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August  
1965

Alumnae  
Issue



# Spelman Messenger

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## SPELMAN COLLEGE

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CLASS OF 1965

# Spelman Messenger

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## The Commencement Address

MAY 31, 1965

BY THE HONORABLE PATRICIA R. HARRIS

*United States Ambassador-Elect To Luxembourg*

Twenty years ago I was graduated from college. The first atomic bomb was yet to be exploded. Only Buck Rogers and Flash Gordon rode in space ships. The moon was for telescopes and for songwriters to rhyme with June. We looked at television at World's Fairs, and jets were beads worn by older women. Only sound traveled at the speed of sound, and Martin Luther King was a boy. We who were Negro rode in the back of the bus and ate behind the curtain on railroad dining cars.

Things have changed a great deal in these two decades. Not only has an atom bomb been detonated, but also the age in which we live is described as the Atomic Age. Man has walked in space, and the question is not whether we shall reach the moon, but who will reach it first and when. Even I find it difficult to remember when we listened

to or read the news, rather than watching, and if you don't like jets, don't travel by air. Today the Interstate Commerce Commission, backed by the full authority of the federal government permits citizens to move in interstate commerce without legally supported insult.

But even as our eyes and minds soar in contemplation of the conquests of space and of the achievement of equality by citizens in our nation, many of the problems which beset us two decades ago are still with us.

Today we yearn for peace, even as we did yesterday. Today, we ask ourselves whether the miracles of science will help us to find ways to nurture our spirits even as our physical environment becomes more comfortable, even as we asked two decades ago. And today, as jets bring us closer together in one world divided into so many parts,

we wonder how we may best use the institutions of the past to realize the promise of tomorrow, even as we wondered, we who were graduates in 1945.

As one of those graduates of yesteryear, a graduate of an institution which, like Spelman, was established to educate the descendants of Negro slaves, I find myself recurrently asking the question of the future of this particular institution, the college for Negroes. Will we, we graduates of Negro schools, look back twenty years hence, and find ourselves alumni without alma mater, graduates of schools which no longer exist, because, as reflectors of segregation, the demands of our time for equality make them liabilities and therefore no longer necessary.

For it cannot be denied that institutions of higher learning formed for the purpose of educating Negroes have occupied a special place in American education, a position deriving from the fact of the existence of segregation in the United States. Operating with limited funds, limited staff and limited physical facilities, Negro-serving colleges have nonetheless produced the overwhelming majority of America's college of trained Negroes, and it is from these graduates of Negro institutions that the majority of the leaders of the nation's Negro communities come.

It is quite possible that the

noblest chapter of Negro education and its most memorable contribution to American society has been the activity of its students. There can be no doubt that the most significant movement of our time is that which has as its goal the elimination of all disadvantage which flows from the fact of Negro ancestry. This movement, although far from new, derived a fresh, dynamic quality from the efforts of Ezell Blair and his friends, sitting at the counter of a segregated eating place in Greensboro, North Carolina, just five years ago. Constant renewal of the purpose of the movement and continuing testing of the distance we have travelled toward its goals, is provided by the college students of today, the students of our Negro institutions joined by their peers from around the country. While not gainsaying the contribution of the adults of Montgomery and of older organizations, it is clear that it is from the students, who in their continuing activity refuse to permit a return to the status quo of segregation or the development of an accommodation on the basis of a more sophisticated racial discrimination, that the inexhaustible fuel of the civil rights fire is derived. The younger generation say—"Let's get it over with—Let's end racial discrimination for all time."

Today's youth have rekindled in us the older, the fire and fever of

our youth's endeavor, awakened the memory of our hopeless dedication in another generation. For I must remind the younger among us of the fact that the concern for the cause of equality and racial justice has not found its life in your generation, but has rather come to full manhood. It was nourished, nurtured and sustained by men and women of courage and imagination, working against odds which would be difficult for you to understand today. To comprehend the handicaps under which your fathers and grandfathers in the movement for civil rights have labored, you must multiply the difficulties we face today one hundred fold. Add to those difficulties a lethargy of white and black so massive as to be palpable, and a general community indifference to the needs of Negro citizens.

