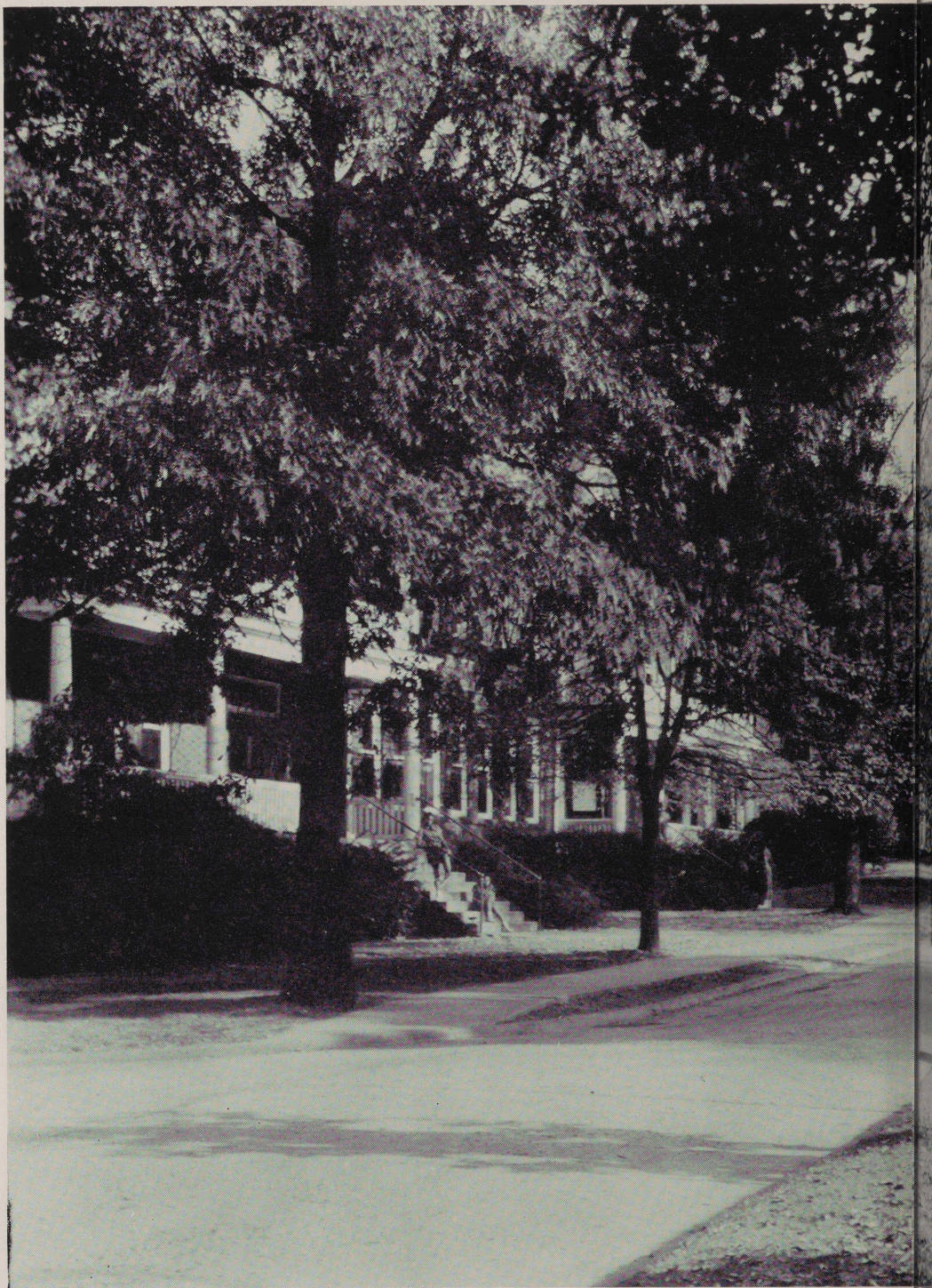
There are two ways in which the Negro American can help his African brethren, Mr. Yergan advised. In the first place, we must win the war, using all the power at our disposal "to wipe away from the earth that which manifests itself under Hitler." This winning of the war is a practical need, he said, as it alone will preserve the opportunity and the right to continue the struggle for a more abundant life. He has read the ruthless Nazi plans concerning post-war Africa, and therefore earnestly voices the statement of the Council on African Affairs, of which Paul Robeson is president, that the more onerous laws under which Africans live need to be removed as an immediate, win-the-war movement. The second way in which we can help, he continued, has to do with a more long-range view: a reasonable commitment to the program in Africa which will free Africans of the exploiting overlordship under which they have suffered. We have got to fight fascism wherever it appears, he said, both at home and abroad, and both in connection with the abolition of the poll-tax and abolition of colonialism. There *can* be freedom from this sort of oppression, is his belief, the basis for it being in the existence of millions of people who have be-



Spelman Students Study World Events

Give to Russian Relief





Looking South by Morehouse Hall



one of Spelman's Residence Halls



*Spelman Students Association
Sells War Bonds
and Stamps*

★ ★ ★

*WAAC Lieutenants Salute
President Read*



come guarantors of the high principles for which this war is being fought. These millions of fighters against totalitarianism as expressed in the stunting of human lives, ruthless exploitation, and enforced pov-

erty will be true to the spiritual mandate that comes to us from the Scriptures; we must prove to be our brother's keeper, thereby hastening the coming of the new heaven and the new earth.

William Trufant Foster

On February 25, Dr. William Trufant Foster, director of the Pollak Foundation for Economic Research, was presented in an all-university convocation, in Sisters Chapel, in an address on the important subject: "Post-War Chances of Getting a Job."

Dr. Foster—whose work as director of the Pollak Foundation for the past twenty-two years was preceded by presidency of Reed College, Oregon, for ten years, and service at various times on the faculties of Bowdoin College, Bates College, Columbia University, and Harvard University—was perhaps most familiarly introduced to his audience as the author of the much-used textbook, *Argumentation and Debating*. His interest in economics has been matched by a continued interest in the art of effective expression, so that he has an exceptional record of readable books on the subject, including *The Road to Plenty*, *Money, Profits, Business without a Buyer*, and *Progress and Plenty*.

In addition to these writings, Dr. Foster is the editor and part author of "Social Hygiene and Morals"; and the author of several books and pamphlets on functional English.

