

A black and white photograph of a classical colonnade. Several tall, fluted columns are visible, receding into the distance. A hanging lantern is visible on the left side of the colonnade. The photograph is mounted on a red background.

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May  
1956

75th Anniversary  
Issue







# Spelman Messenger

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SISTERS CHAPEL



# Spelman Messenger

VOL. 72

MAY, 1956

No. 3

## The Ministry of Memory

SEVENTY-FIFTH FOUNDERS DAY ADDRESS

APRIL 15, 1956, BY

CHARLES W. RANSON, General Secretary of the  
International Missionary Council

Deuteronomy VIII:2. *"Thou shalt remember all the way that the Lord thy God hath led thee."*

This is an occasion on which we exercise the ministry of memory. We recall the vigor and courage of the founders of this college. We remember the many who have served here with faithful labor for the increase of knowledge and wisdom. We think of the much larger number of those who have gone forth from this house of faith and fruitful learning to carry its ideals and traditions into the life of society. We call to mind those benefactors, known and unknown, remembered and forgotten, whose harvest we today are reaping. Above all, we remind ourselves that: "Except the Lord build the house, they labour in vain that build it." And remembering all the way the Lord our God hath led us, we lift up our hearts in praise.

That sombre Victorian philosopher, Thomas Carlyle, once exclaimed: "Happy the people whose annals are blank in the history books!" And his contemporary, the woman novelist

George Eliot, wrote that: "The happiest women, like the happiest nations, have no history."

Those seem to me to be two singularly silly statements, to be made by two ordinarily perceptive people. The man or woman who has no history is, in the exact sense of the word, a non-entity. The society whose annals are blank is not happy. It is defunct. The ministry of memory is a very precious thing for the individual, for the institution, for the Church or for the nation.

We live at a moment in human history when we need the steadying grace of recollection. Our generation is beset—as few generations have been—with a corroding sense of insecurity. The vast increment of power and material mastery which science has placed in the hands of men, has only deepened our anxiety. Even while we sit in these pleasant academic groves, we know that out there in the street there may be something in the making which will shatter all the syllogisms and formulae of the schools.



“. . . the world which seems  
 To lie before us like a land of  
 dreams,  
 So various, so beautiful, so new,  
 Hath really neither joy, nor love,  
 nor light,  
 Nor certitude, nor peace, nor help  
 from pain.  
 And we are here as on a darkling  
 plane  
 Swept with confused alarms of strug-  
 gle and flight.  
 Where ignorant armies clash by  
 night.”

That sounds like a vivid account of the predicament of modern man. It was, in fact, written by Matthew Arnold about the time that Miss Packard and Miss Giles were founding this institution. The ministry of memory helps us to preserve perspective.

I therefore invite you, on this 75th anniversary, to look back, not merely across the years which have shaped the history of this College, but across the centuries which have shaped the human story. In this exercise of the ministry of memory we may, perchance, find a cordial for our drooping spirit.

I hope that you will forgive me if I illustrate our theme with a personal reference. A few years ago I was in Germany for a world meeting of the International Missionary Council. Representatives of the Christian Church in every part of the world gathered in a little village among the Waldeck Hills to consider together their common Christian task. One day during the conference the two hundred delegates scattered into the surrounding villages to attend a series of specially organized rallies. I found myself in the vil-

lage of Schrecksbach, a remote hamlet not many miles from the border that separates the eastern zone from the western zone, and the world behind the iron curtain from the rest of the world. I made my way with crowds of gaily dressed country folk to a large field on the outskirts of the village. When they were all assembled there were about two thousand people. A very loud brass band led the singing of old and familiar German hymns. “*Ein feste Burg ist unser Gott*”—sang those country folk; and as I watched their rugged faces I felt that here was a people who would not be easily shaken in the faith which they had received.

After the hymn singing and prayer, and the reading of the Scriptures, a number of speakers from various parts of the world addressed the meeting. A charming Burmese lady, a member of the Cabinet in her country, spoke of the Christian task in Burma. A fluent young South Indian spoke of the significance of the message of Jesus Christ to his great land. A number of other persons from different parts of the world also spoke. Each in turn was translated into German by a young flaxen haired pastor from the eastern zone of Germany. Finally the local Lutheran pastor got up to speak. He was a grave and elderly man. He did not look as though he was going to say anything very exciting. Yet his little speech of but a few sentences is clearly etched upon my mind and I can see him speak now. This is what he said:

“There have been three great days in the history of the village of Schrecksbach. The first was many centuries



ago, when Boniface—the English apostle to Germany—planted this cross on the hill up there.”

With one hand he pointed to a green hill beyond the village, and with the other he clasped an old iron crucifix that was placed behind him on the platform.

“The second great day in the history of this village was when Martin Luther, in person, presented this Bible to the congregation in this place.”

He held up in his right hand a large and well-worn copy of the Scriptures.

“The third great day is today. For on this day we have seen with our eyes that which hitherto we have only known by faith; that the Christian Church is indeed a universal family, in which there are no more strangers and foreigners.”

Do you wonder that, in that incident, I find a vivid illustration of the meaning of the ministry of memory? I should like to enlarge a little the historical allusions in that deeply moving speech by the pastor of Schrecksbach.

(i) He referred first to the missionary activity of Boniface. This great man lived at a moment when the Christian Church was confronted by a sharp challenge and the Western world by a crisis of the first magnitude. At the beginning of the seventh century, no European statesman would have regarded Arabia as a country of any great significance for the future of the world. It was peopled by nomad, Bedouin tribes, whose principal occupation in addition to watching their flocks—was slitting one another's throats. It seemed to the ordinary observer in western Europe that they were

likely to continue in these occupations until the crack of doom. There was certainly no expectation that out of this remote and barren land would arise—as there did arise—a new and dynamic force, which would threaten the whole existence of western civilization and challenge the claim of Christianity to be a world religion. Yet it was from this land that Islam arose.

The forces of the prophet Mohamed in due course encircled Christian Europe. The Muslim hordes marched west through North Africa, crossed the Straits of Gibraltar and thrust northward through Spain, until finally they crossed the Pyrenees and stood on the soil of France, the strongest Christian nation in Europe. Another army had swung round northward through Asia Minor and battered at the gates of Constantinople. These happenings represented the gravest menace that had ever befallen the Christian society in all its history. It seemed as though no power on earth could arrest the onward thrust of the fanatical forces of Islam.

It was at that dark moment that a young English monk named Boniface set out as a missionary to Northern Europe. His contemporaries thought he was mad. His ecclesiastical superiors offered him attractive preferment if he would only stay in England. But Boniface saw, what was hidden from the prudent eyes of his advisers, that the real issue in the turbulent history of his time was whether Christianity or Islam was to be the world religion of the future. He saw further, that the only effective response to the challenge was to claim the world for Jesus Christ. So he went out across the North Sea to



preach the Christian message to the barbarian tribes of Northern Europe. The fidelity of this Christian man did, in fact, shape the Christian future and the future history of Europe and the world. An eminent historian has recently written of Boniface that the world owes more to him than to any other Englishman.

Here is a striking parallel between the challenge offered by Islam in the seventh and eighth centuries and the situation which confronts the Christian Church in the world today. Not since the rise of Islam has Christianity been faced by a challenge so sharp and menacing as that which is offered in this twentieth century by militant Communism. And the issue, now as then, will be finally settled not by physical force but by the vitality of Christian faith and the missionary obedience of Christian men and women.

(ii) The Lutheran pastor of Schrecksbach referred, in the second place, to Martin Luther. And here again we can draw both an interesting parallel and a pointed lesson.

The period of the Renaissance and the Reformation, which saw the birth of the modern era, was marked by widespread political, social and cultural upheaval. Political convulsions accompanied the collapse of the Medieval order and the birth of the modern nation state. The revolt against feudalism found expression in seething social ferment. A new spirit of exploration opened up the trade routes which helped to create the modern world. A new intellectual awakening led out into adventures of the mind which laid the foundation of modern science. And behind all the turbulence of political upheaval and social revolt, through all

the excitement of geographical and intellectual exploration there lay a deep religious hunger. This found its focus supremely in the prophetic witness of Martin Luther who called the Church back to renewal in the Word and in the essential simplicities of the New Testament Faith.

We too are witnessing, in our time, a series of convulsions—political, social and cultural—which are strangely similar to those of the period of the Reformation. There are those who tell us that they are the symptoms of the end of the era which began in Luther's time. Be that as it may; what is beyond question is that our lives are set in a world convulsed by revolutionary change. It is a world which is haunted by the recognition that man's deepest need cannot be met by the increase in knowledge or in scientific skill. For we have made the startling discovery that knowledge can be used to enslave as easily as it can be used to liberate. The answer to our religious hunger is not a vague and rootless religiosity, but a faith rooted in the rediscovery of Jesus Christ, God's living word to man.

(iii) Our village pastor referred finally to the reality of the World Christian Community. There are not many genuinely new factors in the life of the world today. Many new ideas are only old heresies rehashed for modern consumption. But the existence of a world Christian fellowship is a new fact. From the beginning Christians have believed in the universality of their faith. For long centuries they have sung in the noble words of *Te deum laudamus*: "The holy Church throughout all the world doth acknowledge thee." But until comparatively recent times this



has been an affirmation of faith rather than an assertion of fact. Today, however, "the holy church throughout all the world" is something more than an idea, an aspiration or a prayer. It is an historical reality. And that, as Archbishop Temple once said, is the great new fact of our time.

The world Christian community is important, not because of its novelty but because it is the Church of Jesus Christ. It is He who reconciles men to God and enables them to transcend all the barriers which divide them from one another. He draws men and women of differing race, tradition and outlook together in the bond of a common forgiveness so that they can say, with deep meaning,

"One family we dwell in Him."

The significance of this in the world in which we live can hardly be overestimated. The supreme tragedy of our time is that the world has become a neighbourhood before men have learned to live as neighbours. A Second Century Christian writer was able to make the tremendous claim that Christians held the world together. Such is our calling in the 20th Century—the challenge of unity in a disintegrating world.

The ministry of memory enables us to relive the past in the interests of the future. You remember that mighty passage in the Epistle to the Hebrews where the writer brings to life in glowing language the heroes of a bygone age—

"Who through faith subdued Kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions, quenched the power of fire, escaped the edge of the sword, out of weak-

ness were made strong, waxed mighty in war, turned to flight armies of aliens."

Then after this lyrical outburst, he turns from the past to the present and the future with a resounding: "*Wherefore.*"

"Wherefore, seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us, looking unto Jesus the author and finisher of our faith."

The real significance of this 75th Anniversary lies, not in the past, but in the future. I like the story of the early encounter of Miss Packard and Miss Giles with Mr. John D. Rockefeller. He listened to their story and then asked: "Are you going to stick?" He then added: "If you are, you will hear from me again." The true glory lies in enduring unto the end. So, at least, thought Sir Francis Drake, that old Elizabethan sea-dog, who played bowls as part of the serious business of life and fought the Spanish Armada for recreation. He once wrote:

"There must be a beginning of any great matter, but the continueing unto the end untill it be thoroughly finished yeldes the true glory."

We look back today on all the way that the Lord our God hath led us, that we may face the coming years with a good courage. Those years will yield to Spelman College "the true glory" as you seek to build, in this place, a future worthy of the past, a house of true learning and a community loyal to its own splendid ideal: *Our whole school for Christ.*





JOHN D. ROCKEFELLER, JR.



## Special Citation to John D. Rockefeller, Jr.

The Special Citation to John D. Rockefeller, Jr. formed a prominent part of the formal Seventy-fifth Anniversary Services of Founders Day held at 3:00 o'clock, Sunday, April 15, in Sisters Chapel.

In his introductory remarks President Albert E. Manley recalled the obscure beginning of Spelman in the basement of Friendship Baptist Church; how, as the institution grew, the original founders, Miss Sophia B. Packard and Miss Harriet E. Giles, went north to seek help; how their appeal was heard by John D. Rockefeller, Sr.; how he emptied his pockets as his first token gift; how ever since he had continued his munificent help; how John D. Rockefeller, Sr.'s wife, Mrs. Laura Spelman Rockefeller, his wife's sister, Miss Lucy Spelman and his wife's mother, Mrs. Harvey Spelman, and two of the Rockefeller children, had visited the school and had become interested in the development and progress of Spelman.

That Spelman College has grown so steadily in equipment and standards was due largely to the assistance and inspiration given so generously by John D. Rockefeller, stated President Manley.

He continued: "Mr. John D. Rockefeller, Jr. like his father before him, has been a good and true friend of Spelman College. On May 19, 1927,

he dedicated this chapel which was erected with funds from the estates of Mrs. Laura Spelman Rockefeller and Miss Lucy Spelman. In presenting the keys to the late Mr. Trevor Arnett, then president of the board of trustees of the institution, Mr. Rockefeller traced the early life of his mother and aunt in whose memory this chapel was erected. 'Simplicity,' he said, 'marked their every action. Their lives revolved around three centers—the home, the school and the church. They believed in education. For in it they recognized those powers that would train anyone to face the problems of this life and to make the best of oneself.'

Mr. Rockefeller paid glowing tribute to the devotion of his mother to her father and family and of her usefulness.

'My Mother,' he said, 'considered the home the foundation of the nation and the most exalted and important sphere in which womanhood could take part.'

President Manley further observed: "Mr. John D. Rockefeller, Jr. has always shown a deep and sincere interest in the affairs of this institution; an institution which his father and mother helped to nurture. It is therefore fitting on the 75th anniversary of the founding of Spelman College that we acknowledge our appreciation of Mr. John D. Rockefeller, Jr. and the Rockefeller family. We commend, with



a special citation, Mr. John D. Rockefeller, Jr., and through him the Rockefeller family for the salutary effect the family has had on education here at Spelman.

We are pleased to have Mr. Laurance Spelman Rockefeller accept the citation for his father.

The citation is to the following effect:"

During seventy-four of the seventy-five years of our existence, your family has maintained a personal interest in the welfare of Spelman College. We know of few instances in the history of the colleges in America where one college has been linked so closely with so many generations of the same family.

The faith of your father and mother in the founders, and their faith and your own in the ideals and possibilities of Spelman College have been expressed through a generosity which accounts for the major part of our present physical plant and through a willingness to share with the institution the honored names—Spelman and Rockefeller. Sophia B. Packard and Harriet E. Giles had vision far beyond the possibility of fulfillment, and yet their dreams have been realized again and again through gifts from the Rockefeller family, gifts bestowed in confidence and without restriction. This alone, is a supreme act of faith.

Encouragement is a vital need of every college generation. This you have given us by assisting us, not only in meeting the demands of operation and expansion, but also in offering a challenge to everyone who believes in high standards and in equal rights and freedom of opportunity for all. Truly,

this is an act of works.

Your basic belief in the dignity and worth of the individual has inspired you to provide leadership for all people of good will to work together in a common cause without thought of time or reward. This is surely an act of love.

We are ever aware of the kindness, wisdom, and help that have come to us over the years from you and yours. Your deeds have adequately exemplified these words from your own philosophy:

I believe that the rendering of useful service is the common duty of mankind and that only in the purifying fire of sacrifice is the dross of selfishness consumed and the greatness of the human soul set free.

On this seventy-fifth anniversary of the founding of Spelman College, we tender this recognition, with deep appreciation and gratitude for the significant role you and your family have played in the development of Spelman College.

April 11, 1956

ALBERT E. MANLEY  
President,

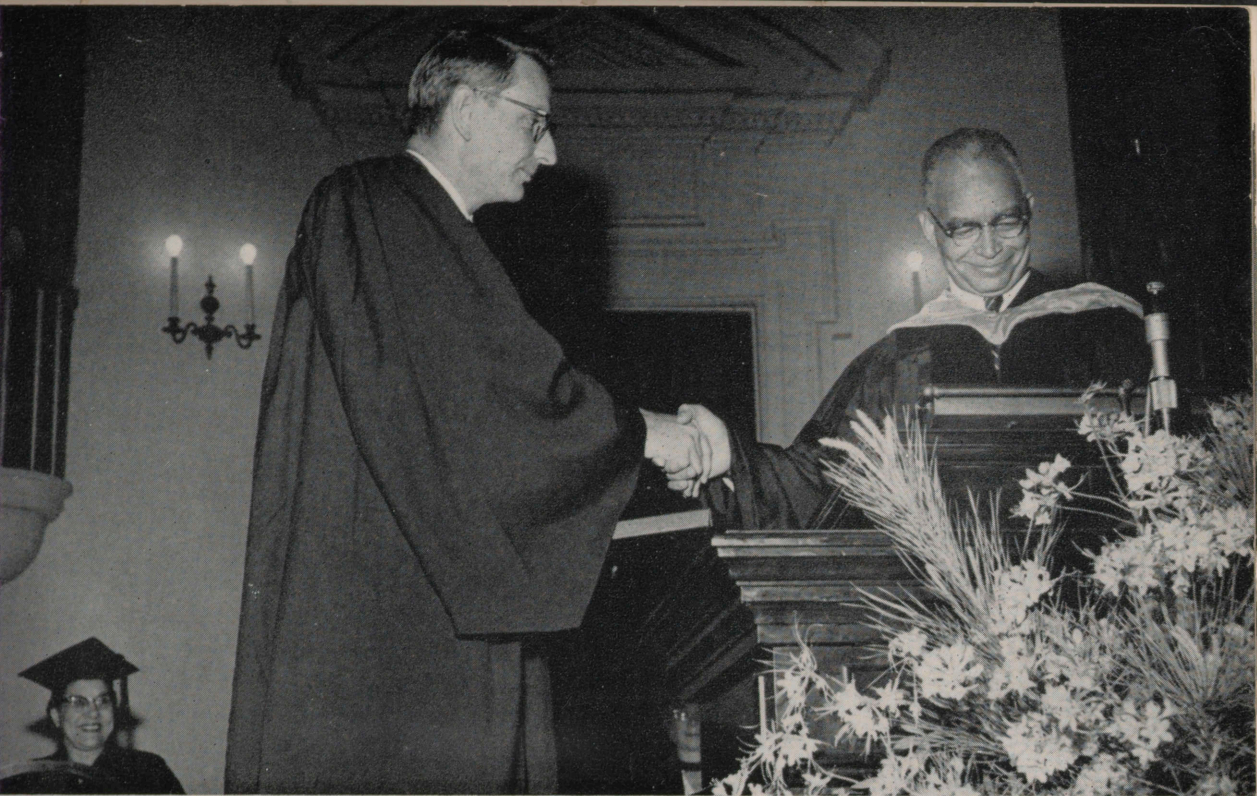
FLORENCE M. READ  
President Emeritus,

LAWRENCE J. MACGREGOR  
President, Board of Trustees,

Mr. Laurance S. Rockefeller accepted the citation on behalf of his father. He then presented a portrait of his father to the College in these words:

"President Manley, I am very happy to present to you this portrait of Father to join with those of his grandparents, his aunt, his sister, his parents, and my





MR. LAURENCE S. ROCKEFELLER THANKS PRESIDENT MANLEY FOR THE SPECIAL CITATION GIVEN HIS FATHER, MR. JOHN D. ROCKEFELLER, JR.

mother here in the Halls of Spelman College. Mrs. Rockefeller, your Trustee and my wife, will now unveil Father's portrait."