I remember twenty-two years ago when a group of young Negro college students presented themselves for service in a cafeteria on Washington's U Street which limited its clientele to white persons. When service was denied, these students sat down and waited until the cafeteria closed, and then picketed for several hours protesting the failure of the restaurant to serve them. Although a police detail observed them, not a single word appeared in the newspapers about their activities. Despite the fact that this sit-in was a success and the cafeteria opened its doors to all,

no other students could be recruited for further action and, more important, no one outside this hardy band was informed by communication media of the activity and its success. A year later, a young woman lawyer who had participated in that early sit-in, wrote about it in the "Crisis;" but save for the continued activity of CORE, little was done with the technique until the last generation of college students revived it—and revived the dream of equality, and have come close to making it a reality.

They did so with incredible dignity, without violence, despite the provocative violence they often met from the segregationists. In view of the natural exuberance of youth, and the long repressed fury of Negroes over conditions facing them, the discipline and maturity of our college students in preventing violence is one of the remarkable phenomena of our time. Remarkable, because the Negro is not, any more than are other Americans, non-violent.

Langston Hughes recognized this fact in "Simple Speaks His Mind." Says Hughes, after Simple admits his use of violence during racial disturbances in New York: "... There are more effective ways and means of achieving justice than through violence. The N.A.A.C.P. believes in propaganda, education,

political action, and legal redress . . ."

To which Simple replies:

" . . . When the riot broke out, I went looking for justice."

Queried Hughes, "With a brick?"

"No! Two bricks," said Simple.

That our students, even if only a small portion of our total output, should have lighted the fire of concern which guides today's civil rights movement, should be a source of pride to all who are associated with Negro education.

Today, the concern for the elimination of discrimination against Negroes extends across the width and breadth of this nation, and the leadership of the highest office of the land is moving us more swiftly than any of us dared hope two decades ago.

The proof of this leadership is to be found in the historic speech made by President Johnson on March 15, of this year, before Congress in behalf of the voting bill. As we all remember, he began:

"I speak tonight for the dignity of man and the destiny of democracy.

"I urge every member of both parties — Americans of all religions and of all colors—from every section of this country—to join me in that cause . . ."

He continued:

"There is no Negro problem.

There is no southern problem. There is no northern problem. There is only an American problem . . . It is the effort of American Negroes to secure for themselves the full blessings of American life.

"Their cause must be our cause too, because it is not just Negroes but really it is all of us, who must overcome the crippling legacy of bigotry and injustices. And we shall overcome."

With these words, adopting the words of the civil rights hymn, the death knell of officially sanctioned racial discrimination was sounded. The President of the United States is now in the front line of the march to equality.

But at the end of this march is neither the Promised Land nor a pot of gold. Instead, there will be the real world, a world in which, in this country, one fifth of the people are poverty-stricken, too many are in ill-health, scores are ill-housed, and an incredible number ill-educated. Of these misused of our citizens, Negroes will be found in proportions twice those of our relationship to the total population. Of course, some of us will be absorbed into the comfortable unknowing, unseeing and consequently, unfeeling middle-class, a place and a posture many of us have already assumed. But hopefully, some of us, those of us who will be old, and those of you who will soon be

middle-aged, will retain the concern for the welfare of others which motivates us today. For we must agree with Hegel that:

"Life has a value only when it has something valuable as its object."

Our object, we who expect to win our battle for the dignity of those who share our ancestry, must be to achieve dignity for all men and to end the degradation of poverty, illness and ignorance.

It is in the achievement of this goal that the coincidence of student civil rights movement and the Negro academic world that brought him forth is particularly fortuitous. The student civil rights movement, beginning as it did on our Negro college campuses, has proven that our activities, despite our birth in segregation and discrimination, generated in our students an understanding of and conviction about human rights.

But all logic, and all honesty, require us to admit that the new multiracial society to which we are serving as midwives, has no place for the Negro college. Therefore, we who are alumni and we who are teachers and administrators in institutions serving primarily a Negro student body must begin to think deeply and critically about our future role as educators.

We must determine our future mission.

Webster defines mission, variously, as

"A sending forth; . . . 2. Persons sent somewhere to perform a stipulated service . . . 3. That with which a messenger or agent is charged; . . . 7. That which one is destined or fitted to do; calling."