The possibility of sustaining prosperity and employment after the war is a subject second in interest only to the war itself, Dr. Foster reminded his audience, which included many off-campus visitors, among whom were several Atlanta bankers and other business-men, and a group of students from Emory University. There will be perhaps thirty million men and women engaged directly or indirectly in war work by the end of 1943, he estimated. What is going to happen to them after the war is over? Will we fall back to the situation of 1932, with eight or nine million people out of work? Or is there some method by which we can sustain the economic prosperity of the moment?

Our first job is to win the war, Dr. Foster agreed; but we must make plans for winning the peace,

besides. We must think of the practical possibilities of attaining the ideals in the post-war world of the type we are fighting for. With all our boasted wealth, however, as to materials, and our industrial efficiency, our country will still be hard put to it to save itself, unless some plans are formulated to provide for a continuation of the tremendous man-hour production that the country has today.

The important thing to realize is that it is not *patriotism* that has brought about this tremendous increase in business. Patriotism in itself doesn't produce anything. We have been able to build this industry because we have provided a market: the government has promised the producers that it will buy their goods and will pay for them. In the world of private enterprise it is consumption alone that regulates production. Anything is produced for which there is a sale. Today the country is regulating business collectively rather than individually. We have had the additional means for production all along; but we have had unemployment and soup kitchens, poor relief, and the like because, says Dr. Foster, we have never succeeded in having all the fiscal agencies of the federal government work together for the purpose of national economic prosperity. Continued prosperity will

depend on doing merely what we have done: producing fifty billion dollars' worth more a year, after the war is over, of the things we *want*, not the things we blow up. If it is possible to get enough money to kill men, it is also equally possible to get enough money together to save men.

For the last four generations, Dr. Foster informed us, the traditional economic theory has always taught that things will turn out if we leave them alone: the "*laissez faire*" notion. The most powerful instinct of the human race is to sit down, he continued. The banker sits down on his money. The manufacturer sits down and waits for somebody to order his goods. The consumer sits down and waits for lower prices. The result is a depression, when nobody does anything. We have these business depressions about every ten years — but there is no need to have them. This year the country has a production level of 120 billion dollars! And it is nonsense that the next generation is going to pay the cost of it: we are paying for it right now, as we go. Therefore, if it is possible now to provide enough money for the production of war goods to result in national prosperity, it is possible for us to continue to sustain employment in peace time, by the same type of collective action.

Though he understood all the ramifications of his subject so thoroughly that he was able to make the whole problem seem simple to his hearers, Dr. Foster left them with a feeling that there is a great deal more to this business of money and prosperity than the layman knows; and more than a few persons expressed the determination, after the convocation, to "read up on this money problem, and lose some of this ignorance on the subject that

Dr. Foster made me realize as he talked," as one individual expressed it. It was the general consensus that more information of the type that the morning's convocation provided would provide powerful stimuli for study of the situation by average citizens. The ultimate result of such an enlightened populace, we all hope, will be complete omission of the cyclic return of depression periods from our history.

Hymn Of Freedom

—by Natalie Curtis Burlin

Music from the Spiritual, "O Ride On, Jesus"

(This "new Hymn of Freedom" was composed on St. Helena Island, in 1917, on the occasion of a farewell to a group of drafted men from the Island. It became popular among Negro troops, many of the soldiers saying — after hearing it — "We feel all right about going now." The *Southern Workman* carried an interesting account of its origin, at the time. Reprinted from the SPELMAN MESSENGER of November, 1918.)

"O ride on, leaders,
Ride on, leaders,
Ride on, leaders of men,
Liberty is calling.

"To bowed Roumania,
Freedom!
To the stricken Serb,
Freedom!
Autocracy's pride we will curb,
Liberty is calling.

"O fly on, Progress,
Fly on, Progress,
Fly on, winged of heart,
Liberty is calling.

"To each religion,
Freedom!
And to every race,
Freedom!
March with the dawn-light in our face,
Liberty is calling.

"O march on, Freedom,
March on, Freedom,
March on, conquering hosts,
Liberty is calling.

"To martyred Belgium,
Freedom!
To wounded France,
Freedom!
'Tis God who summons our advance,
Liberty is calling.

"O blow on, bugles,
Blow on bugles,
Blow on, bugles of hope,
Liberty is calling.

"To struggling Russia,
Freedom!
To the starving Pole,
Freedom!
The trumpet sounds within my soul,
Liberty is calling.

Campus Notes

THE KRYL SYMPHONY ORCHESTRA

On December 3, the Kryl Symphony Orchestra, under the direction of its founder and celebrated conductor, Bohumir Kryl, played before a capacity house in Sisters Chapel, Spelman College, in the course of its thirty-eighth annual, nation-wide tour. The delighted applause of the audience drew five encores from the musicians, most of whom this time were women, owing to the serious inroads that the war has made upon Mr. Kryl's organization.

Despite the fact that the personnel of his orchestra was thus almost entirely different from that with which he visited Spelman College on two previous appearances, the conductor repeated and even topped the other occasions with the brilliant performance of his present orchestra.

The program began at three in the afternoon, with the overture to the opera *The Marriage of Figaro* by Mozart. This was followed by Francois Thome's *Legende* for harp and orchestra, and two movements from Schubert's *Unfinished Symphony*, the "Allegro Moderato" and the "Andante con Moto." After an intermission, the orchestra played the *Nutcracker Suite* by Tchaikowsky; and Dvorak's *Concerto for Violincello in B Minor*, with Marion Beers as soloist. Next came Strauss' exhilarating *Emperor Waltz*, which was followed by a soprano aria from *Cavalleria Rusticana*. The *Prelude to Die Meistersingers of Nuremberg* by Wagner brought to a close this memorable concert.

THE CHRISTMAS CAROL CONCERT

The annual Christmas Carol Concert held in Sisters Chapel the week before the beginning of the holiday season is easily the most beautiful and eagerly awaited event of the college year. So far-famed have these concerts become that it was decided three years ago to give a per-

formance both on Friday and Saturday nights, in order to provide seats for the many music lovers who had to stand during the concert.

The chapel was a thing of beauty in its own right, appropriately decorated as it was with festoons of ivy, mammoth holly wreaths that ushered in Christmas of 1942, spicy pine fronds, and the sheer loveliness of tall white candles. The eighty-voice chorus, composed of white-frocked Spelman students and men from Morehouse College and Atlanta University in stately black, was directed by Mr. Kemper Harreld, assisted by Mrs. Naomah Williams Maise and Mr. Willis Laurence James.