Then Mr. Rockefeller continued: "Today as I have again looked around your lovely campus, I could not help but think how incredibly impressive the growth of Spelman College would appear to its founders Miss Packard and Miss Giles.

President Manley has eloquently told you of the pioneering difficulties of the founders and of the friendship and sense of mutual purpose and objectives that they shared with my grandparents and great grandparents. In the light of this background, it is

not surprising that Father should feel so warmly toward Spelman. He first saw Spelman when he was only ten years old, but his close and continuing association may be said to date from a later visit, in April, 1901. About this visit he wrote Miss Giles:

'Of all the places of interest which I visited during my Southern trip, none was so pleasing and so satisfactory to me as Spelman.'

Ever since, Father has felt a sense of personal relationship with Spelman, which he has maintained by correspondence if not, in more recent years, by personal visits.

Thus feeling that I am speaking before his friends, even if many of you



have not had the opportunity of meeting him, I would like to read to you from a speech Father made in a nation-wide radio broadcast on June 15, 1951. It was during the ten year period in which he served as active Chairman of the National Council of the United Negro College Fund. He said:

'Freedom does not come as a gift. We cannot have it for ourselves unless we are willing that others should have it also. We cannot secure it for our sons and grandsons if we are unwilling to accept the responsibilities which are a condition of freedom. If we are to preserve freedom . . . each one of us must be prepared to share in the obligations as well as the blessings of freedom.'

'One such obligation, it seems to me, concerns a very special and characteristically American freedom—the freedom of opportunity. This means a great deal to us, this freedom, and I do believe that nothing so delights us all as to see a fine boy or girl rise above difficulties, and as we say, make the most of his opportunities.'

'It is no accident that so many of our leaders came from modest beginnings. This is how we planned it. And because we also believe so firmly in fair play, how can we deny opportunity to some Americans while giving it freely to others? We must make our freedom of opportunity a freedom for all Americans without regard to race, color or creed. This we should do in common decency. After all, we are Americans . . . For America, by common consent is the leader among free nations. What we do here at home bears directly upon the acceptance of

the democratic ideal throughout the world. To win our battle for Freedom this ideal must be accepted. If it is not, our future is barren and bleak. The best chance humanity has known may perish. The extension of greater opportunities to our Negro population becomes, therefore, a matter of not only national but international importance. And it is urgent. We do not have another century to wait. The sands are running out.'

Such was Father's philosophy. It has not changed!

In conclusion, may I again say how greatly honored I am to be here on Father's behalf. I hope my remarks will help you to realize more fully how dear to him is Spelman College and the work and objectives you are all so ably continuing to carry forward here under the leadership of President Manley. For Father, and for all of my family, may I congratulate you on this wonderful seventy-fifth anniversary and may I thank you all for the friendship and opportunity for association you have given us."

In accepting the portrait, President Manley said that John D. Rockefeller, Jr. is a very modest man who does not speak about his liberal gifts. This presentation of his own portrait is a great honor to this institution. In closing his remarks, President Manley said, "We deeply appreciate the gift of this portrait to Spelman College."

In concluding this account of the well-deserved tribute paid to John D. Rockefeller, Jr., it would restore our perspective if we remind ourselves that he is a great contemporary and one of the most creative philanthropists of modern times, and that his magni-





MRS. LAURANCE S. ROCKEFELLER UNVEILS PORTRAIT OF JOHN D. ROCKEFELLER, JR.

ficent gifts to Spelman College are merely a small item in the catalogue of his numerous benefactions and interests.

As Raymond B. Fosdick has pointed out, John D. Rockefeller, Jr., guided by boldness, taste and profound sense of duty, has continued to support the philanthropies founded by his father and has expanded them. In addition, he has initiated and supported a new

series of world-wide philanthropies unmatched in scope and originality.

The gift of his portrait to Spelman College will be more fully appreciated when it is remembered that this is the likeness of a figure which history and the world have already proclaimed as a great man who knows how to expend a fabulous fortune creatively for the lasting benefit of mankind.





MEMBERS OF THE BOARD OF TRUSTEES, APRIL, 1956



Left to right: President Manley, Mr. and Mrs. Laurance S. Rockefeller, Dr. Charles W. Ranson, Mr. Lawrence J. MacGregor and Reverend David Evans.





## Great Art Comes to Spelman

Mr. Laurance S. Rockefeller, on one of his visits to the campus two years ago, while observing some needs in furnishings for Abby Aldrich Rockefeller dormitory (a gift to Spelman College by his father, Mr. John D. Rockefeller, Jr.) mentioned the absence of originals and reproductions of the world's great art on the walls of the lounges and rooms. Mr. Rockefeller was reminded of the gift of reproductions of paintings which his mother had given her sons when they left home for college. These pictures were hung on the walls of their dormitory rooms and became constant sources of contemplative relaxation for Mr. Rockefeller and his brothers. It was with such fond reminiscences in mind that Mr. Rockefeller suggested to President Manley that Spelman begin to draw a list of reproductions which would be desirable at Spelman. President Manley asked Mr. Leo Katz, John Hay Whitney, artist-in-residence, to draw up such a list.

Mr. Katz and Miss Walden of the Art Department eagerly set about compiling a list of available reproductions of paintings and sculptures. Mr. Katz reported that the final list was at least three times as long as he ever expected to be granted by Mr. Rockefeller, but to the surprise of everyone concerned, Mr. Rockefeller generously offered to give all of the reproductions listed, and to donate the cost of their framing as well.

Miss Walden and Mr. Katz then selected some forty reproductions of paintings at a local art dealer's shop and ordered about a dozen sculpture reproductions from the Metropolitan Museum of Art in New York City. This initial selection, however, represents only about half of the original list. Mr. Katz plans to purchase the remainder on his return to New York City this summer.

When this first group of reproductions was received, it was decided that students in Abby Aldrich Rockefeller Hall, the senior dormitory which bears the name of Mr. Rockefeller's mother, should have the opportunity to select those which they wanted for their rooms. Thus, on the evening of April 2, the residents of Abby Aldrich Rockefeller Hall met in the Game Room, where the framed reproductions were arranged on tables for their inspection. The story behind the gift was told and then the students made their selections. Shortly thereafter the paintings were hung in the rooms, and almost every student in the dormitory now has at least one great work of art within easy reach as she looks up from her evening study, or awakens in the morning.

The paintings reproduced range from the Italian and North European Renaissance to such moderns as Picasso, Bracque, Miro and Dali. The sculpture represents almost the entire history of art, from early Greek



through Egyptian, Renaissance and modern.

When some of the students were interviewed, after having lived with their chosen reproductions for six weeks, they were eager to give detailed descriptions of them and, in other more direct ways, gave testimony to the difference which being in constant contact with great art had made in their lives here at Spelman. On the first night after the reproductions had been hung, we are told, students wandered through each other's rooms as though Abby Aldrich Rockefeller Hall had suddenly been transformed into one great art gallery. Some students said they rearranged their room in order to make their new prizes "comfortable." Mrs. Brown, the housemother, chose

a fine Greek statuette of a horse and a Bracque painting. She says her office "is like a new place."

Mr. Katz was emphatic when he pointed out that though this acquisition of art is a splendid advance over last year, still it must only be a beginning. Spelman, he urges, must soon begin to purchase originals by contemporary artists and place these, as well, on loan to its students. Actually seeing the living brushstroke of the artist, the color and line in their original beauty is an experience which Spelman should seek to provide its students now that, through Mr. Rockefeller's generosity, we have achieved the first step.

—WLW

## Knowledge and Insight

by

PRESIDENT MILLICENT MCINTOSH of Barnard College

I want to say just a word today about your particular motto which, as I understand it, is part of your expressed, beautifully expressed, aims as a college. The title of what I would like to say is *Knowledge and Insight*. You will remember that as part of the aim of Spelman College there is the sentence, "Knowledge must be lighted with insight if the student is to face the realities and facts of living." I am not sure that I have quoted it exactly, but this is the theme of your aim. I

want to propose as one of the themes of your 75th celebration this particular idea: that women have, and particularly educated women, an unusual opportunity to bring insight into their lives through knowledge and as such they are especially prepared to face the realities of living and to make a good contribution, and in some cases a unique contribution, to the facts of our society and to the solution of the problems that face us all.

Now I would like to call your at-



tention just briefly to the extraordinary changes that have come to our society in the last fifty years. I was born just before the turn of the century and I have grown up, and have done a large part of my work, during the first half of this century. I have been, as some of you here have been, exposed to the impact of these tremendous changes, and I think that this generation of college students sometimes is not aware of how quickly these changes have come. For example, during the end of the 19th century, there was published a book, which had more impact on the thought of people probably than any other single book. This was *The Origin of Species* by Darwin. The publication of this book and the new scientific theories it advanced about the origin of man and the doctrines of evolution hit the students, the poets, and the religious thinkers of the turn of the century with a tremendous force which we cannot possibly imagine. When I tell you that Johns Hopkins University, of which my grandfather was a founder, opened its doors a little after Spelman College, in 1885, and invited Thomas Huxley to come to make the address at the opening convocation, and that a great many of the good citizens, particularly the church members of Baltimore, refused to come to the convocation because they felt that the new scientific theories were destroying religion, and idealism, you will know how far we have come since then. When I was growing up, we didn't have exactly this conflict because we had accepted, even those of us who were part of fundamentalist groups like the Society of Friends, of which I am a member, the fact that the first part of the Bible



PRESIDENT MILLICENT MCINTOSH

was written historically and that although it contained great religious insight, one did not have to believe literally in the accounts of the creation. But we had a new conflict which was with the infant science of psychology. When I was in college, the psychology and philosophy professors took great delight in disturbing and upsetting us in trying to make us believe that man was not a spiritual being, that he was just an animal who had a series of what we were told were conditioned reflexes. In the twenties, a psychologist named Watson was advancing his theories that all children should be brought up away from their parents—that they were born without instinct and without tendencies toward anything—that everything that children were was the result of the environment in which they lived and that their parents were not the best people to give them this environment because of the emotional tie between parents and children. Now Dr. Watson is no longer



accredited.

At that time enormous changes were taking place. We had for example the galloping development of our industrialization which brought enormous changes in our living patterns. I was brought up in Baltimore and in a community in which there was not a single moving picture, where an automobile was a rare sight, where we lived a quiet, rather pastoral life in the midst of a city which at the present time is a great industrial center. After the first world war, with the coming of votes for women, many things happened. It became much more usual for girls to go to college. When I went to college in 1916, it was considered peculiar, in Baltimore at least. No one could understand why a girl wanted to go to college. After the first world war with the coming along of the income tax, and the inheritance tax, even fathers began to think it was a good idea for girls to be educated because they began to see that they could not leave large sums of money, if they had them, to their daughters; and if they didn't have them, that their daughters should be prepared to look after themselves if necessary. At the same time, there were many breaks in the patterns of girls' behavior. When I was in college, we were carefully chaperoned every time we moved. A number of you may have read *Cheaper By The Dozen*, or have seen the movie, and may remember the struggles of the poor father to chaperone his daughters during the twenties. In other words, girls not only had the vote which was given to them when they were twenty-one, but also were having an equal opportunity to

get an education and to enter professions.

It wasn't, however, until the second world war, with the return of the veterans and the GI Bill of Rights that great changes began to occur in the patterns of young married women. A few married people like myself were able to continue with their work when they married and even bring up their families. But almost all women when they were married decided that they ought to stop working and that their first and only responsibility was in the home. While the change that came at the time of the second world war, I think, was largely due to the fact that everyone wanted to make life easier for the veterans, it was considered even in the most conservative circles, respectable for girls to work and to support their husbands while their husbands were finishing their education. Now this has been carried on into the professional schools. With the uncertainty of the present world, with the cold war that has succeeded the second world war, and with the draft, the marriage age for young people has been going steadily down so that many young men who are in medical school or law school, or are starting jobs and are unable to support their wives, get married. Even students get married now while they are undergraduates, as my daughter did a short time ago. This increased freedom in marriage to continue with study or to continue with work has come in a most startling way. A young woman now who is in college has a number of very important decisions to make. She is facing a new world. The kind of facts of life and realities that she has



to consider and the choices that she has to make have accelerated rapidly in their complexity since I was in college. At that time, a girl went to college to prepare for a career. When she was married, she stopped her work immediately and became a wife and a mother and perhaps a community worker, but rarely was able to go on with work.

I would like to analyze a few of these realities in terms of some of the decisions that you have to make, and some of the contributions that you as women could make to this complex world. I would like, before I do this, just to say that there were other great changes. New scientific theories and new approaches to and interpretation of our older religious changes in our moral and spiritual patterns as well as challenges to their acceptance. What are some of the things that you will be faced with and will have to decide? The first thing that you will have to decide is the kind of work that you may want to do and here I think that women have a special contribution to make, and educated women in particular. Men are often subjected to strong financial pressures and feel that they must get jobs in which they can earn the most money so that they can support their families in at least the highest possible standard of living. I think that women can afford to be more idealistic in this whole realm. I hope that as you think about the work that you are going to do that you will remember that you will contribute the most and will have the ultimate satisfaction in your life if you can choose the realm in which you truly are the most sympathetic to what is going on.

Sometimes there is the temptation to be led aside from some of the professions, for example, like teaching or nursing or other professions in which there is not a good economic reward. If you will pursue faithfully the lines of work that you care most about, if you will major, for example, in college in the subject that you like the best, without regard to whether or not it will immediately get you a job, I am certain that you will be best prepared for doing the best job of work in the end. And I hope that you will interest the young men that you know in this same direction. At the moment it is very difficult for people, for example, who may be majoring in science, or may be training to be engineers, and technicians, not to be led astray by the jobs that pay the most. There are many jobs in industry and in our society which do give larger economic rewards than those which are available for these other professions which are the basis of our society. And I think that women can often influence the men that they know to realize that in the end the greatest rewards come from doing the thing for which you are best fitted. Because we are idealistic and truly don't ultimately want the most in material rewards, I think that we can have a definite influence. Those of us who are women and are having college education at this time can think these things out in terms of the greatest contribution that can be made to society. Recently we had a vocational conference at Barnard College in which we had sections that discussed all the possible jobs that are open to women. The people who spoke in the various conferences spoke about their



own education. When they were questioned about the best preparation for these individual jobs, it was revealed that most of them had majored in subjects which were entirely different from the fields in which they were working. This is the great job of a liberal college, that it educates the individual and if he or she has some vocational guidance or some vocational slant to her course, there is a strong liberal element in the education which does stress the fact that what you are as a person is the important thing, and not what you have learned, that what you have learned is useful to you as training, that it is useful to you from the point of view of what you can find out, of how you can adjust yourself to whatever may come to you. So this is the area of work, it seems to me, to which women's education, and particularly liberal education, has a great contribution to make: in stressing the fact that it is the person that is important, that preparation for whatever may come to you is the best kind of education. As someone once said, "Education is what you remember after you have forgotten everything else you have learned." It is what is left with you, what you will do with your leisure hours, it is the ideals that you have acquired, it is the way in which you work, it is your knowledge and love of books and your ability to use them. All of these will aid you in finding work which will help the young men you know and the ones that you will marry, help them to find the most creative and best possible way of serving in the type of work they choose.