It is to the last definition, as it relates to the first two, that I wish to devote myself. A sense of mission is not new to us, for education of Negroes has required missionary zeal to overcome lack of money, lack of teachers, disadvantaged students, and often hostile surroundings which recognized Negro education as the threat it was to a society which would treat the Negro as an ignorant child. The task of Negro education was to make it clear to the Negro and to society that he was not a child, and to prepare him to compete, intellectually, with the products of the white colleges which would not admit him. For this reason, our colleges became literal carbon copies of the excluding schools, faint in some respects, rumpled about the edges, but as faithful a replica of the original as the resources available permitted. This had to be. Our mission as educators was, as far as possible, to relate our students to the attitudes, practices and values of the majority society so that they could understand that society which we

have known they would ultimately enter. We were the surrogate acculturizer—we did, with our concerts, and our dramas, and our teas and dances, what was necessary to minimize the apparent cultural differences resulting from segregation. Until the hostilities and social distances resulting from three hundred years of segregation have been blunted by the passing of time, we will continue to play this role for our students. But as the Negro middle class increases in size and sends its children not only to us, but also to the places where white middle class children are to be found, we will find (and in fact are already finding) that our student body will be altered.

If, as I asserted earlier, there is no place for the Negro college in a desegregated society, may we expect—nay—should we not plan to phase out our operations so that with the elimination of the consequences of segregation, we will be ready to close our doors. (Of course, this task—that of dealing with the consequences of segregation—will give us a 75 year lease on life—for it will no doubt take that long to undo the damage of past discrimination.) But must we, continue to focus our attention exclusively upon the Negro and his needs, or is there a broader mission which beckons to us? I believe that there is an extended mission for the Negro college which will conform to its tra-

ditional purpose of meeting the needs of Negroes, and at the same time, insure both our continued contribution to the life of our nation and, thereby our survival as useful institutions.

First of all, the population explosion means that if we utilize every college we have today, the good, the adequate, and the inferior, we are likely to have far fewer college classroom seats than we have applicants for them. Therefore, we may well have an unplanned change in the population of former Negro colleges, such as that which has occurred at West Virginia State College, where the substantial majority of the student population of a formerly Negro school becomes white. This change resulted not from planning, but from the fact that the college was the most convenient publicly supported college in the surrounding area. Although there is substantial likelihood that the experience will be repeated in many places in the coming years, I would hope that it would take place, not fortuitously, but because our sense of a new mission, tied to our old mission, makes a multiracial institution natural.

We are now concerned with a disadvantaged portion of our population, the Negro. We are focussed upon that aspect of his disadvantage which we identify as the consequence of his racial origin. But as

my white friends are wont to point out to me, there are many persons who are not Negro who suffer consequences which are identical, although they originate in a different source.

We who are Negro, particularly those who have achieved middle class status or those who actively aspire to it, resent quite properly, being classified with the poor, the ignorant and the disadvantaged. It is for us that the elimination of racial discrimination will make the most difference, because we will move to suburbia, and will send our children to private schools if the public schools fail us, and will wrap ourselves in English tweeds and Canadian mink to keep out the cold.

But the poor Negro, and the poor white will still be poor and to be poor is to be disadvantaged and, I suggest that our mission as Negro educators, ought still be to the disadvantaged, without regard to race or color. That we will still be dealing with perceivable numbers of Negroes is very likely, and that we may see few who are not Negro, is also possible. However, if we see as our mission the elimination of disadvantage, and put our hearts and minds to it, I suspect that those to whom our hands are offered will grasp them, concerned with being pulled into survival, regardless of the color of the hand of the rescuer.

As educators, we have the best of all possible tools for elimination

of disadvantage. As John Kenneth Gailbraith, former Ambassador to India, and author of the "Affluent Society" said in the March 1964 issue of Harper's Magazine.

"To the best of knowledge there is no place in the world where a well-educated population is really poor."

Our task is to educate—but our added task is to find a better way to educate not only those who come to us now for education, but also to devise new techniques for preventing in the future the truly dreadful experience which is the lot of all our poor.

If this is our mission, clearly this is no time to talk of limiting admission to students who score 600 or better on the College Entrance Board examinations. Such students, be they Negro or white, will have little difficulty securing a college education. I understand that the siren song of the urge to become a prestige institution, known for the high quality of its students and the intellectual productivity of its faculty, is difficult to resist. And, in fact, should not be resisted. But what must be avoided at all costs, is that reorientation of purpose by which prestige is secured as the result of the qualities students bring to us, rather than those we develop and instill; and by research whose purpose is unrelated to the direct needs of the people we serve.

I earnestly hope that today's

Negro institutions will leave to today's prestige institutions the opportunity to take the revealed genius of our high schools and engage with them in those recondite pursuits which are the privilege of the already educationally privileged.