In addition to the traditional carols which the coming of the Christmas season provokes a yearning to hear, the chorus introduced many new numbers to the audience. These selections included a Swedish melody, "Good Evening," arranged by Kenneth G. Kelly; an eight-part Spanish chorus, "Las Pascuas", arranged by Deems Taylor, the distinguished American composer and critic; "Upon My Lap My Sov'reign Sits," a beautiful chorale of medieval England, by Martin Peerson; and a very special number, "When de Star Shine," an eight-part Negro jubilee arranged by Noble Cain. The new offerings of the Morehouse Glee Club, under the direction of Mr. Harreld, included a Slovak carol arranged by Korentz, entitled "Carol of the Sheep Bells"; and a Negro jubilee, "Wasn't That a Mighty Day," arranged by John W. Work of Fisk University and dedicated to Mr. Harreld. The Spelman Glee Club of approximately one hundred voices, under the direction of Mr. James, introduced "Slumber My Dove," an Alsatian lullaby arranged by Fitzgerald, and a Welsh folk tune, "Deck the Hall with Boughs of Holly", arranged by Mr. James. Mrs. Maise was the accompanist for the concert.

On December 14, the Atlanta University-Spelman-Morehouse chorus made a special trip to Lawson General Hospital near Chamblee, Georgia, to sing the Christmas

carols for the men of the armed forces convalescing there. They made the trip to and from the hospital in charge of uniformed women members of the American Red Cross Volunteer Corps, and were under the direction of Mr. Harreld, with Mrs. Naomah Maise as accompanist.

On December 21, sixteen members of the Spelman Glee Club sang a group of old French, English, and German carols on the radio program of the People's College, under the direction of Mr. James.

ARMY ADMINISTRATION SCHOOL AT ATLANTA UNIVERSITY

On January 2, Branch No. 7 of the United States Army Administration Schools held its official opening at Atlanta University, with Lieut. Colonel Carl E. Nesbitt, commanding officer of the school, presiding. Brigadier General Herbert C. Holdridge, commandant of the Adjutant Generals' School and director of school training for the army administration schools—which started a little more than a year ago and have grown to include 14,000 students in seventeen universities—made a flying trip to Atlanta for the opening. About 190 student-soldiers were present, but the full quota for the school is six hundred men, the number to be reached by February 1, 1943. The students are housed in the Atlanta University dormitories, which were vacated for this purpose on December 30 by the faculty, staff, and graduate students. Headquarters for the officers are in the Atlanta University Administration Building; and classes for the soldiers are held in various buildings on the affiliated campuses of the Atlanta University System, including the Laura Spelman Rockefeller Memorial Building on Spelman Campus.

The purpose of the army training school, as set forth by its commanding officer at the opening exercises, is to train enlisted men in the techniques of basic administration, so as to develop able administrators capable of functioning with a minimum of supervision in the various branches of the armed forces.

The purpose of Atlanta University in turning over its facilities and resources to the army, as stated by President Clement in his address of welcome to the administration school, is to make a definite contribution to the victory that must and will come, by teaming together college and army, to the end that a decent world will be achieved in which all men have equal opportunities and in which the four freedoms are realities.

Greetings to the school were brought by Colonel Clifford Jones and by Major (now Colonel) Ellis Piper, director of training. Music for the occasion was furnished by the Atlanta University-Spelman-Morehouse Chorus under the direction of Mr. Harreld; the invocation was given by President Benjamin Mays of Morehouse College, and the benediction by President James Brawley of Clark College.

SPELMAN STUDENT EXHIBITS PAINTINGS IN BOSTON

Signal distinction has come to a member of the Class of '43 of Spelman College, Miss Alma Louise Vaughan, a talented student in the college art department. She is one of two women invited by Mr. Mackinley Helm, of the Institute of Modern Art, Boston, Massachusetts, to exhibit her paintings in the exhibition of paintings of the leading Negro artists in the United States during the first part of January, 1943. Miss Vaughan, who won the fifty-dollar Jerome Award for Creative Achievement during the year 1941-42 at Spelman College, is the only non-professional participant in the exhibition. Mr. Hale Woodruff, under whose direction Miss Vaughan has studied painting for five years and who is internationally known for his paintings, will display two studies in the exhibition.

The paintings will be shown first at the Institute of Modern Art in Boston. Then, in February, the exhibition will be sent to the Smith College Museum of Art, in Northampton, Massachusetts. In March it will be on view at one of the galleries in New York City.

DR. GUY B. JOHNSON

Spelman College students were enabled to hear the eminent research scholar in the field of sociology, Dr. Guy B. Johnson, research professor at the University of North Carolina, on January 7 and 8. Dr. Johnson was presented by the sociology department of Morehouse College, and spoke in a series of lectures at Morehouse and at chapel services at both Spelman and Morehouse.

It was thought-provoking to hear the views of this noted scholar as to the best ways the Negro can take to improve racial strategy. From the stores of his experience in the field of sociology since 1919 and the data he has concentrated upon collecting, Dr. Johnson offered his audience a type of middle-of-the-road advice in carefully measured phrases that did not seem at all fast or sanguine enough for many of his hearers, but which he took slow and documented steps to prove the solid merits of.

The first thing the Negro needs to develop, according to Dr. Johnson, is realism. There are so many inextricably tangled threads in the web of Southern ideologies concerning race, that any attempts to rub out existing evils by force or in a manner insensitive to the nature of the problems involved in Southern traditions are bound to have an unfortunately inflammatory effect. Dr. Johnson predicted a slow process of development of interracial relations; and deplored such agitations as the projected March-on-Washington movement, the Pepper anti-poll tax bill, and the celebrated "Gaines' Case against the University of Missouri," on the grounds that they were all premature, though defensible enough on the grounds of constitutional rights.

Dr. Johnson recommended highly the solution advanced by the late James Weldon Johnson in his last book, *Negro Americans, What Now?* as a sensible one for the far-seeing Negro to adopt: that is, psychic adjustment of the individual to the situation as it really is, rather than emotional hysteria directed toward an hypothetical dream. In this way, Dr. Johnson said, the Negro will be able to pre-

serve his inner dignity and therefore make use of his integrity to oppose any powers of evil he is called upon to face. It is simply impossible to change a society by passing laws, he stressed repeatedly. Until most of the members of a group have already come to a point of agreement with the standard of conduct the law would enforce, any law passed would be merely a matter of printed words. The futility of trying to force changes of standards from the outside is a basic point that is often overlooked in connection with the race question, Dr. Johnson said, but one that needs to be understood as a major reason for increases in racial tension, such as are being experienced in various parts of our country now.