I would like to say just a word about the new approaches to marriage,

which I suggested earlier. It is true that women have a quite different opportunity now in marriage than the opportunity that they had before. I believe that all through the ages men who were intelligent and cultivated and educated took advantage of the same kind of opportunity. If you think, for example, of the medieval lady of the manor, of the kind of life that she led, she probably could not read, but she was almost like the president of a college. She had to administer to the people who were under her care, she was a doctor, she was a teacher, she had all of these responsibilities. Women who were married to farmers had also this same type of wide responsibility. Now the modern woman is faced with a different kind of household. Much of what she has to do is simplified by electricity. Many other responsibilities that women had formerly are taken away from them by our industrial society. I remember when I was growing up that the worst experience I had was having a dressmaker fit my clothes. We were not wealthy people, and it was important for us to have clothes made in the cheapest possible way. There were no cheap clothes. Clothes in stores were exceedingly expensive, except those which were so cheap that one could hardly wear them, and so what we all did was either to sew ourselves or to have clothes made. It is now a very rare thing, although I think, a most desirable one, for people to make their own clothes. Everything has been taken away from us as a requirement in the household. By using frozen food, if we can afford it, we can even reduce the amount of time that is given to the preparation of food;



and if we do not find frozen food, we buy washed and packaged and plucked hens. We find things done for us that used to take a whole day to do, so that the woman in the household has a completely different problem. And I want to urge you to remember that although if a woman is married, her first responsibility is to her husband and to her children, that she does not thereby need to live in an intellectual vacuum. There are many alternatives to having a full time job and becoming a person with no intellectual interests at all. No matter what your household responsibilities are, you can always keep your intellect alive. This is one of the greatest contributions that women can make—educated women can make to our modern society. Now it is not always easy. I took complete charge of my own twins—not from the time they were born because, having a job, I always had help at home, but all during their first summer, and I know from first-hand experience that it is absorbing and exceedingly hard work to take care of little children and to run a home. But I also know that many intelligent people plan their households in such a way that it has been possible for them to continue their intellectual interests and to lead their husbands into paths of new cultural interests rather than insist on being amused when the evening comes, as many women do who have been confined to their homes all day. You can team up with another person who is in the same situation. If your own mother likes to come and help you out, you can accept her help because this is a happiness to her. You can sometimes get a part-time job; you

can plan a course of reading. You can take a correspondence course. You can do community work and work in the PTA, making definite plans to continue with your own intellectual life. This often works very well.

Now that young people are marrying and are having children close together, which is, I think, one of the happiest developments of our society, their children are in school when they are still very young and away from home when they are comparatively young. Most women at thirty-five now are faced with what the sociologists call the "empty nest" because their children are grown up and gone away. They go away to college or they go away to work or they go away to marry and the wife with a good education, unless she has prepared for this time and has taken steps to make a different type of life for herself from the one which women accepted inevitably about twenty-five years ago, is going to find that she is really and truly lost. New York is filled with women today between thirty-five and forty-five who have almost nothing to do. They have not trained themselves to be community workers, they have not kept on with their interests, they have good educations but they do not know how to use them. Your generation has a wonderful chance to think of this from the beginning and to make plans to indoctrinate your young men, if they are not already indoctrinated. One of the pieces of advice I would like to give you is that you can change the patterns of the men that you care for, and who care for you, if you will be tactful and patient. Many girls who graduate from college get annoyed because they are not re-



garded as intellectual entities. You can not change emotional patterns by attack. You can change people's points of view by living out a life which makes sense and which is quietly, patiently and politely working toward certain objectives. I once knew a graduate of my own school and of Vassar College who married a young doctor. I went up to visit her mother who was very much disturbed because these two seemed to be in conflict with each other. It seems that this girl who was tremendously interested in the stage, had been working in staging at Vassar and was an excellent actress, had been in conflict with her husband who was an exceedingly nice and quite model young man, because she wanted to get a baby sitter in order to go and work on a salary and put on a play that was given by a neighborhood drama group. Her husband could not see any reason why she was not completely satisfied at home. She had become angry and attacked him instead of just waiting and letting things take their own course, or perhaps inviting in for supper some of the people who were working in the playhouse and gradually indoctrinating him with the idea that this would be a good plan and that if she was getting in return for her work something that would pay for the baby sitter, this would be good for them. This idea of continuing with intellectual activity whether it is paid work or not is something that you as young college women will be able to contribute because you will, with courage, patience and politeness be able to work out new patterns for yourselves and your families.

The last thing that I had in mind to

say is that I think you are very fortunate from the point of view of your own approach to life and your own ideals and your own religious faith. My generation took a lot of hard knocks. We were not prepared to meet the intellectual blows that came to us because our backgrounds were filled with certain types of superstition, rigidity, and prejudice. Not all of us are brought up with some type of rigidity but I think that the modern young person has great assets and that a woman's college in particular, which has as its objectives the most serious goals of education, can make true contributions in the area of standards, in the area of spiritual beliefs and idealism. This college was founded in this tradition and it breathes from every page of your catalog and your publications, which I have had the opportunity to read. You must not lose heart when you think of the world as being tremendously difficult and complex. You have such special problems because of the particular conditions of our society in this country, but as I see it, if you will keep your feet on the ground, will be realistic in your appraisal of facts, will be understanding of the sources of prejudices in other people, and if you will also keep your eyes firmly fixed on the faith with which you have been brought up and in which you have been educated, that you will have the greatest opportunity to move things ahead in your generation. You will be able to influence those that you know to moderation and to understanding. You will not be upset by the complexities of the world. You do not expect as much as my generation did. We were filled with illusions. When we went



into the first world war, for example, we thought that we were going to establish peace and democracy in the world. Well, you know now that peace and democracy are not easily come by, that they are difficult to live and very difficult to pass on to other peoples. They are not easy subjects for propaganda. There are many, many problems in connection with the establishing of this new world of which we are all a part. But I truly believe that the kind of education that you will have, the sort of history that this college has had, and the tradition and faith in which it was founded, and in which it has been conducted, and will be conducted through the years to come, will give you the strongest peace weapons with which to build a new world.

There is a little book which you may have heard of by an important thinker, Raymond Fosdick, which is called, *Within Our Power*. It came out a couple of years ago and has been pub-

lished in a paper bound edition. It has as its motto a saying of Tom Paine's "We have it within our power to build our world anew." The first part of the book outlines how through periods of history when things have been very dark, during the middle ages, for example, and at other times when things have seemed quite dark and very complicated and difficult, that great new spiritual forces have arisen that have worked through the problems because of the faith and confidence of individuals like yourselves. You have it within your power to build your world anew and the kind of education that you are getting and the sort of institution of which you are a part, which is celebrating its 75th anniversary in this year, will help you to take your place in this new world.\*

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\*Address delivered on Wednesday, February 22, 1956 at an eleven o'clock assembly as the first event of the 75th anniversary celebration.

## The Assumption of Hannele

The performance of Gerhart Hauptmann's *The Assumption of Hannele* by the Atlanta-Morehouse-Spelman Players was an unforgettable experience both for students and for the many visitors to the Spelman campus who saw it during the Seventy-Fifth Anniversary Celebration. There were three performances for students on March 23, 24, and 26, and two for the general public on April 11 and 12. Under the able direction of Mr. Baldwin Burroughs, the Players did a splendid job of realizing the many values of this difficult and, at times, paradoxical play. The striking staging and lighting

effects were only the most obvious of the good things which this production offered.

In a sense, this is Hannele's play, and Miss Peggy Walker rose to real heights in portraying an astonishing range of emotions—from the suffering of a sick, tormented child to her naive delight in fine, new raiment, leading into solemn dignity of the beginning of her heaven-journey. The problems which the rest of the cast must solve are no less important, however, and even more difficult. They must establish two contrasting worlds in which and through which the story takes



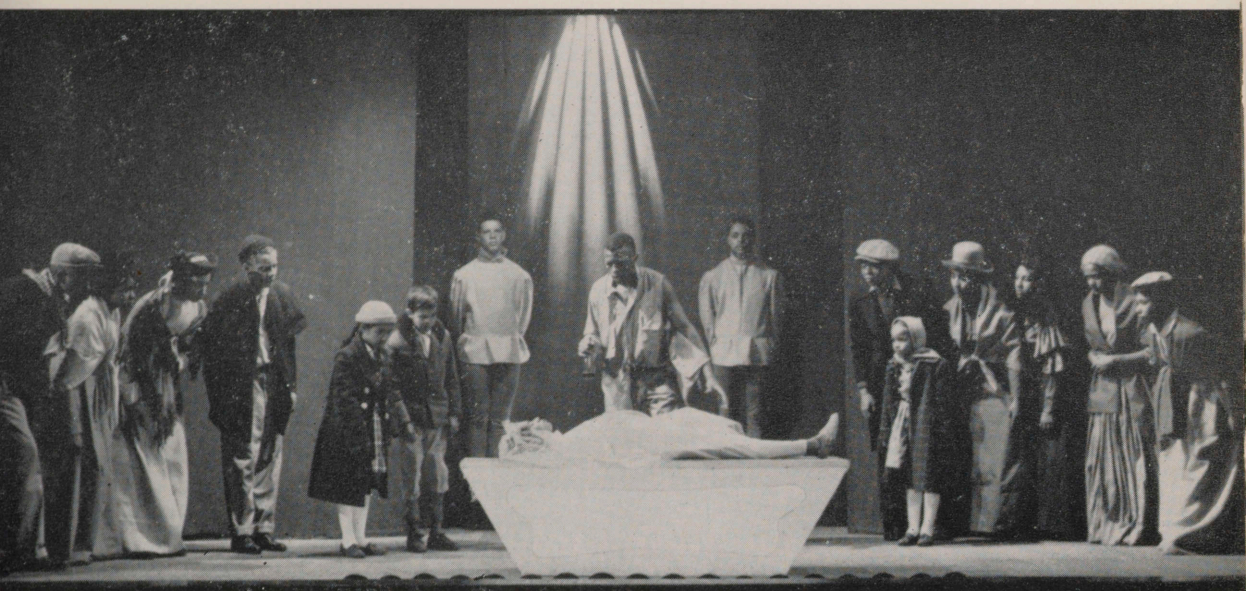
place: the sordid, petty life of a small-town poorhouse through which unimaginative public welfare officials move brusquely, and the elevated and yet somewhat naive poetry of angelic speech and action as an adolescent child would dream them. The people in the poorhouse can never allow themselves more than a flash of sympathy for Hannele: their own lives are hard; and when so pathetic a figure is brought into their midst, they must comfort themselves by saying, "She won't last long, she won't." On the other hand the gathering of the villagers, the judgment of Mattern, Hannele's step-father, and the procession of the angels must always preserve the quality of being part of a girl's fevered dream. It remains to be said that the Players proved fully equal to the demands of this play.

The reviewer must confess, however, that this play leaves him rather uncomfortable—as though there were something not quite right about it. After some thought, he has decided that the fault lies with the author, Hauptmann. The figure of Hannele cannot be said to be tragic, or even properly pathetic, for Hauptmann "pulls his punch" when he actually sends her to heaven. In *Hannele* Hauptmann, the leader of the German naturalist dramatists, allows expression to the poetic side of his nature. The play is an early contribution to the neo-romantic movement which culminated in the works of Maeterlinck, Rossetti and Strindberg. The angels' song at the end of Act I and the long discourse of *The Stranger*, amounting to the beautification of Hannele, bear witness to Hauptmann's sure and very fine poetic talent. Nevertheless, the

play, in trying to be both naturalist and mystical falls between two stools—and unnecessarily so, in the opinion of this reviewer.

Like serious literature in all ages, *The Assumption of Hannele* deals with the problem of evil. In the classical—and Shakespearean—tragedy, the hero is a great, and therefore significant, personality. He or she comes to disaster precisely through adhering to the logic of his moral grandeur. Good and evil are qualities of the souls of good and evil people. In the presence of tragedy, the dramatist deals with evil by identifying and distinguishing the good and the evil people from each other. Then, although the evil people may succeed in killing the hero and some of the good people, in the end all of the dramatically identified evil people will be dead, and the problem will essentially be dealt with on the stage. In this view (which owes much to the late E. Clarendon Ross of Miami University), the well-known effect of *katharsis* in the audience derives from the completeness of the dramatic solution of the conflict. The social dramatists of the late nineteenth century, including Ibsen, Gorky, Shaw, and the early Hauptmann, take a different attitude towards evil, for they conceive it to be inherent in the acts rather than in the souls of people. They do not admit the possibility of wholly good or wholly bad people: of heroes or villains. The climax in their plays is the point at which two long-developing systems of action meet and where the issue between them is finally joined and fought out. Since there are no villains and no heroes, there is usually little point in killing anybody in the drama.





SCENES FROM 75TH ANNIVERSARY PRODUCTION OF GERHART HAUPTMANN'S  
*The Assumption of Hannelle*, BY THE ATLANTA-MOREHOUSE-SPELMAN PLAYERS.





The typical ending is dynamic, rather than final. The various characters in the play come to a new adjustment in life and may spend the last moments of the play beginning on it. But the problem of the play is never completely solved. The result is the paradox that although the characters in the play may by the final curtain be happier than they have been in years, the audience leaves the theatre feeling pensive and unhappy. For the problem of the play has been thrown from the stage into the very laps of the audience!

If we measure *The Assumption of Hannele* against this analysis, we see that Hannele is treated as a saint and her step-father as a total villain. The villain is condemned, and departs announcing his intention to hang himself. But Hannele, though a saint, is not a heroine. She shows no moral grandeur in the play, nor is she called upon to show any. Therefore a tragic death would be a dramatic impossibility for her, and Hauptmann's solution is to start her on her heaven-journey. As a result, despite his administering a generous dose of pathos on the subject of mistreated children, Hauptmann lets his audience off too easily and misses

establishing a poetic contrast of real moral splendor. Suppose that we use our director's—or critic's—prerogative and make a small but crucial change in the last scene. Instead of announcing Hannele's death by the doctor's gesture, or, as in the German edition, by his explicit word, "*Tot*," we leave him after the angels' song has ceased and at the final curtain, still listening to Hannele's heartbeat with his stethoscope. The audience will then be in doubt still as to whether Hannele is to live or to die. There is a much sharper dramatic contrast between the elevated poetry of Hannele's dream and the sordidness of the poorhouse where she lies. The poetry of Hannele's assumption loses nothing by being confined implicitly to her dream, and we have avoided introducing a mystic element that will unnecessarily irritate part of the audience. But most important of all, in a moment and without a word being spoken, we have converted the audience's feeling of pity into a feeling of fear and shock: What if this child, whom we have come to know so intimately, should *not* die? What then?

Robert G. Armstrong

## Annual Glee Club Concert

The annual concert of the Spelman Glee Club took place Friday evening, April 13, in Sisters Chapel as part of the celebration of the seventy-fifth anniversary of the founding of Spelman College. A chorus of ninety-seven excellent voices under the direction of Willis Laurence James presented a program of wide range and interest.

Two great choruses from Bach's Saint John Passion opened the program, "Rest Well, Beloved" and "All Glory, Laud and Honor." This is not easy music to sing, but under Mr. James' able direction, it was an inspired performance. The interweaving of voices was colorful and moving. A modern, sacred and brilliant work





SPELMAN COLLEGE GLEE CLUB, WILLIS L. JAMES, DIRECTOR

concluded the group—Randall Thompson's "Pueri Hebraeorum." This, too, was sung with full realization of tonal and musical values.

For the second appearance of the Glee Club, three folk songs were presented, the plaintive old English, "The Lass from the Low Countree," (Niles) which was a beautiful example of pianissimo singing, "The Gallway Piper" (Fletcher), a Scotch-Irish dance-song, with an interesting piano accompaniment and the dynamic effect of the approach of the piper and his disappearance over the hills. Then came a Mexican love song, which is really a dance-song, "The River," arranged by Delaney. This had quiet,

tonal beauty. The group concluded with Randall Thompson's rollicking "To Rosemary" in which methods by which she may become an angel are disclosed in true contrapuntal style.

The third number was by Aaron Copland, one of America's foremost composers of today. The work is called "An Immorality" and it tells of the hardness of life in competition with the beauties of music, love and freedom. This extremely modern chorus is full of surprising contrasts and effects and was given a brilliant performance.