For us, I would hope for an exercise in mining for genius—the excitement of digging through the layers of mistreatment, and disadvantage, and revealing the intellect hidden, the mind unexercised.

To do this, we can no longer be carbon copies of institutions which deal only with the advantaged of our society. We must be prepared to pioneer in educational innovation. If the four year college curriculum is too vigorous for students undereducated in poor preparatory schools, then we must add courses to the curriculum, and the time necessary to encompass them, in educating our students. If we need five years to prepare our students to compete with those whom society has not crippled, there is no shame attached to taking the additional time. But there is shame, if we fool our students (for we do not fool ourselves or the public) by telling them that if they start behind, they can catch up and meet their more advantaged peers in four years.

Whether we teach white students or Negro students, the degree they receive, whether it be received in four years, or five years, must in fact be, through the quality of our

teaching and our standards for performance, the equivalent of the same degree given by an institution serving the more advantaged. Thus, no allowance can be made for past deficiencies, save those designed to erase them. No exceptions can be made to the demand for excellence, save those exceptions which bring our students to a level which permits excellence.

To achieve this standard of excellence, we who are teachers and administrators must come to understand the standard ourselves. We must accept the fact that past discrimination has excluded us from total participation in the life of our academic communities, and we must make superhuman efforts to join in the dialogue of that community, not as its wards or as second class citizens, but as full intellectual participants, through high quality contributions to our particular academic fields.

This, of course, means research. But, as I suggested earlier, not isolated research, unrelated to our mission. For there is much into which our origins ought to give us, the intellectuals, particular insight.

For example, our psychology departments should study in depth the nature and long-range significance of poverty in personality development. What new dimension is added by the fact of racial discrimination? What are expectation patterns? What are perceptions?

The psychologists must be joined by the sociologists in examining the etiology of poverty; by anthropologists in an investigation of the culture of poverty and its consequence for the society, and so on, for indefinite extensions into all of the disciplines, including the medical sciences. Obviously, these studies have been begun, but the lack of detail from which rational judgments can be made is still serious. Close as we are, in our origins, to the fact of poverty (and when we look at the comparatively tiny budgets of some of our institutions, we begin to wonder if we are not ourselves part of the problem, as well as its solution) our concern for research in this area ought to be automatic.

Our origins, and our mission, have research implications in other areas. Our English departments ought to be the source of the development of new literacy techniques and programs; our foreign language departments ought to be investigating, with our English departments, implications for all language teaching of what we know about teaching foreign languages.

Our History and American Literature departments ought to be concerned with the rescue and preservation of the story of the American Negro during the past 344 years.

The story should be available in all its dimensions, including the full story, without evasion or frill of the

full dimension of the Negro's relationship to the totality of white society. The preservation of such records as can be found, the probing and recording of the memories of those who in their lives have seen and experienced much that will be highly relevant in understanding the Negro's experience during the three hundred years of his physical and spiritual bondage, are essential. That there is a richness that may escape us forever if we fail to record it, I do not doubt. For example a very famous Negro citizen once told me that his grandmother had told him that he was a direct descendant of an African Chief, and marked his body with what he described as the symbol of that chieftainship. Regardless of the truth of this assertion, knowledge of its existence has interest for the psychologist, in understanding the sources of leadership potential; for the anthropologist, in investigating the problem of the mechanics of culture transmission; and perhaps for the historian, as a significant fact of the past.

Our Economics, Political Science and Philosophy departments ought to be considering the implications, for the future, domestically and internationally, of a functioning multi-racial society in the United States.

For here, in the area of international implications of the discovery of ways in which to eliminate the consequences of racial discrimina-

tion, poverty and ignorance, is to be found perhaps the most exciting part of the mission I envision for today's Negro college. For if we succeed in the extension of our mission to our nation's disadvantaged without regard to their race; and if we succeed in eliminating the consequences of their disadvantage, it will be to us, the former Negro college, that the people of the underdeveloped nations will look for guidance as they deal with their massive problems of poverty and undereducation. Let us let the Ivy League prepare men to build the bridges between the banks of the mighty rivers of the world; let the great state schools with their huge graduate facilities provide the builders of roads between cities. Even, let the great institutions of this nation prepare the Prime Ministers, the Foreign Secretaries and the Chief Justices for the nations of the world.