Asked what type of leadership he thought the Negro colleges should try to develop, the sociologist said that the biggest need of the race is unity, so that the best type of leader for the race would be the leader who could really *lead* the masses. A minority group needs unity because, in Dr. Johnson's opinion, "it takes rank opportunism for a minority group to get what it wants." He praised the work of the N.A.A.C.P. in many respects, but expressed the hope that its leaders would turn from espousing categorical dreams, to take up instead ways and means of really understanding the problems of race conflict, and of adjusting them with a strategy that has an almost Gallup-poll thumb on the sensitivity-quotient of the races directly affected. If the Negro race would only mass its numbers in *one* organization, he said—it didn't really matter which one, provided that all Negroes were backing it—it would be only a matter of a short while before the race would be in a position to demand what it wanted, and get it. The white race is much more united on the question of racial prejudice, in the South, than the Negro is on what to do about it, Dr. Johnson concluded in one of his lectures. It is up to the young Negro leader to bring cohesion among the masses, more unity in Negro communities.

LIEUTENANT DOVEY JOHNSON, SPELMAN GRADUATE

The students of Spelman College were brought close to the role which they might individually play in this world war, when a graduate of the Class of '38, Lieut. Dovey Mae Johnson, regional recruiting officer for the Women's Army Auxiliary Corps, spoke at the "Y" meeting on January 13, and in chapel the morning of January 14.

Lieut. Johnson offered herself as "Exhibit A" concerning what the United States armed forces can do for a Negro woman, in her talk at the "Y". She stressed particularly the grand opportunities that are open to the person who can qualify to fill them, and the salutary effect which the respect accorded her by the soldiers below her in rank had on her and the other successful WAACs of her race. In an engagingly amusing way, she outlined the role which Negro womanhood can fill, by taking the avenue of the Women's Army Auxiliary Corps on top of the bus marked "Opportunity."

A different note appeared in Lieut. Johnson's talk the following morning in chapel, the more serious problem of what choices one must make, in war time, as to the kind of work one wants to do. It is all very well to get "A's" in one's major subject, she said, and to learn enough about aesthetics to keep one from ever becoming bored; but there is more to life than feathering one's own nest and living in it, by oneself. Lieut. Johnson is confident that the citizens of the United States will see things in a fundamentally different way as a result of the growing understanding of the fact that human beings resemble one another, which fact is being borne in constantly on members of the armed forces in training side by side, and sent out on duty to perform arduous tasks, together. In addition to the development of racial understanding and tolerance, Lieut. Johnson predicted a stronger sense of responsibility among the educated Negro groups toward the problems which are holding down the masses of Negroes, and therefore all Negroes. Disease, particularly, looms on the horizon as a remediable problem for race leaders to tackle, she

said. Hundreds of Negro women are rejected weekly by WAAC recruiting officers, because of disease. Whether a girl decides to become a WAAC or not, she concluded, it is her duty to perform to the utmost of her ability, in the service of her country. Community service will keep the home front safe, or make it safe, for the return of peace times. Measured in terms of excitement, Lieut. Johnson is glowing in her expression of preference for the army. But, as it is "Every man to his own taste," she left the decision as to what each girl wanted most to do with her own life up to the individual girl. Only, she said, be sure you have decided to be a leader: there are too many behind us for us to be able to afford to take life easy!

THE THEATRE WORKSHOP

An interesting and educational performance of the L. Verne Slout Players' "Theatre Workshop" was presented in Howe Memorial Hall on Saturday evening, January 16, to a very attentive and delighted audience. The performance was unusual in that it included explanation and demonstration of all that goes into the production of a play, including the first reading of the lines, development of characterizations, the problems of costuming, and make-up art. Four one-act skits were selected as vehicles for the theatre laboratory which, in the words of Mr. Slout, uses "actors as test tubes, and costumes, wigs, grease paint, and crepe hair as the potent compounds." The first performance-made-while-you-wait was a radio skit, "The Tucker Family." Next came an adaptation of Ida Tarbell's *He Knew Lincoln*. The last scene from Boucicault's *Rip Van Winkle* followed; and a modern farce closed the program, a rollicking sketch entitled "Her Husband's Ghost."

MRS. GRACE SLOANE OVERTON

Mrs. Grace Sloane Overton, noted lecturer and author, was speaker at the Spelman College chapel service on Friday, January 22, and was heard again that evening by a large number of the students, when she lectured and conducted a forum

in the Roberts Hall Lounge, as guest of Morehouse College. Mrs. Overton drew her audiences to her immediately by her dynamic spirituality focused upon the problems of the young men and women upon whom the rest of the world must depend for future peace and prosperity, but whose own world is ruthlessly wrenched by the present world crises; and an overflowing number packed into the lounge for her evening lecture. She is an expert in youth counseling, personality development and adjustment, and family life; has served as head of the Youth Division of the Greater New York Federation of Churches, and as a member of the faculties of the University of Columbia and New York University. As a member of the University Christian Mission she visited Spelman College in 1938-39.

The key to a successfully developed manhood or womanhood is creative thinking, said Mrs. Overton. One must plan for adulthood as early as possible—the best time to begin being in the bassinet stage. The ideal life is one filled to the brim with wholesome activities, with a loved companion and friends to share them. The war is playing havoc with the most serious years of the lives of today's rising generation, Mrs. Overton admitted, and she is earnestly concerned with the

problems that have been created by the situation, especially by the question so often asked her as to whether she would advise a soldier and his fiancée to marry now or wait until after the war is over. Older people should try very hard to help these troubled young couples, she advised, as the problem is bigger than they are, and is not of their own making. She outlined the methods by which the older generation can improve itself in the matters of understanding the problems of youth and in counseling them; and then graciously invited all but the students to leave, in order that the forum discussion to follow might be of maximum value to them, relieved of self-consciousness in the presence of their elders that might have kept them from asking questions about which they were deeply concerned.

TUBERCULOSIS ASSOCIATION X-RAYS SPELMAN STUDENTS

In keeping with the war-time demand for individual physical fitness, physical examinations and X-ray tests were given students of Spelman College, together with other students of the Atlanta University System, by the Fulton County Tuberculosis Association. The period of the testing extended from January 15 to 20, and the scene was the basement of Giles Hall.

Vesper Speakers

December 6

Dr. Charles L. Hill, Dean of Turner Theological Seminary, Morris Brown College.

December 13

Special program of Christmas music by the Atlanta-Spelman-Morehouse Chorus, Morehouse and Spelman Glee Clubs and Quartets.

January 3

Reverend William Holmes Borders, pastor of the Wheat Street Baptist Church.

January 10

Dr. Robert W. Burns of the Peachtree Christian Church.

January 17

Service of Ritual and Music.

January 24

Dr. Benjamin E. Mays, President of Morehouse College.