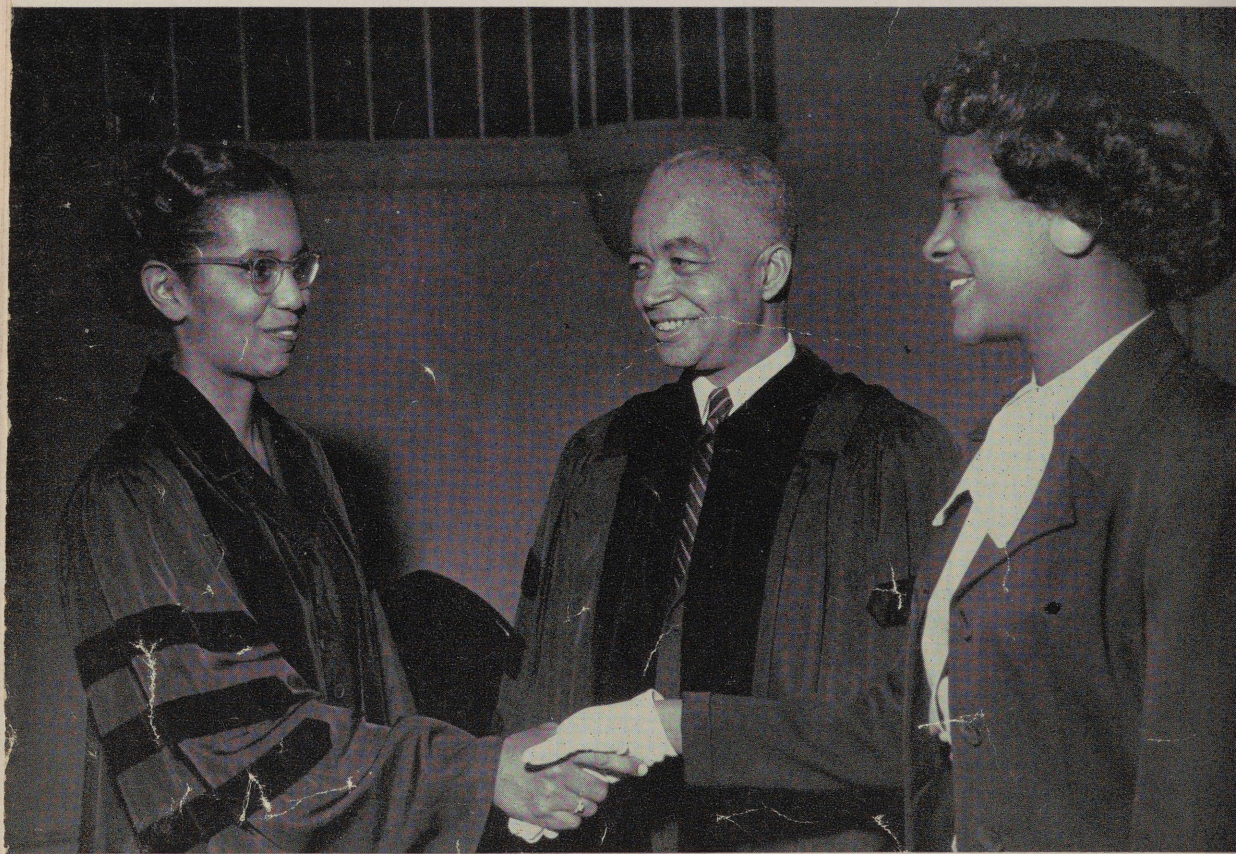
The final group was devoted to songs of Negro origin, arranged by Mr. James. Part one consisted of the rhythmically exciting "Estrella E Lua



Nova" of Afro-Brazilian derivation. In this, the use of sticks added to the swift dynamic changes. This was followed by the Afro-Cuban dance song, "Chibo Que Rompe Tambo" in which powerful rhythmic effects were augmented in the accompaniment. The concluding four numbers were Spirituals, "Lord Everywhere," "Ennyhow" (Gullah), "Den My Little Soul's Gonna Shine" (Bahama) and "Go Elijah, Prophesy," (James).

Between the chorus groups, three excellent young soloists were heard. Pearl Taylor, whose colorful soprano was heard in Curran's "Life" and in

an encore, "Ecstasy," also by Curran. Doris Rabb, a gifted young pianist from California who contributed Khachaturian's dazzling "Toccata" with ease and brilliance. Her encore, by way of poetic contrast, was a rarely heard "Prelude" to a Suite by MacDowell. Alpha Brawner, well known and admired for her dramatic soprano contributions, sang Arditi's "Il Bacio," mastering its coloratura difficulties with distinction. In response to the enthusiastic applause, she sang "Through the Years" by Youmans. Vivian Stodghill supplied sympathetic accompaniments for the Glee Club, and Joyce Finch for the soloists.



PRESIDENT PLAYER, PRESIDENT MANLEY AND MISS SHIRLEY LARKINS, SPELMAN SOPHOMORE AND GRANDDAUGHTER WHOSE MOTHER AND FOUR SISTERS ARE GRADUATES OF SPELMAN



# Today's Challenge to Women's Education

By President Willa B. Player of Bennett College

I bring you greetings and felicitations from your sister institution, Bennett College, a community of 500, having high esteem for Spelman College. May I take this opportunity to congratulate you and to express appreciation for being here with you at the celebration of the Seventy-fifth Anniversary of the founding of this, one of America's distinguished institutions. You are well aware of the qualities which make your Alma Mater distinctive, but lest you who walk these hallowed grounds day by day fall quite unintentionally into the position of taking them for granted, may I charge you to think long of yourselves in relation to this particular environment on an occasion like this, so that you may come to a full realization of its deeper and larger significance. This season provides your one and only opportunity to celebrate the Seventy-fifth Birthday of the founding of the college to which you shall belong and to which you shall owe allegiance for the rest of your lives. May you drink deeply, listen well and work assiduously, so that you may be like the five who were wise, ready to go out with your lamps lighted "when the bridegroom cometh."

The history of women's education, when viewed in retrospect, illustrates among many other things that as soon as women banded together and formed their own colleges, institutions of higher learning for women began to appear. It is obvious, but important, to remind ourselves that such institutions could

scarcely have come into existence had it not been for the dynamic leadership which is a part of the dramatic history of the founding of many colleges devoted exclusively to the higher education of women, especially those located in the Eastern section of our country. As often as we add our most recent experience in women's education to that of the ages past, we express anew our gratitude for those who have been responsible for educating women to a point where they are capable of everything which is done by men, practically without exception.

No one needs remind this group that colleges and universities across the nation are passing through one of the most difficult periods in their history. Newspapers, magazines, pamphlets, and books express daily the concern of administrators, faculty and students for the future of higher education. Perhaps the greatest good which comes out of this turbulent struggle for survival is the fact that we are confronted constantly with the necessity for having a clearly defined purpose, one which can be examined and re-examined in terms of permanent values. This fact stands out in bold relief, as it were, across a dim unknown. In my opinion, one of the most important goals of women's education today resides in the challenge to attain completeness, fulfillment, self-realization—the need to help young women to develop wholeness in attitude, expression and responsiveness. In a world so characterized by overspecialization and detached reality,



we have to provide in our colleges an atmosphere in which young women may achieve complete identity in personal and in group relationships. Herein lies today's challenge to women's education.

In order that we may understand this idea more fully, let us examine some of the attitudes which have persisted about women over the centuries, with respect to their education—attitudes with which we must still cope in meeting today's challenge. In speaking of the role of women in Colonial times, this was said by Emma Willard, Katherine Beecher and Mary Lyon in a small volume called, *Pioneers of Women's Education in the United States*: "Everywhere it was held that woman's sphere was in the home, bearing and rearing 'a quiver full' of children to people the virgin wilderness, and carrying on a varied round of domestic industries . . . Under these conditions it was accepted without challenge that, since women would do little of the world's work requiring book knowledge, their intellectual education could quite properly be neglected or reduced to a meager minimum. Moreover, there is ample evidence that the intellectual abilities of women were generally believed to be inferior if not actually nonexistent."

Much later, in 1947, Ferdinand Lundberg and Marynia Farnham in their volume, *Modern Woman, The Lost Sex*, had this to say: "In looking at the anxious woman of today we must always remember that she is a person who has seen removed nearly every one of the earlier reasons for female anxiety . . . Yet, despite all this she is fearful and unsure of

herself—as much a bundle of fear, actually, as her predecessor who knelt and prayed in the cathedrals. Very probably she is more fearful. Apparently all the reforms wrought have not delivered her." Another taken from Lynn White's volume, *Educating Our Daughters*, written in 1950, says: "Most of us are prepared to accept the notion that in bodily structure and function women and men are incommensurable but equal in dignity. It would seem that if women are to restore their self-respect they must reverse the tactics of the older feminism which indignantly denied inherent differences in the intellectual and emotional tendencies of men and women. Only by recognizing and insisting upon the importance of such differences can women save themselves, in their own eyes, of conviction as inferiors."

In a new book called, *Another Look at Women's Education*, released from press in 1955 by Simmons College, it is said: "In the past some colleges for women, eager to display the mental ability of their students, have ignored the special interests of women. Eighty per cent of American women marry and become homemakers, on a full-time or part-time basis. It is unrealistic to expect most men, fully engaged in other occupations, to carry the main burden of work and child rearing in the home. It is equally unrealistic to hold that a college program for women should ignore the home or out-of-home occupations of women." A 1955 report of the Commission on the Education of Women of the American Council of Education called, "*How Fare American Women?*" says: "There are those who



consider that the status of women in this country is ambiguous. Some believe women are confused because life now affords them too many choices. Others feel women are circumscribed by stereotyped attitudes about their roles in life. Still others believe that women, however, subtly, are too dominant in their personal relationships, particularly with their sons and husbands. Educators counseling students on long-range educational programs are continually confronted with contradictions among the goals and in the life-patterns of women . . . Have they truly achieved tranquility? Have they as yet been sufficiently motivated to make as significant contributions to American life as they might—in the home, in gainful employment, in the community, in the arts, in science, philosophy, and theology?"

One of the most brilliantly written works, however, which has been described as exhibiting broad scope and keen psychological insight is by a young French woman author, Simone de Beauvoir. The name of the volume is *The Second Sex*. One reviewer says of the book, and I quote, "Woman's problem can be stated, then, in terms of how a human being in her situation can attain fulfillment, liberty, transcendence. The author set herself to a task of discovering what circumstances limit woman's liberty and how these can be overcome."

The questions raised in all of these commentaries reflect a startling similarity, even though they encompass many, many years in our history. Young college women continue to test and to challenge the creativity of all who are engaged in woman's educa-

tion. What must be done to help young women to achieve self-hood, to attain completeness, to reach fulfillment?

Consider first the area of home and family life. It requires no stretch of the imagination to discern that we are today experiencing crisis after crisis in home and family living. The vast changes in our culture which have contributed so largely to the improvement of family life have also, by a strange paradox, been responsible for the breakdown of some of its most stalwart bulwarks. There is hardly any place in the American home of today, beautiful and convenient though it may be, for the evening "at home," the well-planned leisurely dinner hour with all of the give and take of family conversation and family fun. In fact, the idea symbolized by the term foyer, or hearth, which in former days served as a focal point of activity for the entire family, inspiring as it did unity, peace, and respect, is practically nonexistent in our time. A much darker picture could be painted were we to speak in terms of juvenile delinquency, the use of dope by teen-agers, the large percentage of divorces, the evidences of broken homes as they are reflected in the behavior of children, and the like.

It is preferable, at this time, to emphasize the fact that in our desire to secure what we call the necessities of life, we have overlooked an important aspect of home and family living which is fundamental to the attainment of self-realization; namely, the provision of an atmosphere which makes unity possible in family relations. This is essential to personal development. If in unity there is strength, strength is



inspired in home and family life by first coming to understand that strength is related to capacity. It is the flowering of experience; it is the creation of new values; it is respect for human dignity; it is loving and being loved; it is giving and receiving; it is developing a sense of work and personal adequacy which can result only when one is surrounded by devotion, security and the feeling of belonging provided by members of a happy family.

In our attempt to educate for home and family life, we have been motivated more by statistics than by the recognition of individual needs. We have been more concerned with how to select and prepare foods, how to clothe the family, and entertain guests than about how to *understand and bring up children*, and how to *have a genuinely happy family life*; and yet these last two ideas offer the greatest opportunity to specialize in developing quality in personal living. What then can we do about this now on the campus of a woman's college? The answer does not lie in the provision of courses, but rather in the creation of a family life atmosphere, where students may rediscover the basic unity which formerly characterized the home. The quality of residence life, the character of the communal dining center are of key importance, for here each young woman may have the adolescent's second chance to find complete identity in a group which is generous but not condescending, kind but not superficial, sympathetic but not sentimental; and what is more, she may be further aided in her effort to become in an environment where developing independence replaces paternalism.

The inner integration or wholeness which may evolve from this type of experience offers the young woman an opportunity to achieve personal fulfillment in her undertakings.

Now, in the matter of careers and preparation for work life, what is the situation among women? What new approaches to woman-power project themselves for consideration in her effort to achieve self-realization? Before treating this question in any detail, we must examine for a moment the situation of women in the work world. It is said that the largest group of working college women today is made up of those who are seeking to satisfy several needs: a means of self-support between graduation and marriage; a way of helping their husbands to get along after marriage while they are rearing their children; a way to spend their time fruitfully and gainfully when the children are old enough to go to school.

Few college women are passionately career-minded. Nevertheless, here they are, all of them, those who must work, those who will choose to work, challenging women educators to help them to combine both their skills and their intelligence in a creative and unified program which has promise of personal fulfillment. Again, we see that unity is the basic consideration. If in unity there is strength, then strength in the world of work is purposeful living, it is the application of wholeness in personality to wholeness in professional endeavor; it is making use of maximum time and energy; it is a passion for excellence of performance flowering into a life of broad service and enlarged opportunities in human relations.



Time and again those engaged in women's education have had it pointed out to them, either through studies of college graduates, evaluations by student groups, or professional research, that women's interests lie in the area of social service. This is not to say that they seek a career in social work. Rather the findings should be more clearly interpreted to mean that women gain the greatest sense of personal satisfaction in their work when they are in careers which allow them to serve other people, and find causes with which they may identify themselves. Over and over again, results from the Kuder Preference Inventory alone, administered annually to the young women of Bennett College, indicate between a ninety and ninety-five per cent interest in the area of social service. It is the task of women's education today to pick up at this point to seek to help young women to harmonize their interests with their work-life expectations by the application of these interests to a variety of fields where job opportunities are possible. Today's challenge resides not so much in the unyielding pursuit of an interest, though this is infinitely important, but in the mature evaluation of this persistent interest in an effort to identify it with the dominant urge to work either because young women must work or because they will want to work. The satisfaction which can come from this type of endeavor seems to me to point in the direction of total well-being. It offers greater promise in the young woman's search to attain a poised and unified self—one which is conflict-free.

New approaches to woman power, then, bring us face to face with the

necessity to re-examine the social sciences in terms of larger understandings in human relations as these relate to professional intelligence and to preparation for earning a living; the need to explore the field of science education in a way which will combine work in technical research, medical education and technology with an orientation demanding the attainment and exercise of moral integrity and deep spiritual insight; the need to prepare to teach, meeting the wants of children by a developing understanding of their home situations, their language, their culture, and their inner longings. The opportunity for young women to lose themselves through creative experience for others is here outstanding. On the campus of a women's college, where competition between the sexes is reduced to a minimum, and where the atmosphere is not dominated by the masculine attitude, personal fulfillment through preparation for work life has real promise of attainment.

Consider lastly the area of community leadership and citizenship. Throughout the history of women's education, two attitudes have persisted. One is that women lack social responsibility. Two, that their participation in community life has been rather docile, colorless, and unsophisticated. Today, however, we discern that in spite of the lack in their education in this area, women are making outstanding contributions on the local, national and international levels. We need not remind you that the world in which we live is divided nationally, religiously, linguistically, and economically. This fact was clearly highlighted in a recent conference on Educational Leadership



for a Free World by Matta Akrawi, distinguished deputy director of the Department of Education, UNESCO. Today's challenge lies in our ability to recognize the unifying forces which bring peoples of the world together, irrespective of "race, color or previous condition of servitude."

In the area of women's education, recognition of today's challenge lies in the provision of an educational leadership which emphasizes the worth of the person, thought and expression, and broad influence through participation. This suggests a working together for the common good and, like charity, the effort begins at home. I mean by this that the college campus must provide both the atmosphere and the climate of opinion where democratic citizenship is practiced in daily living. No college has a right in this period of our history to remain so provincial as not to allow for intimate contacts with groups of mixed racial identity, different religions and varying economic backgrounds. Women, in particular, must have an opportunity for self-expression which allows for a restrained and disciplined release of the emotions in an outpouring of good will toward their fellowmen, classmates and teachers. This quality in the develop-

ment of educational leadership when combined with sound preparation, a passion for service and for moral integrity, so characteristic of our present-day liberal arts college, leads toward the achievement of a sense of totality. In other words, the young woman begins to recognize herself as a real person in relation to society and to her own ego involvement.

This discussion has perhaps highlighted problems in three areas of living alone, where solutions are possible in women's education today and where these solutions may well lead the young woman to the attainment of completeness, transcendence, fulfillment. Reference to separate disciplines, as such, are intentionally omitted, for an area of living embraces many disciplines, together with a wide sweep of activities and an infinite variety of procedures. Today's challenge to women's education is in reality a charge to students and faculty in colleges everywhere to synthesize their educational efforts, so that each young woman in the process of educating herself may be likened to a star in a constellation—possessed with her own radiance and at the same time in association with other stars shedding that radiance on all who may someday cross her pathway.

#### A TRADITION THAT STILL PROMOTES PROGRESS AT SPELMAN

*"The blessings that have come to Spelman Seminary during its eighteenth year are those of quiet peace and unbroken prosperity, so common that we often fail to remember that they call for songs of loudest praise. Health, harmony, patience, and perseverance in an organized, orderly routine have made our oftener than twice-told tale one that satisfies the heart, if it cannot startle and thrill the imagination."*

HARRIET E. GILES  
March, 1899



## Anniversary Vesper Service

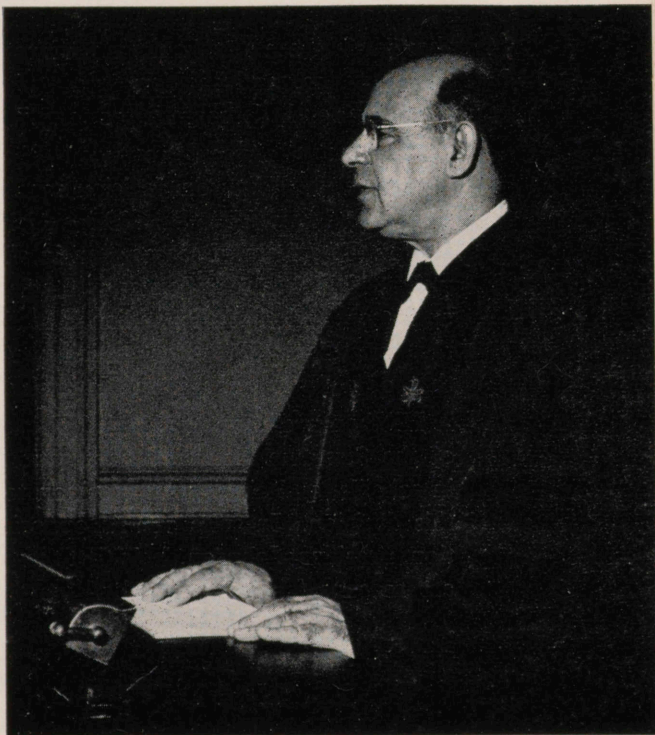
Dr. Mordecai Johnson, distinguished president of Howard University, was the speaker at the Anniversary Vesper Service on Sunday, May 13, in Sisters Chapel. He used as the text of his speech, "Bless the Lord, oh my soul: and all that is within me, bless His Holy Name." President Johnson who is a Morehouse graduate and whose wife is a Spelman graduate spoke of his pleasure in being present to help celebrate the 75th anniversary of the founding of Spelman College.