But if we can find the way to build bridges between ignorance and enlightenment for the impoverished; if we can find the road from disadvantage to effective living for the down-trodden masses of our own and other lands, we will in fact make the Prime Minister and the governments, for we will find a way to make effective the sovereign spirit of each individual, in which we so deeply believe.

But we who today are the educators of Negroes can achieve this only if we do so consciously; if we reevaluate and redefine our mission;

if we decide to extend our present mission to the few to the greatly augmented group, the disadvantaged for whom the land's resources are but beginning to be put to work.

Today we in education have resources of which we only dreamed twenty years ago. The Poverty Program—Federal Aid to Education—are but two of what will be a growing list of public aid programs which are available to concerned, forward looking institutions which accept their responsibility for a mission to the disadvantaged.

Why do I speak of this, to you, the graduates of Spelman today? I do so because I believe that we who are the graduates of Negro institutions, as well as those who administer them, must together accept and insist upon a continuation, not of our Negro-ness, but of our concern for extending the benefits of education to those who do not today have it.

As alumni, we must encourage and support efforts in that direction.

For the glory of America is not the achievement of those who have arrived at the promised land: it is instead the hospitality to those who have not yet arrived: the readiness to accept the newcomer, and to make a place for him among those who have already found their destiny.

We, the leaders of Negro education, must be the discoverers of the potential journeyers, and we must

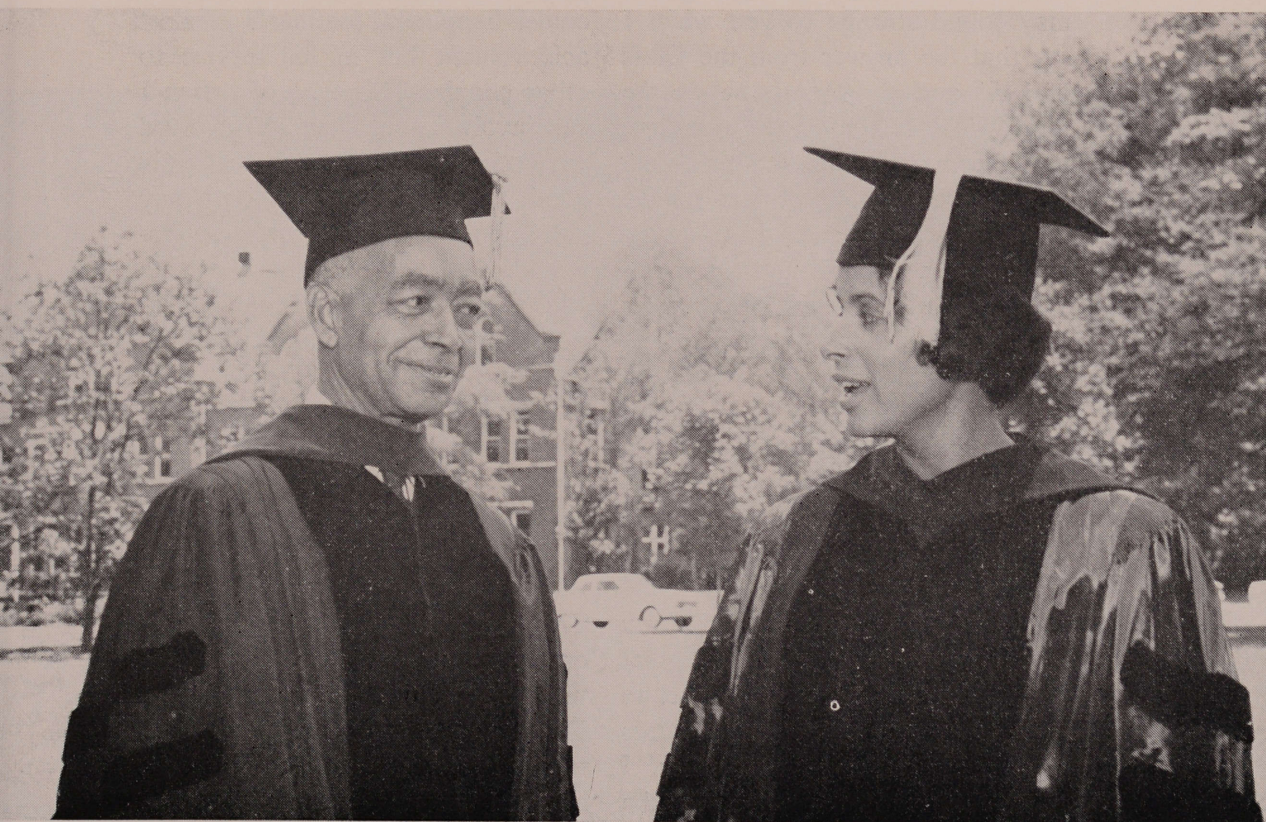
be the outfitters for his travel. Let us take those who are not yet prepared to travel. Let us, in the future as in the past, commit ourselves to making those who perhaps have not even seen the road, not only aware of its existence and its destination, but also capable of travelling it. It is our old purpose—but no longer limited to the Negro; in the future, let us extend our purpose to pro-