January 31

Reverend George D. Kelsey of Morehouse College.

February 7

Mr. Max Yergan of New York, Executive Director of the Council on African Affairs.

February 14

Dr. Ryland Knight, pastor of the Second Ponce de Leon Baptist Church.

February 21

President James P. Brawley of Clark College.

February 28

Reverend John C. Wright of the First Congregational Church.

Calendar

December 1

President Read spoke in chapel about sacrificing this Christmas for the sake of the millions in Europe and Asia who are suffering.

December 2

Mrs. Marion Starling of the department of English spoke in chapel on: "A Trip through London."

December 3

In chapel Professor Kemper Harreld of the department of music talked about the program which the Kryl Symphony Orchestra was to give in Sisters Chapel in the afternoon.

The Kryl Symphony Orchestra gave a concert in Sisters Chapel.

December 4

The speaker in chapel was Dr. A. W. Loos of the department of philosophy. He spoke on: "The Second Isaiah."

December 7

President Read spoke at the chapel service commemorating Pearl Harbor Day.

December 8

Dean B. R. Brazeal of Morehouse College spoke in chapel about possible third and fourth fronts in this war; namely, civil rights for all, and action now for social post-war reconstruction.

December 9

In chapel President Read read a Christmas story.

December 10

Dr. N. P. Tillman of the department of English read the Christmas story from the Bible, at the morning chapel service.

December 11

Dean I. A. Derbigny of Tuskegee Institute spoke in chapel, emphasizing the necessity for keeping one's head in matters of race relations in a time which is particularly tense.

Sixteenth annual Christmas Carol Concert.

December 12

Sixteenth annual Christmas Carol Concert.

December 14

Dr. Loos read in chapel O. Henry's Christmas story entitled "The Gift of the Magi."

December 15

At the morning chapel service Mr. Harreld led the singing of Christmas hymns.

December 16

The Spelman College Glee Club gave a program of Christmas music at the chapel service.

December 30

Dr. Loos spoke in chapel on the following text: "In the morning, then shall we see the glory of God," bringing out the fact that Christianity means recommitment every morning.

December 31

Miss Alpha Hines, Spelman '41, former chairman of the Community Council, spoke in chapel about her experiences as a teacher, the adjustments she had to make, and the importance of having a goal in one's work and of working steadily toward that goal.

January 1

A special New Year's Day program was conducted in chapel by the Spelman Students Association, under the leadership of Miss Helen Rice, president of the organization.

January 4

Dr. H. C. Hamilton of Atlanta University spoke in chapel about "War Marriages."

January 5

Mr. Frank McAllister, Southern Secretary of the Worker's Defense League, spoke in chapel on: "The Fight for Civil Liberties."

January 6

Miss Lynette Saine of the department of English spoke in chapel on Nathaniel Hawthorne's story, "The Great Stone Face."

January 7

Dr. Hilda Weiss of the departments of sociology and German spoke in chapel about Sigmund Freud's Role of the Unconscious.

January 8

Dr. Guy B. Johnson of the University of North Carolina spoke in chapel on: "Progress in the Thinking of the White Man and in the Thinking of Science on the Question of Race."

January 11

Dovey M. Johnson, First Lieutenant in the Woman's Army Auxiliary Corps, and Spelman '38, talked in chapel about the WAAC's.

January 12

Dr. O. W. Eagleson of the department of education and psychology spoke in chapel on: "The Past, the Present, and the Future."

January 13

Dr. Loos spoke in chapel on: "Getting Help from Yourself."

January 14

Mrs. Florence B. Breed of the National Tuberculosis Association talked in chapel about the drive against tuberculosis in this area.

January 15

Mrs. W. B. Ceter Thomas of the department of French spoke in chapel. Mrs. Thomas gave a review of Franz Werfel's novel recently published: "The Song of Bernadette."

January 16

The L. Verne Slout Theatre Workshop entertained members of the college community with an evening program in Howe Memorial Hall.

January 18

At the morning chapel service, Mr. Emanuel Mansfield, tenor, now studying music at Morehouse College, gave a song recital.

January 19

Professor J. B. Blayton of the department of economics at Atlanta University spoke in chapel on "Inflation."

January 20

Dr. Henrietta Herod of the department of English talked in chapel about Margaret Walker's book of poems, "For My People."

January 21

Dr. T. V. Smith of the department of philosophy at the University of Chicago

spoke at a University Convocation in Sisters Chapel on: "Discipline for Democracy."

January 22

Mrs. Grace Sloan Overton, author and lecturer, spoke in chapel on: "Courtship and Marriage."

January 25

President Read spoke in chapel about "Prayer."

January 26

Mr. Willis Laurence James of the department of music conducted the singing of spirituals in chapel.

January 27

The Spelman Quartet sang at the morning chapel service.

January 28

In chapel a service of ritual and music was conducted by Dr. Loos and President Read.

January 29

Three new hymns were learned in chapel under the leadership of Professor Kemper Harreld.

January 30

The Mid-Semester Morehouse-Spelman Party was held in Howe Hall.

February 1

Registration for Second Semester.

February 2

Mr. Charles Harper, former principal of Booker T. Washington High School and now president of the Atlanta branch of the NAACP, spoke in chapel on: "Do Your Job and Do It Well."

February 3

Three new hymns were learned in chapel under the leadership of Professor Kemper Harreld.

February 4

Dr. Sherwood Eddy, world traveler, author and lecturer, spoke at a University Convocation in Sisters Chapel. His subject was: "The World Situation."

February 5

In chapel President Read read an excerpt from the *Atlantic Monthly*, entitled "The Seven Points of Departure."

February 8

Mr. Wallace Van Jackson, librarian of

the Atlanta University Library, began the series of chapel talks for Negro History Week by speaking on: "Outstanding Negroes in Unusual Fields of Endeavor."

February 9

Mr. John Wesley Dobbs, President of the Atlanta Civic and Political League, spoke in chapel on: "Citizenship Rights of American Negroes."

February 10

At the morning chapel service President Read introduced the delegates to the Home Economics Conference who were guests on the Spelman College campus. Miss Diana S. Dent of the North Carolina College for Negroes, Durham, North Carolina, Mrs. Eula M. Peebles of Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas, and Dr. Madeleine Kirkland of Howard University, Washington, D. C. Each talked for a few moments.

February 11

Dr. Ira deA. Reid of the department of sociology at Atlanta University spoke in chapel on: "The Question of African Survivals in Negro Life."

February 12

Mr. B. N. Nelson of Clark College spoke in chapel about Abraham Lincoln.