He first praised the foresight, courage and faith of the founders, Miss Packard and Miss Giles who came to Atlanta and founded this institution. He spoke of how these two noble women took up their residence among the newly freed slaves and "lived with us, ate with us, suffered ostracism and humiliation with us, because they had that to do." Dr. Johnson continued, "They had to live a lonely life, but they were willing to do these things in order that they might touch us with their faith in the dignity and high possibilities of our lives, and might teach us the truth so that the truth could set us free." He said that they made up their minds not only to teach Negroes but that they were going to put Negroes on the faculty with them. "Thus," he said, "they created on the soil of the slave system the first communities of the spirit transcending race" which has existed here.

Although the institutions founded by

Miss Packard and Miss Giles and others like them, were named seminaries, colleges and universities, they had to make their college freshmen before they could teach them. This accounted for the excellent grade and high schools maintained by these institutions. Dr. Johnson pointed out that it took these devoted teachers fifty years to produce college graduates, "but in all that time," he said, "they never doubted that they would

PRESIDENT MORDECAI JOHNSON





produce them." Continuing, he stated that these graduates have held their own with the best in the country.

Dr. Johnson, who knew Misses Giles and Tapley personally, told the audience that he could remember "no time in which I ever heard them say a bitter or an invidious or a hateful word about the Southern white people. Although they lived for a whole generation in ostracism and loneliness . . . they had no bitterness because they had great joy in their hearts . . . They were willing to bear the cross because they had confidence that the cross which they bore would bear fruit some day in institutions like this springing up all over the South, in which Southern white people and Southern Negroes, men and women, would be on faculties teaching Negro students and teaching white students, and doing it in the purity of the Christian faith, redeeming the South from the remnants of the slave system, and making it a truly Christian and democratic country."

President Johnson reviewed the Plessy versus Ferguson decision made by the Supreme Court in 1896, which started the system of segregation in all walks of life in the Southern States, and suggested that the audience read the one dissenting voice which was that of a Southerner from Kentucky.

He then spoke of the 1954 decision of the Supreme Court on segregation in schools, and cited the opposition to this decision. In spite of this opposition, President Johnson, feels that there are reasons for hope. He had words

of praise for the judges, three of whom were from the South, who handed down the decision; the seven former slave states and the District of Columbia where integration has already begun; the clergy both Protestant and Roman Catholic; the private schools that have enrolled and have graduated Negroes and the cities where integration has been carried beyond the schools. He rejoiced in the fact that Southern men are at last assuming the leadership and are guiding the South out of the last vestiges of slavery into the light of freedom. "The Supreme Court decision," he said, "crowns the work of Miss Packard and Miss Giles and Miss Tapley," whose deep faith in the dignity and high possibilities of the individual never waived. He closed his speech by declaring that if the United States is to hold its place in world affairs, it must give up the slave system before it is too late. "The system of segregation is dead," he concluded, "The only thing in doubt is the day of the funeral."

The invocation was delivered by the Reverend Martin Luther King, minister of the Ebenezer Baptist Church and the benediction was pronounced by the Reverend Arthur Vann Gibson, minister of the Morningside Presbyterian Church. The scripture was read by President James P. Brawley of Clark College. President Albert E. Manley introduced the speaker. Music was furnished by the Spelman College Glee Club.



# Campus Notes

## THE PROGRAM OF THE SEVENTY-FIFTH ANNIVERSARY OF THE FOUNDING OF SPELMAN COLLEGE SISTERS CHAPEL, SUNDAY, APRIL 15

### ORDER OF EXERCISES

3:30 P. M.

PROCESSIONAL—FESTIVAL MARCH . . . . . *Blackmore*

ORGAN PRELUDE—ARIA . . . . . *Heeremans*

SCRIPTURE READING . . . . . Reverend Samuel W. Williams, A.B., B.D., M.A.  
*Minister of Friendship Baptist Church*

PRAYER . . . . . Goodrich Cook White, Ph.D.  
*President of Emory University*

HOW LOVELY ARE THY DWELLINGS . . . . . *Liddle*  
*Spelman College Glee Club*

GREETINGS IN BEHALF OF THE BOARD OF TRUSTEES, SPELMAN COLLEGE  
Lawrence J. MacGregor, *President and Treasurer*

COLLEGE AND UNIVERSITIES . . . . . Rufus Early Clement, Ph.D.  
*President of Atlanta University*

### HYMN—

These things shall be, a loftier race  
Than e'er the world hath known shall rise  
With flame of freedom in their souls,  
And light of knowledge in their eyes.

Nation with nation, land with land,  
Unarmed shall live as comrades free;  
In every heart and brain shall throb  
The pulse of one fraternity.

They shall be gentle, brave, and strong  
To spill no drop of blood, but dare  
All that may plant man's lordship firm,  
On earth, and fire, and sea, and air.

New arts shall bloom of loftier mould,  
And mightier music thrill the skies,  
And every life shall be a song,  
When all the earth is paradise.

ADDRESS . . . . . Charles W. Ranson, B.Litt., D.Theol.  
*General Secretary of the International Missionary Council*

CONSIDER THE LILIES, HOW THEY GROW . . . . . *Scott*  
*Spelman College Glee Club*

SPECIAL CITATION TO JOHN D. ROCKEFELLER, JR. . . . . Albert E. Manley, Ed.D.  
*President of Spelman College*

ACCEPTANCE OF CITATION . . . . . Laurance S. Rockefeller

PRESENTATION AND UNVEILING OF THE PORTRAIT OF  
JOHN D. ROCKEFELLER, JR. . . . . Laurance S. Rockefeller

SPIRITUAL—LORD, I WANT TO BE A CHRISTIAN

PRAYER AND BENEDICTION . . . . . Reverend David Evans, B.A., B.D., D.D.  
*Minister of Gordon Street Baptist Church*

RECESSIONAL—COMMEMORATION MARCH . . . . . *Clark*



## STUDENTS IN ACTIVITIES

The Physical Education Department presented a panoramic history of physical education at Spelman College in three parts each covering a twenty-five year period: 1881-1905, 1906-1931, 1932-1956. The running commentary was illustrated throughout by appropriate demonstrations presented by the students. During the early years, games, walking and work assignments provided the necessary exercise for the girls. However, after 1892 a teacher of Physical Culture and Oratory was employed. A statement from the catalog in 1895 advised "... regularity of living and exercise in the open air ... a short time each day ... are conducive to physical health and mental energy ... Systematic physical exercises under the teacher of physical culture break the monotony of the exercises of school sessions, and furnish healthful recreation." The basement of Giles Hall was used for these activities.

From 1906 to 1931 outdoor games and instruction in "proper body care" were stressed. A change in nomenclature from Physical Culture to Physical Education ushered in a new era which witnessed an increase in the number and types of activities offered. In addition to the purpose of keeping students in good physical condition the training undertook to prepare students "to participate helpfully in playground supervision of children." Mimetic exercises, the use of apparatus, marching, tennis and competitive races were very popular in the Twenties and early Thirties. Mr. Trevor Arnett offered a cup to the student who excelled in memetics.

At the beginning of the third quarter of Spelman's history, the first dance studio was established in the basement of Packard Hall. Modern dance instruction was offered along with traditional folk and clog dancing. During the Forties marching tactics and tumbling enjoyed great popularity. Early in the third quarter, physical education became a requirement in the course of study without academic credit, for the entire four years. Increased enrolment along with expanding activities had long since

made Giles Hall facilities inadequate and in 1950 a long time dream came true with the breaking of ground for a new Health and Recreation Building! On December 16, 1951 the building, complete with swimming pool, was dedicated. It was formally and appropriately named the Florence Matilda Read Health and Recreation Building on April 15, 1955.

Activities are now designed to give the student broad and sound educational experiences in the areas of the dance, swimming and other sports which are an important part of the cultural life of America; to cultivate desirable traits and attitudes; to provide opportunities for healthful recreation and exercise as well as pleasant and informal contacts with faculty and fellow students; and to furnish the student with the basic skills of at least one sport which may be enjoyed during leisure time in the after college years. The academic year 1955-56 saw the approval of the Health and Physical Education major curriculum by the Georgia State Department of Education and the introduction of a major in this field to the college curricula. On the occasion of Founders Day at the conclusion of the panorama the first majors appeared as a group in their special uniforms heralding the forward look of Spelman College in the field of Health, Physical Education and Recreation.

## FOUNDERS DAY RALLY

The Rally on the occasion of Spelman's Seventy-fifth Anniversary was a memorable one. If anything, student enthusiasm and excitement was higher than ever before as befitted the occasion. All of the reports of gifts from friends, staff, clubs and campus organizations were roundly applauded; but the observer felt tension mount as time for the report of gifts from the classes approached. Each class wanted to win. Each class had worked hard to win. One would be the winner. Report of gifts from the Freshman, Sophomore and Junior classes were announced amid applause and deafening cheers. When the amount of the Junior gift was announced, the joy of the Seniors was almost insupportable; for the



Seniors hopes had been confirmed. They had won by a substantial margin!

The report of gifts was as follows:

Faculty and staff .....	\$624.50
Employees .....	91.75
Buildings and grounds .....	53.25
Laundry .....	10.50
Dining Hall .....	28.00
Churches .....	25.00
Nursery School .....	100.00
Friends including trustees .....	692.00
Graduates and former students .....	2,367.00

Of this amount, \$1,003.50 was contributed through the Loyalty Fund.

Of this amount, \$1,322.50 contributed through the "Seventy-Fivers" Club.

#### *Clubs*

Albany .....	\$ 107.00
Atlanta .....	2,302.70
Baton Rouge .....	75.00
Birmingham .....	264.00
Buffalo .....	75.00
Cleveland .....	117.00
Fort Valley .....	33.00
Detroit .....	204.00
Los Angeles .....	100.00
Milwaukee .....	58.00
Montgomery .....	295.00
New York .....	50.00
Philadelphia .....	135.00
Savannah .....	60.50
	<u>\$3,876.70</u>

#### *Student Organizations*

Biology Club .....	\$ 100.00
Biology Section 101-102a .....	19.25
Biology Section 101-102b .....	23.50
Dance Club .....	5.75
Spanish Club .....	5.75
Spelman Students Association .....	500.00
Sunday School .....	50.00
Y.W.C.A. ....	75.00
Library Club .....	5.00
Swimming Club .....	10.75
	<u>\$ 795.00</u>

#### *Students by Classes*

Freshmen .....	\$ 204.02
Sophomores .....	306.75
Juniors .....	310.15
Seniors .....	400.00
	<u>\$1,220.92</u>
<b>TOTAL .....</b>	<b><u>\$9,792.87</u></b>

## FOUNDERS DAY LUNCHEON

The annual luncheon was held in the beautifully decorated Morgan Hall Dining Hall following the Rally. The high spirits generated at the Rally carried over into the luncheon and everyone was in festive mood. The food was delicious and a spirit of good fellowship prevailed among students, faculty and friends. Much credit for the success of the occasion goes to Miss Camilla Howard who arranged for the program, together with Mr. Robert V. Cole, dietician, and his staff.

The president of the SSA, Patricia Ison, presided. After warm words of welcome to and challenges for the future, Miss Ison acknowledged the presence of guests at the speakers table and introduced them to the group. Mrs. Margaret N. Curry, sponsor of the SSA, and general chairman of the 75th Anniversary Committee, took the opportunity to thank all of those who had contributed to the success of the year's program in that organization and to the success of all the activities connected with the celebration. She congratulated the students, winners and losers in the Rally for their achievements. Following this, Virlyn Allen, president of the Senior Class, spoke modestly of the seniors victory and extended a challenge of service to the student body.

The highlight of the luncheon was the special tribute from the student body to Mr. Kemper Harreld, retiring after 29 years as head of the Department of Music. The special tribute composed and read by Patricia Moody was as follows:

"Mr. Harreld, on behalf of the Spelman students, I would like to express our sincere appreciation for your untiring devotion to the students of Spelman College. Although on another occasion our gratitude will be represented in a more tangible fashion, we wanted, nevertheless, to extend more personal thanks to you at this time. It is generally felt that your impact on the growth of Spelman and her students can be neither surpassed nor duplicated. During your twenty-nine years at Spelman, hundreds of students have emerged from this institution in-



fluenced by you either as a noteworthy instructor, an accomplished musician, or an amiable friend.

While at Spelman you have served over and beyond the call of duty. One of your unofficial capacities is that of a counselor, for students feel free to seek sound advice from you concerning problems both of an academic and a personal nature. It was not unusual to find you in your studio devoting your spare time giving extra help to your students. This interest shown in these students is manifested by the quality of their performance.

When each of us leaves Spelman and reflects on those four precious years spent here, the memory of you and your warm personality will continue to live in each of our hearts."

In his response, Mr. Harreld said that he was utterly surprised and so filled with grateful emotion that he could only say "thank you."

President Manley in his closing remarks welcomed the guests and stated that it had been a great morning. He expressed pleasure and appreciation for the gifts to the college and for the devotion to the college represented by the amount of effort and hard work which went into the gifts. He expressed thanks to the Founders Day Committee and to all those whose efforts contributed to the success, financial and otherwise of the celebration. He also read congratulatory telegrams received by the college from Mrs. Selena Sloan Butler '88, Mrs. Naomah Williams Maise '32, and from the New York Spelman Club.

Following President Manley's remarks all stood and sang the Spelman Hymn.

#### SEVENTY-FIFTH ANNIVERSARY DINNER MEETING

A dinner meeting held in the dining room of Morgan Hall on Saturday, April 14, marked the culmination of the alumnae day celebration of the 75th Anniversary of the founding of Spelman College. The dinner was attended by more than two hundred alumnae, trustees, faculty, staff, and friends. Mrs. Josephine

Harreld Love, president of the National Alumnae Association, and Mrs. Margaret Nabrit Curry, general chairman of the 75th Anniversary Committee, presided at the meeting.

Grace was offered by Mrs. Ruth Berry McKinney, C'21, of Cleveland, Ohio, who served as consultant in the area of home-making at the Career Clinic. Mr. Lawrence J. MacGregor, president and treasurer of the Board of Trustees, brought greetings. He spoke of the inspiration gained by hearing again the story of "The Founding Mothers" and of the many obstacles that they had to overcome. As to the attitude of the Board of Trustees toward the Alumnae and the Alumnae Association, he said, "it can only be one of encouragement and positive assistance." Continuing, he stated, "We appreciate fully that in your places, the local clubs and individual graduates can be sources of strength to this institution. We would be remiss if we did not recognize that you are potentially a vital factor in the growth and further development of Spelman College.

We do recognize those possibilities and we want to help you and your leaders wherever we can as you work to realize them fully. In conclusion, I am glad to revise slightly a familiar saying. As far as the Board of Trustees is concerned 'The Alumnae are here to stay'."

The speaker for the occasion was Mrs. Madeline Patterson Cargill of the class of 1945. Mrs. Cargill, president of the Cleveland, Ohio, Inter-Alumni Council of the United Negro College Fund, spoke on "The Role of the Spelman Woman Today."

Other special features on the program included a salute to Mr. Harreld, a member of the Spelman family since 1927, and the presentation of the "Seventy-fivers" Club, those alumnae and friends of the College who by making a donation of one dollar for each year of the College's existence, had helped to make possible a generous 75th Anniversary gift to the College to be used to make a film of the Spelman story. Mrs. Irene Dobs Jackson presented a gift to Mr. Harreld from





Members of the Seventy-Fivers Club in Attendance at the Anniversary Dinner,  
April 14, 1956.

Mrs. Josephine Harreld Love, on Behalf of the National Alumnae Association,  
Presents Persident Manley a Check for \$7,500.00.





the administration, faculty and staff and praised him highly for his long and valuable service to the College. She listed what Mr. Harreld has called his most valuable contributions to Spelman. These include the Christmas Carol Concerts, the String Quartet, his Two Piano Teams, and the College Orchestra.

President Manley greeted the guests and introduced the visiting trustees. Then the surprise of the evening followed. Mrs. Love, on behalf of the National Alumnae Association, presented President Manley a check for \$7,500.00 as the alumnae gift to the College in commemoration of its 75th birthday.

Communications were read from Miss Florence M. Read, president emeritus. The dinner meeting was closed with the singing of the Spelman Hymn.

#### SOME IMPLICATIONS OF STATE REQUIREMENTS IN EDUCATION FOR THE LIBERAL ARTS COLLEGE

One of the events in the celebration of the seventy-fifth anniversary of the founding of Spelman College was held on March 28, in the form of a panel discussion of the problems faced by a liberal arts college in meeting the requirements for the certification of teachers without neglecting the students' need for a rich background in general education.