vide service for all who have need of it.

We who have travelled the road stand ready to receive those who will travel it in the future, and we hope, that institutions like my own, Howard University, and like Spelman College, will in the future place more and more people of all races on that glorious road to personal fulfillment which education paves.

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PRESIDENT ALBERT E. MANLEY AND PROFESSOR PATRICIA ROBERTS HARRIS,  
COMMENCEMENT SPEAKER



# Ten-Year Reunion Address

By AUDREY FORBES

President Manley, members of the faculty, reunioners, graduating seniors, and sisters of the Spelman College family; You know that I am always happy to return here whenever the opportunity presents itself. But, today I am especially elated because of the uniqueness of this part of the convocation program. It is unique in that I can ask my classmates of 1955, "where have you been?" and of the class of 1965, I can ask, "where are you going?" It may sound strange to you when I say that the answer from the Class of 1955 and of 1965 should be the same—it *does not matter* where we have been or where we are going. But it does matter what we have done and what we will do when we get there. In essence, location is not so important as action. Therefore, if I were to give my remarks to you today any kind of title, it would be the simple little word ACT!

I remember as a student here, we were often told that Spelman was interested in preparing us to take our places in a democratic society. This to me meant action.

"I must be up and about my Father's business," said one great philosopher. "To find, to strive, to seek, but not to yield," said Ulysses after many years of wandering. I do not believe in the validity of the

old cliché "still water runs deep." There is something about stillness that implies stagnation. The essence of *life* itself is based on action the beat of the heart, the movement of the eyes, the lips, the mobility of the arms and legs, the circulation of the blood, the mental activity of the mind. But running water generates heat, light, and power, vital exponents of life.

Then you *must* act! Act to serve your fellowman. From this action comes happiness, for man's greatest achievement lies in his service to other people. This type of action I call involvement. Then get involved with other people. Man is basically good, and an act on your part may help him achieve his greatest potential. One Spelman graduate whom I know is directing the educational aspiration of four thousand students in a culturally deprived area on Chicago's South Side. This action on her part gives her life *real* meaning and a sense of worth and accomplishment.

There is another type of action which I call non-involved action. This is the inner action that goes on within us, and was further developed through our training here. This action calls on our better selves, to rise to the occasion, to enjoy the spiritual beauties of life. It gives us



Far left: Miss SARA DOWNER and far right: MR. and MRS. CARLTON N. SCOTT with Ten-Year Reunioners on steps of Sisters Chapel.



Left to right: MRS. ALINE B. HOWARD, former Head Resident, Miss RUTH G. RUSH, former Dean of Women; Miss SARA B. DOWNER, former Head Resident, and MRS. MARY E. MOFFITT, Housekeeper at Coffee Hour.

an appreciation of the fresh smell of a spring morning, the majestic beauty of the sunset, the strains of a symphony, a painting or lines penned that capture a glimpse of God. It gives us a philosophy of life that enables us to accept the universal teaching that the Christian doctrine is good. It is only through an aspiration toward this divine goal that one finds peace and serenity. These are the concepts which allow us, "to do unto others as we would have them do unto us," and thereby establish a true kingdom for ourselves here on earth.

Once a builder of buildings had served his master well for many years. One day the master came to him and told him to design and build a house, sparing nothing. He was given money for this purpose. But instead of using *all* the money, he did what we call "cutting corners." He bought inferior bricks that looked real, he used inferior cement for the foundation, he used weak plastering, second rate plumbing and faulty electrical wiring. But being the skilled technician that he was, he created a beautiful house. When he was finished he gave his master the key. The master questioned him about the quality of the materials, and the builder assured him that the materials were the finest and that the construction was comparable to its beauty.