February 15

Two guests from the Institute on International Understanding spoke in chapel: Dr. Pierre Cot, former Air Minister in France, Deputy in the French Parliament, member of various French cabinets, and member of the French delegation to the League of Nations; and Mrs. Edgerton Parsons, Chairman of the American Section of the Pan-Pacific Women's Association, Vice President of the New York Chapter of the National Council of Women, Member of the Executive Committee of the National Conference on the Cause and Cure of War.

February 16

Dr. Carl H. Voss, Associate Minister of the Smithfield Congregational Church in Pittsburgh, Pennsylvania, spoke in chapel.

The University Players presented "Prometheus Bound," a Greek play by Aeschylus, in Sale Hall Chapel on the Morehouse College campus.

February 17

President Read read several paragraphs about "Purpose" at the morning chapel service.

The University Players gave a second performance of "Prometheus Bound."

February 18

Professor C. A. Bacote of the department of history at Atlanta University spoke in chapel about some of the first Negro women pioneers in the fight for liberty and justice.

February 19

The Spelman String Quartet played in chapel at the regular morning service. First violin, Mr. Kemper Harreld, Second Violin, Mr. W. L. James; Viola, Miss Helen V. Worthy; Cello, Miss Madeleine Patterson.

February 22

Dr. Loos spoke in chapel about cynicism versus idealism; he said that the four ideals which we should strive to realize are: personal standards, brotherhood, democracy, and peace.

February 23

In chapel President Read read several paragraphs from Madam Chiang Kai-Shek's thoughts about prayer.

February 24

Dr. William Trufant Foster, first president of Reed College and Director of the Pollak Foundation for Economic Research, spoke in chapel on: "Mud and Music."

Forum conducted by Dr. Foster. Subject: "Hard Times With Easy Payments."

February 25

Dr. William Trufant Foster spoke at a University Convocation in Sisters Chapel. His subject was: "Post-War Chances of Getting a Job."

February 26

A short service of worship was held in chapel.

Visitors

Mr. Max Yergan, Director of the Council on African Affairs.

Miss Alpha Hines, '41, Americus, Georgia.

Dean I. A. Derbigny, Tuskegee Institute, Tuskegee, Alabama.

Dr. Guy B. Johnson, Research Professor, University of North Carolina, Raleigh, North Carolina.

Dr. Thomas Vernon Smith, Professor of Philosophy, University of Chicago.

Mrs. Grace Sloane Overton, teacher and lecturer, expert in youth counseling, personality adjustment and marriage and family life.

Mrs. Estella Glover, 24 Hickory Lane, West Hartford, Connecticut.

Dr. Sherwood Eddy, world traveler, author, lecturer, a former national secretary of the Y.M.C.A.

Dr. Pierre Cot, former air minister in France, Deputy in French Parliament, member of various French cabinets; member of French delegation, League of Nations.

Mrs. Edgerton Parsons, Chairman, American Section Pan-Pacific Women's Association; Vice President of the New York Chapter, National Council of Women, Member Executive Committee of the National Conference on the Cause and Cure of War.

Mr. and Mrs. James A. Horton, Antioch College, Yellow Springs, Ohio.

Dr. Carl H. Voss, Associate Minister of the Smithfield Congregational Church in Pittsburgh, Pennsylvania.

Dr. William Trufant Foster, Director, Pollak Foundation for Economic Research.

Dr. William Ketcham Anderson, Educational Director, Commission on Courses of Study of the Methodist Church, Nashville, Tennessee.

Mrs. Vincent Mariotti, Washington House, Wellesley College, Wellesley, Massachusetts, daughter of Mrs. Flora Goss Willis.

Mr. James E. Rose and Mr. C. Harreld Rose, both students at Howard University, sons of Mrs. Carrie Dukes Rose, housemother of Morgan Hall.

Miss Shirley Graham, Hotel Theresa, New York City, field agent for the N.A.A.C.P.

Mrs. Hattie R. Watson, A. M. & N. College, Pine Bluff, Arkansas.

Lt. James Mudge and Lt. Victor Peterson.

Also the following delegates to the Southern Regional Conference of Supervision and Teacher Trainers in Agriculture and Home Economics, held at Spelman College, February 10-13.

Alabama

C. C. Scarborough, Assistant Supervisor of Agricultural Education, Auburn; Mary Love Martin, District Superintendent, Home Economics Education, Montevallo; Arthur Floyd, Teacher Trainer, E. A. Grant, Resident Teacher Trainer, S. J. Phillips, Special Representative, Nehi Corporation, Bennie M. Ware Rankin, Resident Teacher Trainer, and Bettye Steele Turner, Itinerant Teacher Trainer, of Tuskegee Institute.

Arkansas

David Mays, Head of Department of Agriculture, Eula M. Peebles, Itinerant Teacher Trainer, and Pinkie E. Thrift, Director of Home Economics, of Agricultural and Mechanical College, Pine Bluff; Lucy C. Barrow, Head of Home Economics Department, Philander Smith College, Little Rock; J. C. McAdams, Itinerant Teacher Trainer, Pine Bluff.

Delaware

Ruth M. Laws, Director of Home Economics, and R. L. Reynolds, Teacher Trainer, of Delaware State College, Dover.

District of Columbia

Madeleine Kirkland, Head of Home Economics Department, Howard University; C. F. Clark, American Agricultural Association representative; D. M. Clement,

Federal Agent for Vocational Education Southern Region; W. N. Elan, Federal Agent for Vocational Education; W. A. Ross, Special Consultant Occupations, United States Office of Education; W. T. Spanton, Chief Agricultural Education Service.

Florida

G. W. Conoly, Assistant Teacher Trainer, I. L. Hollins, Head of Home Economics Division, L. A. Marshall, Teacher Trainer, P. J. Singleton, Itinerant Teacher Trainer in Home Economics, and G. Josephine Wheeler, Teacher Trainer in Home Economics, of Florida Agricultural and Mechanical College, Tallahassee; Boletha Frojen, State Supervisor of Home Economics, Tallahassee.