The subject was discussed by four educators. Dr. Paul I. Clifford, registrar and associate professor of education at Atlanta University, opened the program with a paper on "A Liberal Arts Education as Preparation for Teaching." The next speaker was Mr. John J. Medlin, Jr., Supervisor of Certification for the Georgia State Department of Education, who spoke on "Certification Requirements for Teaching in Georgia and the Reasons these Requirements are Necessary." Dr. Albert N. Whiting, academic dean at Morris Brown College, was the third speaker; his discussion concerned "Some Problems Faced by the Administrator and Teacher in Meeting State Requirements for Teacher Certification." This part of the program was concluded

by Dr. John Ginther, assistant professor of teacher education at Emory University and Agnes Scott College, who explained the teacher education programs at these two institutions.

Upon invitation from Dr. Oran W. Eagleson, dean of instruction at Spelman College, who served as chairman of the panel, some members in the audience participated in the questioning period. The principal questions, however, were raised by the panel of interrogators which was composed of Mr. Wiley S. Bolden, associate professor of psychology at Clark College, Dr. Ellen N. Duvall, chairman of the department of health, physical education and recreation at Spelman College, and Dr. Henry C. Hamilton, registrar and professor of education at Morehouse College.

Opinions differed concerning the need for the usefulness of some of the requirements pertaining to the certification of teachers; however, there seemed to be general agreement as to the importance of a sound liberal arts program as the basis of all curricula which enable students to earn teaching certificates.

#### HISTORICAL EXHIBIT

One of the primary objectives of Spelman's Diamond Jubilee was the creation of an exhibit that would tell the story of the first seventy-five years of our history and serve as the nucleus of a permanent historical collection. This tremendous and unglamorous task was undertaken by Mrs. Elizabeth Macomson, C'36, of the history department at Spelman and a group of workers under her direction. Mrs. Macomson brought to her task the historian's natural love of research and the artist's appreciation of beauty and order. After many weeks of arduous labor on the part of the group—collecting, sorting, mounting, and arranging—the exhibit was opened to the public on Saturday morning, April 14, immediately following the Career Clinic.

The exhibit begins with a beautiful water color of two New Salem Baptist Churches located across the Common from New Salem Academy attended a



century ago by Sophia B. Packard and Harriet E. Giles, the founders of Spelman College, and Miss Packard's diploma issued in 1850 by Charlestown Female Seminary located in Charlestown, Massachusetts. Earlier sections of the wide ranging exhibition include: framed photographs of (1) the basement of Friendship Baptist Church where the school began as the Atlanta Baptist Female Seminary on April 11, 1881 with eleven eager pupils and two consecrated teachers, the first classes to be graduated from the High School and College departments in 1887 and 1901, respectively, the members of the High School Class of 1888 and (2) scenes from bygone days. Three members of these early classes still survive and, one, Mrs. Victoria Maddox Simmons of the class of 1888 was present for the celebration.

Selena Sloane Butler also of the class of 1888 and Ella Barksdale Brown of the class of 1887 sent messages of felicitation. In scenes of bygone days the old barracks originally used to house Federal officers after the Civil War, which were later converted into dormitories and classrooms, the old printing press on which students trained and directed by Miss Elvina O. Werden printed their own school paper, early Founders Day activities and other campus scenes dear to the hearts of lovers of history and tradition are pictured.

Another section is given over to the five presidents of Spelman, the trustees, past and present, and the Rockefeller family whose personal relationship to the college through the years is unique in the annals of American education. Spelman is named for Mrs. Harvey Spelman, the mother of Mrs. John D. Rockefeller. Special cases house the Arnett collection, which includes, among other things, the academic regalia, special citations and awards, the Arnett Brochure, and portraits of Mr. Trevor Arnett, who served as president of the Spelman Board of Trustees for more than thirty years. Upon his death in March, 1955, the body of Mr. Arnett, who was greatly beloved by Spelman students and graduates throughout the country, was brought

home to Spelman and his funeral services conducted from Sisters Chapel. Also included in the Arnett collection are a handsome silver urn and a set of china originally owned by the family of Mr. Malcolm MacVicar, who made it possible for Mr. Arnett to come to this country from England, and in whose honor Spelman's MacVicar Infirmary is named. According to tradition in the annals of the MacVicar family, George Washington once dined from this china. These two priceless heirlooms were presented to Mr. Arnett by Mrs. George N. Carman, the daughter of Mr. MacVicar and the Arnett family in turn selected Spelman as the permanent custodian and they were presented to the college as seventy-fifth anniversary gifts. Both materially and sentimentally these gifts are priceless.

In still another case the Harreld collection is on display. Claudia White Harreld, the daughter of editor William J. White, D.D., one of the men who signed the petition requesting a charter for Spelman, was a member of the first college class to be graduated from the institution and served the college at various times as teacher, staff member and editor of the *Spelman Messenger*. She was one of our most loyal and best loved graduates. Her husband, nationally known musician, who retired this year, was a member of the Spelman College faculty for twenty-nine years and made significant contributions to Spelman tradition. Her daughter, Mrs. Josephine Harreld Love, a musician in her own right, now serves as president of the National Alumnae Association of Spelman. Many unique and interesting items are included in this collection.

Other special sections of the exhibit are those depicting the works of Margery Wheeler Brown, outstanding New Jersey artist, Eva Neal Rutland of California, whose stories and articles have appeared in some of the nation's leading magazines, Anne Jewell Moore, fashion designer and owner of her own shop in Detroit, Carol Blanton Diggs, concert pianist, Evelyn Pittman, composer and director of the International Denomina-



tional Choir, and Mattiwilda Dobbs, internationally famous coloratura and third Negro singer to appear with the Metropolitan Opera Company.

In addition to all of these attractions one finds in the exhibition sections devoted to our Missionaries and their influence in Africa and India, Spelman women in the armed services, some former presidents of the National Alumnae Association, some class reunions and other special class projects, activities of the various Spelman Clubs, and the distribution and areas of employment of some of our more recent graduates, especially in the professions and in higher education.

The exhibit though incomplete is enlightening, inspiring, and fascinating and Spelmanites who view this graphic story of our first seventy-five years are vividly reminded of Spelman's proud heritage as the first college for Negro Women and the significant role the institution has played in the field of women's education.

#### RELIGIOUS EMPHASIS WEEK

One of the most stimulating and significant activities sponsored by the co-operating institutions of the Atlanta University Center is the Religious Emphasis Week, an annual event which brings together the faculties and students from all schools for daily religious services. Religious Emphasis Week, 1956, was a successful endeavor.

The Center-wide worship services were held in Sisters Chapel on Sunday afternoon, February 26, and Monday through Wednesday nights, February 7-March 1. The joint Religious Emphasis Week speaker was the Reverend W. E. Carrington, minister of the St. Catherine A.M.E. Zion Church, New Rochelle, New York. Rev. Carrington spoke to large audiences at the four services, from the general theme: "Basic Christian Beliefs as Applied to the University Community." Music for the services was provided by the Morris Brown, Clark, Morehouse, and Atlanta-Morehouse-Spelman choruses. Participants during the services included the presiding college presidents, campus speakers for the Week, and stu-

dent representatives from the various colleges. Following the Sunday service a reception was held in the Kresge Hall lounge, Clark College; and, on Monday and Tuesday nights after the worship periods coffee hours were held in the Kresge Lounge.

The Week's activities on the Spelman campus were well planned, diverse, and instructive. They afforded faculty members and students opportunities to exchange ideas and concepts of Christianity, to examine their own basic Christian beliefs, and to discuss many personal problems. The Spelman Religious Emphasis Week leader was the Reverend Charles Jones, widely known minister of the Community Church, Chapel Hill, North Carolina. He very ably participated in a number of the Week's activities assisted by Reverend N. M. Rates, the Spelman College minister, among which were the following: the morning chapel services where he spoke from the general subject: "Questioning Authority," dormitory discussions in the evenings; small discussion groups at the dinner meals; and a special seminar series which was held on Tuesday morning. The latter was particularly inspiring as indicated by student interest and participation. Many religious and civic leaders in the Atlanta area were invited to the campus to serve as consultants in seminars which featured discussions in diverse areas of Christian life, such as Science and Religion, Religion on the Campus, Christian Marriage, and Basic Christian Beliefs. On Tuesday, following the morning chapel services, students and faculty were invited to attend seminars of their own choosing for an hour period. Afterwards all groups assembled in Howe Hall for a summary period. Attendance was excellent and the keen interest manifested seemed to justify the efforts and the time taken to carry out such a program.

#### PATRICIA MOODY AND ALEXINE CLEMENT IN A TWO-PIANO CONCERT

A two piano Senior Recital is a rarity, for, in addition to the "note perfect" de-





ALEXINE CLEMENT AND PATRICIA MOODY

mands, there is the time consuming ensemble practice. When this is combined with a full academic schedule, it adds up to busy days and nights. However, the program given by Patricia Moody and Alexine Clement in Sisters Chapel on the evening of May 11, had no suggestion of labor, unless it was a labor of love which resulted in happy achievement. Played entirely from memory, it was a clean, musicianly performance from beginning to end.

Included on the program were: "Now Comes the Gentle Savior" and "Organ Fugue in G Minor"—Bach; "Caprice Viennois"—Kreisler; "Variations on a Theme by Haydn"—Brahms; "Suite"—Arensky; "Variations on Yankee Doodle"—Braggiotti.

The Bach numbers were outstanding in musicianship and tonal effects as were the Brahms-Hydn "Variations." But it is hard to find a favorite where each number is praise-worthy. The charming Arensky "Suite" added a lighter touch to the program and the Braggiotti "Variations on Yankee-Doodle" were played with zest and humor. In response to the enthusiastic applause, a brilliant transcription of the "Blue Danube Waltzes" was played. Our praise and thanks for a delightful program beautifully presented.

F.B.B.

#### ALPHA BRAWNER IN SENIOR RECITAL

In Alpha Brawner's freshman year, her house-mother said, "The girls are unwilling to call it a day until she has sung for them. It may be a hymn, it may be a popular song or something better, but she has to sing."

She came to us with an unusual and promising voice and her many appearances have kept her hearers in touch with her progress. She leaves Spelman with a beautifully balanced vocal equipment. Facility, dramatic power and intensity are there in full measure along with a wide range of color, depth and lightness. This is a firm foundation for a voice endowed with great natural beauty. We look forward to the results which only experience and maturity can bring. Her Senior Recital made vocal and interpretive demands which were surmounted with ease and artistry. Good enunciation is another great asset whether it be English or German. After the aria from "Carmen," Tosca's great lament, "Vissi d'Arte" was sung and her final encores were Arditi's "Il Bacio" and "Through The Years" by Youmans, which brought an unusually fine evening of song to it's conclusion. Vivian Stodghill supplied excellent accompaniments.



The program follows:

I	
Se Tu M'ami .....	Pergolesi
Cade la Sera .....	Millilotte
The Sally Gardens (Old Irish) .....	Arr. by Britten
Pur Dicesti, O Bocca Bella .....	Lotti
II	
My Heart Ever Faithful .....	Bach
Bist Du Bei Mir .....	Bach
Haiden-Roselein .....	Schubert
The Omnipotence .....	Schubert
III	
Je Dis Que Rien Ne M'epovante (Car- men) .....	Bizet

IV	
Do Not Go My Love .....	Hageman
Miranda .....	Hageman
Love In a Bubble .....	Allitsen
Immortality .....	James
V	
Oh, What a Beautiful City .....	Arr. by Boatner
Let Us Break Bread Together .....	Arr. by Lawrence
Honor, Honor .....	Arr. by Johnson
He's Got the Whole World in His Hand .....	Arr. by James F. B. B.

## Faculty Notes

Miss Gladys Cooper, acting chairman of the home economics department, is a member of the Metropolitan Association for the Blind of Atlanta. On March 13 she spoke for the Home Management Club of this Association.

Miss Cooper is the recipient of a Southern Fellowships Fund summer grant for advanced graduate study at Michigan State University, East Lansing, Michigan.

Mrs. Margaret Nabrit Curry, of the history department, and Mrs. Billie Geter Thomas, chairman of the department of French, were elected to the Board of Directors of the Atlanta Branch of the National Urban League.

Mrs. Margaret Nabrit Curry of the department of history represented Spelman College at the inauguration of Dr. S. M. Nabrit as president of Texas Southern University, Houston, Texas, on Sunday, March 18, 1956.

Mr. Kemper Harreld of the Spelman College music department was honored on Sunday, April 29, by the Music and Dramatic Guild of St. Paul A.M.E. Church, Atlanta, Georgia. A note on the invitation read "This program is being presented as a tribute to Professor Kemper Harreld for almost a half century of service to the music life of the community."

President Manley was in Cleveland, Ohio, for the UNCF Convocation which was held March 17-19. While in Cleveland Dr. Manley took part in several events. On March 18, he delivered the morning address at St. Mark's Presbyterian Church, 1319 E. Boulevard. He spoke on the subject "The Role of the UNCF College in Modern Education." Also on March 18, he participated in a Symposium—"Intrinsic Values of the Private Colleges," which was sponsored by the Cleveland Spelman Club. Other panel members were Dr. Willa B. Player, Bennett College, Dr. Charles S. Johnson, Fisk University, and Dr. Horace M. Bond, Lincoln University. On March 19, Dr. Manley met with the Cleveland Spelman Club at the home of the president, Miss Carolyn Y. Taylor.

On May 14, Dr. Manley delivered the Commencement address for Alabama State College in Montgomery and on May 15, he delivered the Commencement address for Alabama State College Branch at Mobile. On May 19, he offered the prayer of dedication at the dedication of Mary McLeod Bethume Elementary School in Atlanta.

The Reverend N. M. Rates, college minister, attended the Ninth Annual Conference of the National Association of



College and University Chaplains at Vassar College, Poughkeepsie, New York, April 9-12. More than fifty schools from various sections of the country were represented at the conference. Highlighting the conference were a series of lectures under the title "The Shape of the Religious Struggle" given by Dr. Samuel H. Miller of the Harvard Divinity School, and the banquet address presented by Dr. Buell G. Gallagher, President of the City College of New York. Reverend Rates reports that through the exchange of ideas and college material the conference was of benefit to all who attended.

Mrs. Billie Geter Thomas, chairman of the department of French, was recently elected president of the College Language Association. Mrs. Thomas is the first woman to be named president of the organization. Prior to this election, Mrs. Thomas had served as vice president for the past two years. Mrs. Thomas is also vice president of the Georgia Chapter of the American Association of Teachers of French.

Mr. John Wong-Quincey of the English department has just returned from his fourth consecutive annual tour under the auspices of the Association of American Colleges. This year the following colleges were included in the tour: Austin Peay State College, Clarksville, Ten-

nessee; Central College, Pella, Iowa; Denison University, Granville, Ohio; Muskingum College, New Concord, Ohio. During the tour he gave about twenty formal addresses and informal talks to classes on such subjects as Confucianism, the Communist Situation in China, the problems of Korea and Formosa, the questions of recognizing Communist China, of admitting her to the United Nations, of trade with Communist China, Shakespeare, Drama, Playwriting, and the Chinese Classics.

#### FORMER FACULTY

Mrs. Dorothy Williams Wright, former director of publicity at Spelman College and Atlanta University, is now working at the United States Courthouse in New York City as a secretary in the Immigration Division. She reports: "The work is exciting. We deal with such things as illegal entry, loss of citizenship, and the like that are connected with the Southern District of New York."

Miss Georgia Poinsette is finishing her year at Queen Aliyah College in Baghdad, Iraq. She and Dr. Coragreen Johnstone will meet in Athens, Greece, make a hop, skip and jump tour through Europe with a week's stay in Florence, Italy. They will return to the States the latter part of August.

## Visitors

Mr. C. Everett Bacon, New York City.  
Mr. J. N. Bohannon, Atlanta, Ga.  
Miss Beverly F. Booth, Colby College, Waterville, Maine.  
Mr. Max Brauer, Hamburg, Germany.  
Mr. Alpheus L. Bright, Lincoln University, Pa.  
Mrs. Edna H. Byers, Decatur, Ga.  
Miss Marriet M. Cady, Oberlin College, Ohio.  
Mr. and Mrs. Leslie N. Carter, Daytona Beach, Florida.

Dr. Rushton Coulborn, Atlanta, Ga.  
Dr. Sabinus Hoegsbro Christensen, Harvard University, Mass.  
Mr. D. F. Davis, Atlanta, Ga.  
Mrs. Ethel McGhee Davis, Englewood, New Jersey.  
Dr. J. Curtis Dixon, Atlanta, Ga.  
Reverend David Evans, Atlanta, Ga.  
Dr. James H. Gailey, Jr., Columbia Theological Seminary, Decatur, Ga.  
Dr. Charles L. Gideon, Atlanta, Ga.  
Mr. Charles W. Greene, Atlanta, Ga.