Georgia

Robert L. Cousins, State Department of Education, Atlanta; Lurlene E. Jackson, Teacher, Atlanta; T. G. Walters, State Supervisor of Agricultural Education, Atlanta; G. S. Reid, Atlanta University, Atlanta; P. J. Coggins, Booker T. Washington High School, Atlanta; Bertha L. Holder, Home Economics Teacher, Clark College, Atlanta; Benjamin F. Bullock, Professor of Rural Education, Lisle Arduser, Nazen Kazian, and Ethel McVeety, Professors of Home Economics, N. Elizabeth Prophet, Department of Fine Arts, Spelman College, Atlanta; Benjamin Anderson, Special Supervisor, War Production Training, P. J. Crittle, Secretary, Allee W. James, Teacher Trainer in Home Economics, Daisy L. Lewis, Itinerant Teacher Trainer, Vivian D. Smith, Itinerant Teacher Trainer, Alva Tabor, State Itinerant Teacher Trainer in Agricultural Education, and R. L. Wynn, Director of Agriculture, of Fort Valley State College, Fort Valley; Elberta E. Jackson, Teacher Trainer, Esther Holly, Director of Home Economics, Georgia Normal and Agricultural College, Albany; J. L. Skinner, F. M. Stalley, Director, Division of Agriculture, and Ellis Whittaker, of Georgia State College, Industrial College; Verral Worm, Opportunity School, Atlanta; C. V. Reid, Teacher, Paine College, Augusta; Inez Wallace, Tifton.

Illinois

Russel L. Guin, Vice-president, Interstate Publishing Company, Danville; Romert Romack, Editor, American Farm Youth Magazine.

Kentucky

Grace S. Morton, Kentucky State College, Frankfort.

Louisiana

A. Larriviere, Assistant Supervisor of Agricultural Education, and Clyde Moody, of Baton Rouge; M. J. Clark, Teacher Trainer in Agriculture, Rebecca Fisher, Teacher Trainer in Home Economics, G. I. Holland, Director of Home Economics, Dallas Matthews, Itinerant Teacher Trainer, and Rebecca F. Neterville, District Supervisor of Home Economics, of Southern University, Scotlandville.

Maryland

J. W. Oliver, Teacher Trainer, and E. R. Parker, Teacher Trainer, of Princess Anne College, Princess Anne.

Mississippi

W. F. Flowers, Agricultural Education, and Zylema Price, Teacher Trainer in Home Economics, of Alcorn College; Ruth Wallace, State Supervisor of Home Economics, Jackson.

Missouri

Cornelius King, Special Assistant to the Governor, Kansas City; Christine H. Coleman, Itinerant Teacher Trainer, and James N. Freeman, Head of Department of Agriculture, Lincoln University, Jefferson City.

New Jersey

S. A. Haley, Vocational Agriculture Teacher, Manual Training School, Bordentown.

North Carolina

C. E. Dean, Teacher Trainer, G. Willis Glenn, Teacher Trainer, W. T. Johnson, Assistant Supervisor, Rural War Production Training, S. B. Simmons, Supervisor of Vocational Agriculture, of Agricultural and Technical College, Greensboro; Barbara A. Ware, Bennett College, Greensboro; Diana S. Dent, Head of Home Economics Department, L. F. James, Teacher Trainer, North Carolina College for Negroes, Durham; Catherine Dennis, State Supervisor of Vocational Home Economics,

Raleigh; Roy H. Thomas, State Supervisor, Agricultural Education, Raleigh; W. N. Payton, Jr., Teacher of Vocational Agriculture, Trenton.

Oklahoma

L. E. Gandy, Teacher Trainer, D. C. Jones, Teacher Trainer, of Langston University; Anna K. Banks, State Supervisor, Home Economics, and Hazel Frost, Assistant State Supervisor, Home Economics, of Oklahoma City.

South Carolina

G. Buckman, Assistant Teacher Trainer, John P. Burgess, Teacher Trainer, and Mattie E. Pegues, Itinerant Teacher Trainer, of State College, Orangeburg; Lillian C. Hoffman, Supervisor of Home Economics, and Verd Peterson, of the State Department of Education, Columbia.

Tennessee

Corinne H. Springer, Teacher Trainer and Head of Home Economics Department, Agricultural and Industrial College, Nashville; Margaret Browder, State Supervisor of Home Economics, Nashville; W. S. Davis, Director and Teacher Trainer, Department of Agriculture, and S. E. Payne, Laboratory Assistant, of Tennessee State College, Nashville.

Texas

Gus Jones, Area Supervisor, Caldwell;

Paul L. Rutledge, Area Supervisor, Palestine; E. C. May, Director of Home Economics, E. M. Norris, Resident Teacher Trainer, Louisa Taylor, Itinerant Teacher Trainer, Charles H. Thomas, Teacher Helper, and O. J. Thomas, Itinerant Teacher Trainer, of Prairie View State College, Prairie View; E. E. Collins, Area Supervisor, Texarkana; S. E. Palmer, Area Supervisor, Tyler.

Virginia

Grace Reeves, Head of Home Economics Department, Lenora P. Williams, Teacher Trainer, of Hampton Institute, Hampton; T. V. Downing, District Supervisor of Agricultural Education, Ivor; Martha Creighton, State Supervisor, Richmond; Grace E. Harris, Teacher Trainer, State Board of Education, Richmond; Eugenia T. Reid, Roanoke; A. Elnora Owens, Resident Teacher Trainer, and J. R. Thomas, Teacher Trainer, of Virginia State College, Petersburg.

West Virginia

Hardiman, Teacher Trainer, West Virginia State College, Institute; Pauline Stout, State Supervisor of Home Economics, Charleston.

Puerto Rico

Carmelina Cayso, Teacher Trainer, University of Puerto Rico, Rio Piedras.

Alumnae Notes

We were happy to welcome to the campus in January, 1943 the following alumnae:

Mrs. Pinkie J. Coggins (Pinkie Jones, H. S. '14), Chairman of the Home Economics Department, Booker T. Washington High School, Atlanta, Georgia.

Mrs. I. L. Hollins (Irma Coleman, T. P. C. '23), Head of the Home Economics Division, Florida A. and M. College, Tallahassee, Florida.

Josephine Wheeler (C. '36), Teacher Trainer, Florida A. and M. College, Tallahassee, Florida.

Mrs. Graham Jackson (Lurline Baker, C. '37), Teacher, Booker T. Washington High Evening School, Atlanta, Georgia.

All were in attendance at the Southern Regional Conference of Supervisors and Teacher Trainers in Agriculture and Home Economics which met in Atlanta, Georgia, January 10-13, 1943.

Enrolled at the Atlanta University School of Social Work as first year students are:

Rosa Linder, C. '41.

Edith Henry, C. '41.

Charlie Mae Williamson, C. '41.

Alumnae News

H. S. '07

Mrs. Charles W. Powell (Sadie Harris) of Atlanta, Georgia, received the 27 Club Award on January 1, 1943. This Award is given each year to an Atlanta citizen for outstanding achievement and service. Mrs. Powell is the owner and manager of the William A. Harris Memorial Hospital, a twenty-six bed hospital which is regarded as the finest institution of its kind for colored people in this section. The following citation is inscribed on the Award: "A distinguished citizen, a community builder, outstanding benefactor."