- Mr. C. R. Hamilton, Talladega College, Alabama.  
 Miss Marcia Johnson, Atlanta, Ga.  
 President Mardecai Johnson, Howard University, Washington, D. C.  
 Mrs. Isaac Jordan, Atlanta, Ga.  
 Dr. Alvin Lane, Chicago, Ill.  
 Dr. Charles T. Lester, Atlanta, Ga.  
 Dr. Rayford W. Logan, Howard University, Washington, D. C.  
 Mr. Lawrence J. MacGregor, Summit, New Jersey.  
 President Millicent C. McIntosh, Barnard College, New York City.  
 Mrs. H. A. Miller, Mount Holyoke College, Mass.  
 Mr. and Mrs. Henry M. Minton, New York City.  
 Mr. George Mitchell, Atlanta, Ga.  
 Miss Paulyne Morgan, Atlanta, Ga.  
 Dr. Andrew E. Murray, Lincoln University, Pa.  
 Mr. and Mrs. D. C. Ostrander, Atlanta, Ga.  
 Rev. C. Lisle Percy, Middlebury College, Vermont.  
 President Willa B. Player, Bennett College, Greensboro, N. C.  
 Mr. Reginald Poland, Decatur, Ga.  
 Dr. C. Clayton Powell, Atlanta, Ga.  
 Mrs. Sadye H. Powell, Atlanta, Ga.  
 Mr. Fawzi Quiblawi, Damascus, Syria.  
 Dr. Charles W. Rason, General Secretary of the International Missionary Council.
- Dr. H. W. Robinson, Atlanta, Ga.  
 Mr. and Mrs. Laurance S. Rockefeller, New York City.  
 Dr. Eldridge E. Scales, Fort Valley State College, Ga.  
 Dr. Catherine Strateman Sims, Agnes Scott College, Ga.  
 Mr. William A. Smith, Baltimore, Maryland.  
 Mr. Henry B. Sweet, Atlanta, Ga.  
 Miss Helen M. Toliver, Atlanta, Ga.  
 Mr. George P. Torrence, Purdue University, Lafayette, Indiana.  
 Judge Elbert P. Tuttle, Atlanta, Ga.  
 Mr. D. Wable, President, Dayanand College, Mjmer, India.  
 Mr. and Mrs. Chauncey L. Waddell, New York City.  
 Mrs. Hattie R. Watson, Pine Bluff, Ark.  
 Mr. J. Marshall Weaver, Yale University, Conn.  
 Dr. Guy H. Wells, Atlanta, Ga.  
 Mr. and Mrs. Robert R. West, Concord, New Hampshire.  
 Mr. John Hervey Wheeler, Durham, N. C.  
 President Goodrich A. White, Emory University, Ga.  
 Mrs. Miriam T. Williams, Atlanta, Ga.  
 Miss Gail Wool, World University Service.  
 Mr. Galen R. Work, Lincoln University, Pa.

## Vesper Speakers

### February 19

Dr. Melvin H. Watson, dean of the School of Religion, Morehouse College.

### February 26

Atlanta University Center observance of Religious Emphasis Week. Speaker: Dr. W. E. Carrington, Pastor, St. Catherine A.M.E. Zion Church, New Rochelle, New York.

### March 4

Reverend Samuel L. Laird, director of Religious Life, Emory University.

### March 11

Dr. Willa B. Player, president-elect, Bennett College.

### March 18

Reverend William S. Mercer, pastor, The Radcliffe Memorial Presbyterian Church.

### March 25

Reverend Arthur Vann Gibson, pastor, morningside Presbyterian Church.

### April 8

Reverend Samuel W. Williams, pastor, Friendship Baptist Church.

### April 15

Founders Day Exercises. Speaker: Dr. Charles Ranson, General Secretary of the International Missionary Council.



April 22

Reverend David Evans, pastor, Gordon Street Baptist Church.

April 29

Reverend Martin Luther King, Sr., pastor, Ebenezer Baptist Church.

May 6

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

May 13

Dr. Mordecai W. Johnson, president of Howard University, Washington, D. C.

## Calendar

February 16

An inspiring chapel talk by Dr. William V. Roosa of the School of Religion at Morehouse College was centered around the indebtedness of Christians to society. He asked his audience, to think not of life as a burden but as a joyful opportunity to be a co-worker of God.

The Mid-Week Meeting was conducted by two senior students of Gammon Theological Seminary, Mr. Jonathan Jackson and Mr. William Brooks, who discussed the subject "Belief in God."

February 17

Dr. Oran W. Eagleson, pointed out three psychological factors that are necessary for success in college; purpose, ability, and motivation of zeal. The three are interrelated and success in college means more than mere graduation, it refers to how well equipped we are to face life.

February 20

Mrs. Margaret Nabrit Curry, chairman of the Seventy-fifth Anniversary Committee spoke concerning the past contributions of Spelman College and of the plans that are being made for the coming events leading up to the Commencement Exercises, the culminating events of the anniversary. Mrs. Curry stated that the purpose of the celebration this year is to give ourselves an opportunity to reflect on the past, evaluate the present, and plan for the future.

February 21

Continuing his meditations on the meaning of Lent, Reverend Rates pointed out the significance of the death of Jesus. He observed that in many phases of the life around us there is evidence of sacrificial living, and that in order for life to be sustained and enriched in many areas, some sacrifices must be made.

February 22

President Millicent C. McIntosh of Barnard College delivered the first major address in a series of events centered around the Seventy-fifth Anniversary of Spelman College at a convocation held in Sisters Chapel. Her message, *Knowledge and Insight*, appears in this issue of the Spelman Messenger.

February 23

Reverend Rates spoke about the plans for the 1956 Religious Emphasis Week, and described briefly the nature of the observation of this week.

Mr. Henry Clay and Mr. Milton Upton, senior students from Gammon Theological Seminary, concluded the series of Mid-Week Meetings leading up to the 1956 Religious Emphasis Week. They spoke on "Belief in Christ."

February 24

A challenging message was given in chapel by Mr. Lawrence MacGregor, president and treasurer of the Board of Trustees of Spelman College. Mr. MacGregor listed three basic activities which, in his opinion, made for better living both for individuals and for nations. These, he said, were to love and be loved, to comfort and be comforted, and to understand and be understood.

February 27

Reverend Charles M. Jones, pastor of the Community Church, Chapel Hill, North Carolina, and the local campus leader for Spelman College during the Religious Emphasis Week, gave his first in a series of talks on "Questioning Authority."

February 28

Reverend Jones, continuing his talks on the importance of questioning authority, said that Jesus Christ possessed two qualifications which gave him recognition as an authority: the truth embedded in His words, and the life He lived.

February 29

In his third talk, Reverend Charles Jones differentiated between authority and authoritarians. The authoritarian is always looking for certainty and proof and must speak in terms of certitudes. But the problem here is that there are many things in life that we believe, yet they cannot be proved—such as love, and the existence of God. We can see evidences of things that God has done, but it is impossible to define God. If, and whenever we do define Him, then we confine Him, and as a result we lose Him. Therefore, it is better to speak with belief as an authority, than to always hold the certainty of things in definable terms.



#### March 1

Closing his talks on authority, Reverend Jones remarked that the greatest authority that one can possess is the authority of love. The better Christian is not the one who fears God but the one who loves Him. God does not keep His love from those who do wrong, for He loves us all.

In the Mid-Week Meeting, Reverend Charles Jones, summarized his talks for the week, admonishing his audience to respect and question all authority through love.

#### March 2

Mr. Willis L. James led the audience in the singing of familiar hymns bringing the Religious Emphasis Week activities to a close.

#### March 5

Dr. Nathaniel Tillman of Atlanta University read an extended passage of Scripture from the Gospel of Matthew.

#### March 6

Reverend Rates expressed gratitude and appreciation to all members of the Spelman College family for making the 1956 Religious Emphasis Week a success.

#### March 7

President Manley gave some highlights in the life of Reverend Charles M. Jones, our campus leader during Religious Emphasis Week. Reverend Jones was recognized as one who lived the things he preached.

#### March 8

Dean Whitney Young of the Graduate School of Social Work, Atlanta University, set forth a philosophy for those who would become social workers: believe that all people are important and desire a feeling of belonging and dignity; appreciate the independence of others; and appreciate proper values of life.

At the Mid-Week Meeting, members of the Student Steering Committee for Religious Emphasis Week evaluated the activities carried out during that period.

#### March 9

Mr. Julius Haber, Community Relations Director of the Radio Corporation of America, outlined the future of electronics in a speech on "Communications—the Instruments and Manpower." Mr. Haber emphasized the industry-wide and international aspects of electronics, telling of past achievements as well as the present status of these.

#### March 12

Serving as area representative of the Lisle Fellowship, Mrs. Robert Brown described the fellowship as an institute of human relations, and explained the various projects that have been and will be part of the undertakings of the organization. She extended an invitation to students to participate in the Fellowship's summer program.

#### March 13

Dr. Virginia Lacey Jones of the Atlanta University School of Library Service brought startling information concerning the desired restrictions that some people in the South would place on the use of certain harmless books, in

her talk "Librarians, Libraries, and Intellectual Freedom." Dr. Jones stated that if we do not have intellectual freedom then our other freedoms become suppressed as well. The "Librarian Bill of Rights" has done much to thwart impending evil, and the American Library Association has been instrumental in denouncing such acts. Individuals must develop an appreciation for intellectual freedom in order that that freedom will not be taken away completely.

#### March 14

President Manley announced the beneficent gesture on the part of Mr. Laurance Spelman Rockefeller who presented a number of works of art to residents of Abby Aldrich Rockefeller Hall.

#### March 15

Reverend Rates spoke on the subject, "Why Am I Here." He suggested that our reason for coming to college was to prepare ourselves to become instruments for making a better world.

Mr. Charles M. Diggs, junior student of Clark College spoke at the Mid-Week Meeting.

#### March 16

Dr. E. B. Williams of the Economics Department of Morehouse College spoke on the subject of world economics.

#### March 19

Members of the Founders Day Committee for 1956 answered questions concerning Founders Day activities.

#### March 20

Reverend Rates gave some of the reasons for the death of Jesus. They were fear, hatred, and envy. These evils, said he, can also cause our physical, moral and spiritual death.

#### March 21

Mr. Baldwin W. Burroughs talked about the play which is to be given during the Founders Day Week, "The Assumption of Hannele." It is a mixture of romanticism and naturalism. The title of the play gets its name from the strict connotation of the word, assumption—going to heaven. The play is about a young girl, Hannele, who wishes to die because death seems to be better than the life she lives.

#### March 22

In the absence of Sheikh Muhammad Bahjat Al-Bitar, well-known religious leader and philosopher of the Islamic world, who was to speak in chapel, Mr. Fawzi Qiblawi, aid to the Skeikh, spoke on the differences and similarities between the Islamic religion of the Middle-East and the religion and culture of the United States.

The Easter film "Journey into Faith" was shown at the Mid-Week Meeting.

#### March 23

Mrs. Marguerite T. Hulbert, the assistant director of the local registration committee spoke on the importance of registering to vote and urged everyone to take advantage of this opportunity.

#### March 26

Dr. Andrew Murray, Dean of the School of



Religion, Lincoln University, Pennsylvania, related his enthusiasm over the positive picture that he saw in the South, as regards the steps toward integration.

*March 27*

Reverend John A. Middleton, Chaplain of Morris Brown College stated that there are three levels that we might choose in life: the level of action which is determined by mere instinct and emotions; the level of humanism; and the level of Christian love. The latter level is the highest in achieving effective living.

*March 28*

President Manley reported on his recent trip in behalf of the United Negro College Fund.

*March 29*

Reverend Rates presented a Passion Meditation to begin the Passion Week.

*April 3*

Recalling the story of Adam and Eve from the pages of the Bible, Reverend George Tate, College Minister of Clark College, said that this story is one which relates man's true character in the past and in the present. Today we are literally in the Garden of Eden when we misuse the tree of knowledge.

*April 4*

President Manley welcomed to chapel members of the senior class who had been doing their practice teaching. He reminded students of the preparation necessary to assume their responsibilities.

*April 5*

One of life's biggest problems, stated Reverend Rates, is embedded in the dilemma that that which is obvious in life is not always understood. The desire for peace, love, success, friends, and praise are always obvious in life, but an understanding as to how to get these is quite difficult for many people. The employment of faith in one's life is part of the solution of this dilemma, he concluded.

The Mid-Week Meeting was conducted by members of Morgan Hall Dormitory.

*April 6*

Mrs. Irene Moore Asbury of the Speech and Hearing Clinic on the campus, presented a challenge to the students concerning the interest that should accompany the season connected with the Founders Day activities. Spelman College has furnished the candle and light, stated Mrs. Asbury. Now, as mirrors, Spelman students must reflect that light. This can be done first of all through loyalty to the College and to its ideals.

*April 9*

Dr. Lynette Saine Bickers explained the activities to be carried on during the career clinic to be sponsored by the Alumnae Association in connection with the Seventy-fifth Anniversary. Dr. Bickers urged students to attend the clinic as an opportunity to see how some of Spelman's daughters have used their heritage.

*April 10*

Mrs. Josephine Harreld Love, president of the Spelman National Alumnae Association, extended a special invitation to all students to at-

tend the career clinic. Miss Jarcelyn Fields of the class of 1953 read a script on Spelman's history.

*April 12*

Mrs. Florence Morrison Hogan of the class of 1931, and principal of the Gray Street Elementary School, spoke on the subject of faith and stated that Spelman College gave her a faith to live in society, regardless of its ills.

The University Players presented "The Assumption of Hannele" in place of Mid-Week Meeting.

*April 13*

Dr. Willis L. James spoke about the Spelman College Glee Club concert to be given, April 13.

*April 16*

Mr. Baldwin W. Burroughs of the drama department, and Mr. Robert Campbell of the Campbell Films Corporation described some of the technical aspects of movie making and assured everyone that the film on Spelman College would be completed during the coming fall.

*April 17*

Speaking on "The Mark of an Educated Person," Dr. Guy Wells, Executive Secretary of the Georgia Committee on Interracial Cooperation, said that such a person is one who can use his language easily, who knows history, who can cross international and interracial boundaries, and who has a philosophy of life and lives by it.

*April 18*

Reverend Rates reported on his trip to Vassar College where he attended the Ninth Annual Conference of the Association of College and University Chaplains.

*April 19*

President Manley thanked the Spelman family for helping to make the recent Founders Day activities a success. He then recalled the contribution that was made to Spelman College through the life of Mr. Trevor Arnett, and the creditable work done by the Arnett scholars since leaving the institution. Dr. Manley read tributes paid Mr. Arnett from individuals prominent in American education.

The Mid-Week Meeting was under the sponsorship of the Spanish Club. The program was conducted in Spanish.

*April 20*

The music department presented Miss Roslyn Pope and Miss Helen Sawyer in chapel, who played piano selections from Chopin and Schumann, respectively, and Miss Carol Stewart who sang "Still As The Night."

*April 23*

Mrs. Josephine Harreld Love expressed her thanks for the effective response by Spelman alumnae and students during the many activities of the Founders Day celebration.

*April 24*

Presenting a picture of the South, Dr. Fred Routh, Assistant Director of the Southern Regional Council, reported on the progress that is being made in this section of the country toward integration in public education. Dr.



Routh traced the historical background of the South, beginning with days prior to the Civil War, and pointed out that with the increase of urbanization in the South many of its more conservative patterns are tumbling in the face of industrialization.

*April 25*

Dr. Robert H. Brisbane of Morehouse College presented some of the reactions that have resulted from the Supreme Court Decision of May 17, 1954. He cautioned his hearers to use discretion in the interpretation of many subsequent decisions that have been handed down, such as that outlawing segregation on public buses. Dr. Brisbane stated that those who would fight segregation have the greatest power on their side—the law—and that to move within the boundaries of the law expresses mature thinking.

*April 26*

President Manley read a letter addressed to the students from Mrs. Madeline Cargill, of the class of 1945, who was the principle speaker at the Anniversary Dinner held during Founders Day week. Mrs. Cargill urged the students of Spelman to take advantage of the opportunity that is theirs as members of the Spelman family.

A program of poetry and music was presented in the Mid-Week Meeting.

*April 27*

Miss Willie Dollie Glover, president of the campus Y.W.C.A., reviewed past conferences that have been attended by members of the campus Y.W.C.A., as well as the work that the "Y" has endeavored to carry on throughout the year. She invited all students to take advantage of the many opportunities that are provided by the "Y," during the regular school year and also during the summer months through summer conferences.

*April 30*

Beginning a series of talks on "The Meaning of Maturity," Reverend Rates presented three requirements of maturity: age, experience, and judgment.

*May 1*

Tribute was paid to Mr. Kemper Harreld of the music department by Dr. Willis L. James who stated that single-handedly Mr. Harreld has kept up the popularity of the violin, the cello, and other stringed instruments in Atlanta for many years. Miss Corinne Long, a student of Mr. Harreld's in the freshman class, played violin selections for the chapel audience.

*May 2*

Dr. J. H. Morrow of the Department of Foreign Languages of Clark College listed three forces that are guiding men today—fear, faith, love. Stating the inadequacies of fear and faith in bringing about a peaceful world, Dr. Morrow expressed his hopes that students, who would be the leaders, the wives, and mothers in the near future, might serve as living examples of that force which can only solve our world's problems—the force of love.

*May 3*

Miss Gladys Cooper, of the Home Economics

Department, outlined the "new look" that is evolving in that department. There will be physical renovations, and the curriculum will undergo some changes in order that more students may have an opportunity to take courses in home economics.

The film "Winged Bequest" was presented by Dr. Virginia Lacey Jones of Atlanta University in the Mid-Week Meeting after devotions were conducted by Mrs. Grace Jason Perry. The film was concerned with library service for shut-ins in the city of Cleveland, Ohio.

*May 4*

Miss Harriett Cady, National Student Secretary of the Y.W.C.A., Southern Region, spoke of the effective work that the Student "Y" can do. Miss Cady pointed out several examples where the campus "Y" has effectively undergirded activities at various colleges where scholastic and social problems were concerned.

*May 7*

"Evidences of Maturity" was the title of the second talk in a series of talks on maturity by Rev. Rates. Evidences of maturity are shown in one's ability to understand himself, to appreciate the best in others, and to recognize the power of God that makes both things possible.

*May 8*

Dr. Willis Laurence James led the audience in the singing of familiar hymns.

*May 9*

As traveling representative of the World University Service, Miss Gail Wood spoke about her experiences with student government as she has seen it in operation in various parts of the country and the world. Miss Wood said that all of the interests of the college should have their focus on student government. There is the hope that student government would bring the student closer to the world.

*May 10*

Mrs. Elizabeth J. Macomson of the Spelman faculty thanked the members of the committee as well as students who made possible the Seventy-fifth Anniversary exhibit.

"Never Alone" was the title of the program for Mid-Week Meeting. It was presented by Miss Peggy Walker, a junior.

*May 11*

Speaking on "The Role of the Woman," Mr. Harry L. Alston, Director of the Southern Field for the National Urban League, traced the progress of woman since the Woman Suffrage Act. What the future will be, he ended, depends on the part women play in the political life of America.

*May 14*

In his last talk on maturity, Rev. Rates said that the test of maturity lies in one's readiness to live a fruitful life. Dying, he stated, is no problem—but living is.

*May 15*

Mr. Alec Robertson, British Information Of-



ficer for the Southeast, described some of his experiences as a Queen's Messenger. He revealed that during the Second World War, he

carried important documents on his person. As information officer, Mr. Robertson is thoroughly enjoying his stay in the United States.

## Alumnae News

### ATLANTA SPELMAN CLUB MEETS AT THE FLORENCE MATILDA READ HEALTH AND RECREATION BUILDING

The April meeting of the Atlanta Spelman Club was held in the Polly Kline Lounge of the Florence Matilda Read Health and Recreation Building with President and Mrs. Albert E. Manley as host and hostess.

After a brief devotional service led by the chaplain, Mrs. Lavonia Phillips, the more than seventy members were ushered into the gymnasium to be served a delicious supper around tables attractively decorated with tulips and hand-made anniversary souvenir mats. The Seventy-fifth Anniversary cake decorated in blue and white icing was the focal point in the decorations.

After the delicious meal, the group reassembled in the Polly Kline Lounge where President Manley greeted the club and discussed up-to-date news about the plans for the 75th Anniversary celebration. A member of the club expressed appreciation to President and Mrs. Manley for their genial hospitality.

The main business of the meeting was concerned with the collection of Founders Day contributions. To date the club has raised the generous amount of \$2,560.25.

### AMONG THE CLUBS

**ALBANY**—From the seven members who make up the Albany, Georgia, Spelman Club, \$107.00 was sent as the Founders Day gift. This Club also sent \$10.00 as the club fee for the National Alumnae Association "to help defray heavy expenses for printing, etc."

**ATLANTA**—The Atlanta Spelman Club broke all previous records with a gift of \$2,560.25. The newly elected president, Mrs. Charlye Mae Williamson Lowe, was present to announce the Club's gift.

**BATON ROUGE, La.**—The message "Best wishes to our beloved Alma Mater on its 75th Anniversary" accompanied the gift of \$75 from one of our recently organized Spelman Clubs.

**BIRMINGHAM**—Accompanying the gift of \$264.00 from the Birmingham Spelman Club was the message "Success to you on this Seventy-fifth Anniversary."

**BUFFALO**—The secretary of the Buffalo Spelman Club writes "The Buffalo Spelman Club is happy to enclose a money order for seventy-five dollars for the Loyalty Fund . . . Our activities this year have been limited; but we are planning to enter wholeheartedly into the Negro College Fund Drive."

**CHICAGO**—Greetings to Spelman College on

her 75th Anniversary Celebration, and a check for \$100.00 were received from the Chicago Spelman Club.

**CLEVELAND**—Checks totaling \$117.00 were enclosed with this message from the Cleveland Spelman Club: "Several of our members will be there to participate in the Founders Day Activities. Our best wishes for a successful celebration comes with them."

**DETROIT**—A total of \$204,000 was received as the Founders Day gift from the Detroit Spelman Club.

**FORT VALLEY, Ga.**—"Just a short note to get the following contributions into the college in order that they may be a part of the 75th Anniversary celebration of Spelman. A few of the Spelmanites here had one meeting and organized a club with the following officers: Mrs. Ida Miller, president; Mrs. Helen Joyner, vice president; Miss Lottie M. Lyons, secretary; Miss Ernestine Walker, treasurer," is the message from the newly organized Fort Valley, Georgia Spelman Club. A gift of \$33.00 accompanied the letter.

**JACKSONVILLE**—Through the efforts of Mrs. Juanita Payne Smith, Spelmanites in Jacksonville, Florida, rallied to the call of their Alma Mater and sent a gift of \$75.00 for the Founders Day Rally. Now that interest has been revived, we hope soon to receive word that a club has been organized.

**LOS ANGELES**—\$100.00 and sincere wishes for success in the Founders Day Rally arrived from the well-organized Los Angeles Club.

**MONTGOMERY**—From the secretary of the Montgomery, Alabama Spelman Club came this message: "Last month I sent to you from the Montgomery Spelman Club the sum of \$175.00 and stated that we had anticipated increasing the amount to at least \$200.00. I am enclosing the club's final contribution to the Founders Day Rally. I hope to see you in a few days. Enclosed today \$110.50. Total from the Montgomery Club for Founders Day—\$285.50." An additional amount received after April 11, brought the final total of this club to \$305.50.

**NEW YORK**—"The New York Spelman Alumnae extend best wishes and their fondest greetings to their beloved Alma Mater on the occasion of her Seventy-fifth birthday. May her torch ever be held high, lighting the path of guidance toward Truth and the 'good life' always," reads the letter from the president of the New York Spelman Club. A gift of \$100.00 was enclosed.

**PHILADELPHIA**—A letter to Dr. Manley from the Philadelphia Spelman Club reads: "Congratulations to Spelman College on its



Seventy-fifth Anniversary! Congratulations to you as you strive to keep up the high standards that have been set at the College and the wonderful work you are doing. Enclosed, please find \$135.00."

SAVANNAH—\$60.50 was the amount of the Founders Day gift from the members of the Savannah Spelman Club

WASHINGTON, D. C.—The letter from the president of the Washington, D. C. Spelman Club reads: "This is to bring greetings from the Washington, D. C. Spelman Club and to express our congratulations and felicitations to the Board of Trustees and the Faculty, on the occasion of the 75th Anniversary of the founding of Spelman College. In keeping with the tradition of contributing to the annual fund-raising drive, we are enclosing our check in the amount of \$225.00—three times the age of our Alma Mater.

You have our best wishes for a successful program throughout the Anniversary celebration."

WISCONSIN—Mrs. Savannah Ivory McIver visited Atlanta in the early spring. Before leaving for her home in Milwaukee, Wisconsin, she stated that upon her arrival there, she would try to reach all Spelmanites and interest them in organizing a club and in making a contribution to the College on April 11. On April 10, the alumnae secretary received a letter and a contribution of \$58.00. Congratulations to Mrs. McIver for her efforts in behalf of her Alma Mater. The College is anxiously awaiting news of the organization of a Milwaukee Spelman Club.

#### FOUNDERS DAY BROADCAST

The annual Founders Day Broadcast sponsored by the Atlanta Spelman Club was heard over Station WGST on Wednesday, April 11, at 8:00 p.m. This year the broadcast was special because the College was celebrating its seventy-fifth birthday. Those participating on the program were Dr. Albert E. Manley, president of the College, Miss C. Elizabeth Flagg, president of the Atlanta Spelman Club and Mrs. Josephine Harreld Love, president of the National Alumnae Association. The Glee Club under the direction of Mr. Willis L. James supplied the music.

Miss Flagg gave greetings and reviewed the history of the College from its beginning in 1881 in the basement of Friendship Baptist Church to the present. She pointed out many of the difficulties faced by the founders, Miss Harriet E. Giles and Miss Sophia B. Packard. Time, she said, has proven that the faith they had in the capabilities of the newly freed women was justified and were they alive today they could rejoice that "friends whom they cultivated for the institution found its ideals and efforts worthy of an expanded plant now valued at many times the sum which they paid for the original land. They could take pride," she continued, "in the fact that the vision and efforts of their successors, Lucy Hale Tapley, Florence

Matilda Read and Albert E. Manley are rooted in the motto, 'Our Whole School For Christ'."

Mr. Love spoke of the contributions being made by graduates and former students. She spoke of Spelman women who are doing outstanding work as artists, teachers, school administrators, doctors, nurses, social workers, lawyers, business women, religious educators, librarians, research technicians, home makers and as workers in many other areas. She stated that by far "the larger number has served to stimulate and inspire communities which otherwise might have remained satisfied with those conditions which discourage progress and stifle initiative. Through the years this group has been active in campaigns for a voting citizenry, for better living conditions, for the highest development of youth and for widening horizons of brotherhood and a world community."

President Manley gave greetings and said, "As the Founders faced their first pupils they knew that their main job was to teach the young women to gain confidence in themselves, to read and write and to become prepared to bring a message of hope to the hundreds of people who needed to learn the worth and responsibilities of freedom. Yet, Miss Packard and Miss Giles were not unaware of the importance of a substantial curriculum, and their astute efforts indicate that from the beginning their main aim was to provide students with the kind of training which the times required. They may be assured that through the years Spelman has maintained this objective.

A general overview of each twenty-five-year period illustrates this fact. In 1906, at the time of the twenty-fifth anniversary, 5 per cent of the students were enrolled in college and professional courses, while 95 per cent pursued elementary, secondary and practical education. The first twenty-five years met the needs of groups of women and girls who sought open doors to literacy, improved home making, nursing skills, religious training and higher education.

By 1931, the high school had been discontinued. 239 students were enrolled in the college. At the end of fifty years it was realized that Spelman's most significant role was that of meeting the needs of women who sought a strong liberal education with specialization in major areas in which they wished to establish themselves, vocationally.

In the last twenty-five years the curriculum has been expanded. Today it focuses primarily upon a liberal education and secondarily upon special fields of the student's aptitude and interest. Throughout the curriculum, emphasis is placed on courses in fundamental subjects in the humanities, science, languages and fine arts. In addition, students find strong sequences in education, home and family life and in the area of health, physical education and recreation.

The journey from 2 college graduates in 1901 to 89 members of the present senior class is a high tribute to the Founders of Spelman and to all who, irrespective of shifts in course



emphasis, have insisted upon straight, courageous thinking, honest, clean living, kindness and all that keeps Spelman worthy of honor and praise."

Re-broadcasts of this program were heard over Station WERD on Sunday, April 11, and over Station WAOK on Sunday, April 21.

#### ALUMNAE DAY

The observance of Alumnae Day at Spelman College on Saturday, April 14, was one of the most significant aspects of the 75th Anniversary Celebration, which began in February.

The day opened at 9:00 a.m. with a Career Clinic sponsored by the National Alumnae Association and directed by the coordinators, Dr. Lynette Saine Bickers, vice president of the Association, Atlanta University and Mrs. Eva B. Williams, head of the Department of English at Price High School, Atlanta, Georgia.

The professional and vocational areas featured Spelman graduates, many of whom, at their own expense came long distances to serve as consultants. Prominent among the out-of-town consultants were: Dr. Elizabeth Lipford Kent, public health educator, Department of Health, Detroit, Michigan; Emily Copeland, head of the Department of Library Service, Florida A. and M. University, Tallahassee, Florida; Clara Stanton Jones, head librarian of Lothrop Branch of Detroit Public Library; Dr. Lelabelle Freeman, staff and practicing pediatrician, Cleveland, Ohio; Ruth Berry McKinney, homemaker and wife of a minister, Cleveland, Ohio; Jule Clayton Lewis, funeral director, Montgomery, Alabama; Mary English Knight, mathematician with the U. S. government, Philadelphia, Penn-

sylvania; Thelma Barrett Brown, professor in the Department of Education, Langston University; Dr. Elsie Edmondson, associate professor of English, Southern University; Lottie Lyons, Dean of Women, Fort Valley State College; Anne Jewel Moore, fashion designer of Detroit, Michigan; Dr. Gladys Ford, associate professor of speech and drama, Fisk University; Genevieve Wheeler Thomas, head of the Department of Home Economics, Florida A. and M. University; Harriett Mitchell, teacher of political science, Southern University and Ruth Gilbert who is in YWCA work in Cincinnati, Ohio.

Among the Atlanta consultants whose fields were not represented by out-of-town consultants were: Dr. Mary Reddick, chairman of the Biology Department, Atlanta University; Lennie Green, teacher of stringed instruments and director of the Girls Choral Ensemble at Washington High School; Cecil Long Edwards and Irene Asbury in the areas of speech therapy and special education; Julia Pate Borders, teacher and director of Christian Education at Wheat Street Baptist Church; Nettie Bennett, vice president of the Citizens Trust Company; Ruth Scott Simmons, cashier at the Atlanta Daily World; Charley Mae Williamson Lowe, executive director of Gate City Day Nursery Association; Romae Turner, practicing attorney; Mary Gay, YWCA Worker; Florence Irving, research assistant at the Southern Regional Council; Florence Morrison Hogan and Sammie Fuller Coan, principals in the Atlanta Public School System; Josie Stark, R.N., City nurse; and Jean Shy, Yvonne Hunt and Jenelsie Walden, teachers of art.



ALUMNAE IN ATTENDANCE AT THE ANNIVERSARY DINNER



At two o'clock a skit depicting Spelman yesterday and today was presented by the Spelman Granddaughters Club (children, grandchildren and nieces of former Spelmanites) under the direction of two alumnae, Mexico Hembree Mickelbury, librarian at Spelman College and Millicent Dobbs Jordan, a member of the faculty.

A tour of the campus and the formal opening of the fascinating historical exhibit arranged under the direction of Elizabeth Jackson Macomson, graduate and member of Spelman College Department of History, followed the skit.

The day's activities closed with the Anniversary Dinner at which Margaret Nabrit Curry, member of the Spelman College history department, alumna and general chairman of the Anniversary Committee and Josephine Harreld Love, president of the National Alumnae Association and outstanding musician, presided. Featured at the dinner were the "Seventy-Fivers," a group of 53 graduates and friends, each of whom contributed at least \$75.00 to the Anniversary gift, and Professor Kemper Harreld who is retiring after twenty-nine years of service to the College. A series of tributes to Mr. Har-

reld by alumnae, students, faculty, staff and administration was climaxed by the presentation of a gift and a purse made by Irene Dobbs Jackson, alumna and member of the College faculty. In 1954 Mr. Harreld was awarded a special citation by the National Association of Spelman and is the only man to be so honored.

The main address of the occasion was delivered by Madeline Patterson Cargill, '45, president of the Cleveland Inter-Alumni Council of the United Negro College Fund.

Following brief remarks by President Albert E. Manley, Mrs. Love presented him, on behalf of Spelman Alumnae, a check in the amount of \$7,500.00 for each year of the existence of the College as their gift to Spelman on her 75th birthday. With the singing of the College hymn, Alumnae Day at Spelman passed into history.

Other alumnae activities during the week included a radio interview of Mrs. Love, the President of the National Alumnae Association over WSB and a series of broadcasts over several local stations, under the sponsorship of the Atlanta Spelman Club, Miss C. Elizabeth Flagg, President.

Alumnae News is omitted from this issue of THE MESSENGER in order that a special Alumnae Number to come out in August may be as interesting as possible. The special issue will feature Commencement items, Class Day Exercises, Ten-Year Reunion, Alumnae Dinner, as well as letters and many newsy items about alumnae, and write-ups of the Summer school plays.

The Class of 1956 will surely want this issue to complete the record of their most memorable year at Spelman, and every other class will want it too.

Why not send one dollar now to cover a full year's subscription to THE MESSENGER and thus insure your receiving the Spelman Alumnae Number?



## "Seventy-Fivers" Club

The members of the "Seventy-Fivers" Club whose names are to be inscribed on a scroll that will become a permanent part of the historical collection of Spelman College:

Ludie Andrews  
Della Bannister  
Leila Barlow  
Ella Foster Billups  
Julia Pate Borders  
Thelma Brown  
Ada Burney  
Esther Scott Carter  
Sammye Fuller Coan  
Emily A. Copeland  
Ida Jones Curry  
Margaret Nabrit Curry  
Ethel McGhee Davis  
Willie B. Davis  
Mattiwilda Dobbs  
Lillian D. Edwards  
Adelaide Fullmighter Forde  
Ella Washington Freeman  
Lelabelle Freeman Robinson  
James Francis Green  
Susie H. Greene  
Mary Williams Griggs  
Courtney Wynelle Hannon  
Geneva M. Haugabrooks  
Grace Hewell  
Florence Morrison Hogan

Estelle B. Ivey  
Irene Dobbs Jackson  
Millicent Dobbs Jordan  
Alberta Williams King  
Mary English Knight  
Troas Lewis Latimer  
Lottie Bailey Lawson  
Josephine Harreld Love  
Anna Davis McWhorter  
Mexico Hembree Mickelbury  
Cassell Hughley Mott  
Rena Lockett Patterson  
Sadye Harris Powell  
Georgia Dwelle Rooks  
Corine Windham Sears  
Ruth Scott Simmons  
Victoria Maddox Simmons  
Anna Mae Mitchell Smith  
Josie Stark  
Maggie Gorman Valentine  
Hattie Rutherford Watson  
Lillie Sirmans Weatherspool  
Estelle Bailey Webster  
Leola Hudson Whitted  
Eva B. Williams  
Elizabeth P. Whitehead

Anonymous—2

### FRIENDS

Helen T. Albro  
Florence B. Boynton

Dr. Alvin H. Lane  
Dr. and Mrs. Albert E. Manley

Florence M. Read