T. P. C. '18

E. Iona Crawford who was cafeteria hostess at Camp Davis, North Carolina was transferred to Camp Atterbury, Indiana, as cafeteria hostess in January, 1943.

H. S. '22

A. Ruth Gadson is working in the USO Center in Macon, Georgia.

C. '28

Lillie Daniel Brown and Mr. Julian McCray Dix were married on Saturday, December 26, 1942 in Americus, Georgia. They are now at home on Tennille Road, Sandersville, Georgia.

Mrs. Edward J. Robeson (Nannie Gadson) of Brooklyn, New York, is the mother of a young son, Edward Gadson Robeson, born January 15, 1943.

C. '29

Thelma B. Brown, after completing the basic training at the First WAAC Training Center, Fort Des Moines, Iowa, and an intensive course in the Thirteenth Officer Candidate Class has been commissioned Third Officer, a rank equivalent of the Army second lieutenant. Lieutenant Brown is now on recruiting duty in the Fourth Corps Area with Atlanta, Georgia, as headquarters.

C. '32

Mrs. Richard E. Brown (Margery Wheeler) won a prize in water color in the Tri-County Exhibition at the High

Museum of Art, Atlanta, Georgia, held February 1 to February 15, 1943. The exhibition was open to all residents of Fulton, Cobb, and DeKalb Counties, Georgia, and artists born in these counties, but now living elsewhere.

C. '34

Alma Bernice Smith recently accepted the position of senior hostess at Service Club Number 5, Fort Benning, Georgia.

C. '35

A daughter was born to Mr. and Mrs. John Q. Caruthers (Helen Post) of Atlanta, Georgia, January 12, 1943. The baby has been named Willenor Post Caruthers.

Mrs. Helen Price Sawyer became librarian at Fort McClellan, Alabama, on June 2, 1942. She writes, "I had the job of setting up the library and also of moving into the new library in September. . . . So far, I have accessioned 1750 government owned books and we have about 6000 gift books."

C. '37

Elizabeth Boddie is librarian at Florida A. and M. College, Tallahassee, Fla.

A son, William Alexander Clement, Jr., was born to Mr. and Mrs. William A. Clement, January 22, 1943 in Atlanta, Georgia. Mrs. Clement is the former Josephine Dobbs.

Claudine Leigh is one of the directors of Service Club Number 2, Camp Livingston, Louisiana.

C. '38

Celestine Taylor and Dr. Richard A. Billings were married on Saturday, December 26, 1942, at the home of the bride's mother in Americus, Georgia. Dr. and Mrs. Billings are making their home at 510 Rockwell Street, Atlanta, Georgia.

Word has reached Spelman that Theodis Weston is now Mrs. Paul. She and her husband are living at 6093 Beechwood Avenue, Detroit, Michigan.

C. '39

Frances Mason was married to Mr. Grant Franklin in December, 1942. Mrs.

Franklin is teaching in the high school department of Paine College, Augusta, Georgia.

Helen McKnight was married to Mr. James C. Buntin, Jr., of Andover, Massachusetts, on December 17, 1942, in Columbia, South Carolina. The bride received the M. A. degree in Social Science from New York University in October, 1942. Mr. and Mrs. Buntin are at home in South Portland, Maine, where Mr. Buntin is employed by the United States Maritime Commission.

Julia F. Williams writes from Chicago, Illinois, "I have completed all of my course work for the Master's degree in Mathematics at the University of Chicago and am now writing my thesis."

C. '40

Odessa Theron James was married to Mr. L. Leo MacBride on January 2, 1943 in Brooklyn, New York. After June 15, the couple will be at home at 282 St. James Place, Brooklyn, New York.

Dorothy Howe Washington who received the M. S. W. degree from the At-

lanta University School of Social Work in June, 1942, is working with the Department of Public Welfare, Baltimore, Maryland.

Ethel Reddick and Mr. Deboe C. Brown were married December 24, 1942, in Atlanta, Georgia. Mrs. Brown is teaching in the Moultrie Colored High School, Moultrie, Georgia.

C. '41

Mildred Cuthbert and Mr. Paul A. Stewart were married recently. The couple reside in Washington, D. C., where both are engaged in government work.

Mrs. R. L. Smith (Dorothy McGowan) of Atlanta, Georgia, is the mother of a baby girl, Barbara Elaine, born January 1, 1943.

Helen Louise Breazeal and Mr. Henry Ward Joyner were married on Sunday, February 7, 1943, at the home of the bride's parents in Atlanta, Georgia. Mrs. Joyner is employed as a clerk at the Home Office of the Atlanta Life Insurance Company, Atlanta, while her husband is serving in the United States Army.

In Memoriam

Spelman College wishes to express deep sympathy to Mrs. C. H. Scretchin, '34, upon the death of her mother, Mrs. Milie A. Harris, '02. Mrs. Harris died Thursday, February 4, 1943, and was buried from Wheat Street Baptist Church of Atlanta, the Reverend William Holmes Borders officiating.

The sympathy of Spelman College is extended to Mrs. Roberta Milner Hunter, '03, in the death of her mother, Mrs. Ella Milner, late in January, 1943, in Florida.

MISS LOUISE DICKINSON

Miss Louise Dickinson, teacher in the Spelman High School from 1920 to 1927 and in the college from 1927 until her retirement in June of 1933, died at her home in Amherst, Massachusetts, November 20, 1942. Simple and beautiful funeral services, consisting of organ music, the reading of a few verses from various parts of the Psalms, invocation and tributes by

the Reverend B. F. Gustin and the Reverend T. T. Dixon, were held at the Congregational Church in Amherst, Massachusetts, on November 22, 1942.

Miss Dickinson received her training at Mount Holyoke College, Smith College, Amherst College, Columbia University, the University of Chicago, the American Academy in Rome and the University of Michigan. Before joining the faculty of Spelman, she taught in Proctor Academy, Utah, and in Iberia Academy in Missouri.

The teachers and students who knew Miss Dickinson found in her a loyal and faithful friend. Any group in which she worked was strengthened by her sympathy and understanding. Through the years she had a deep and abiding interest in the Spelman community. We extend our sympathy to her sister, Miss Laura Dickinson, her constant companion through the years and a former faculty member of Spelman College.



SPELMAN ENTERTAINS ARMY ADMINISTRATION SCHOOL ENLISTEES

Colonel Carl E. Nesbitt, Commandant of School, greets Spelman students and soldiers