The master handed him back the key saying, "this house I'm giving to you for the service you have

rendered me in the past, enjoy it and may it last forever." The carpenter did not have the inner action necessary to allow him to deal honestly and fairly with his fellowman. As a result, he had built a faulty kingdom on earth for his own habitation. The house that we are building must be made of more durable material. But already if we have cheated on examinations, if we have taken the short cuts, our foundation is weak and cannot support the house that must stand the competition of a space-age society.

This inner action I'm speaking of also gives us pride in being ourselves. It brings an appreciation of our culture and our heritage. It is with dignity that we stand and sing, "lift every voice and sing 'til earth and Heaven ring." This is the dignity that moved Mary McLeod Bethune, Langston Hughes, and Richard Wright. This is the dignity that motivated Marion Anderson, Paul Roberson, Roland Hayes, and Dorothy Maynor to lift their voices in exaltation. In our own day, this dignity has moved Dr. Martin Luther King, Dr. Ralph Bunche and James Farmer in their struggle to gain respect for the dignity of man.

This pride enables us, then, to love and respect those principles which are inherent in our democratic society, and it will encourage us to strike out at those aspects which tend to destroy our democracy. This pride will compel us to vote, to run for public office, to support national

projects geared to better living. It will compel us to uphold the constitution, to work for better schools and better communities. It will enable us to see that in spite of some evil implementations of democracy, it is still a good way of life. Pride is good for it calls up *participation* in government that is by the people, for the people and of the people.

In 1963, I spent three months in Africa, working with a medical project sponsored by Crossroads Africa. Africa, is one of the richest continents on this earth - rich in resources, yet in many places poverty stricken in health, education, technical skills and motivation. My heart cried, and later bled to see these nations of people yet unaware of many of the simple things of life that we Americans take for granted - a pencil, writing paper, a syringe and needle, a pint of blood, oxygen tanks, hospital beds . . . We operated a 30-bed children's ward in a large government hospital in the Eastern region of Nigeria. But the daily in-patient census was always well over a hundred. No child was refused admission, even if his bed was the floor. This did not include the mothers who also were admitted with the infants in order to feed and care for them, since nurses are at a premium. It also did not include the other maybe 2 or 3 children that the mother must bring with her if they were too young to remain at home. Yes, one learned to care for the

malnourished, the sickly, the malaria-infested and the kwaskoikor without the benefit of special diet kitchens, dietian, elaborate laboratory tests, and long-term follow-up rest and care. Here supplementation is needed to build a motivating force for a healthy and purposeful society. Yes, *action* is needed. Some of you, my Spelman sisters, can surely find action here.

I must not belabor you with facts concerning opportunities for women, for they, as you know, are the same as those for men. In most instances our action must be twofold—that of making and maintaining a home, in addition to adding to the family income. But Spelman women can do *both of these* and do them successfully. In a few months I will assume another role and other responsibilities. However, I have no intention of devoting all of my time, ability and energy to any one task. For, I *think* Spelman has given me the where-with-all to do this and to continue caring for those who need my services to relieve their pain and their physical and emotional afflictions—to continue some teaching and some research. No, the role that a woman must play is not a simple one which makes it all the more challenging and consequently the positive results all the more gratifying and rewarding.

This is a space age; paradoxically, it does not mean boundlessness as the word might imply; on the con-

trary the world is smaller. There is no place in these United States that cannot be reached in a matter of hours; there is no place in the world that can not be reached in a day. "Man on the moon" is no longer used to symbolize impossibility; on the contrary it is almost a reality. The world then becomes the focus point for all peoples.

My dear sisters, you must think "world." You must think of your own personality and location in this world in relationship to Viet Nam, Bolivia, Harlem, Chicago, Atlanta and Montgomery. The Spelman graduate today must act Big—Big enough to embrace a career befitting her preparation and her desire to develop a home and raise a family. This is not easy. Someone once said, "... The elevator to success is out of order, and you must take the stairs." I repeat "the elevator to success is out of order and you must take the stairs." The Spelman graduate today must be modest without submissiveness, for sometimes submissiveness is taken for weakness; she must be firm without being demanding; proud without being vain; she must be universal in her understanding yet homespun in her approach to her children and her mate. She must manage her family cleverly enough to give her husband the impression that he is doing it—for it was Isaac Bickerstaff in his "The Sultan" who said "Let men say what'er they will, Woman, woman rules them still."

This is the nature of the true womanhood envisioned by the founders of this college. This was the education envisioned for women for a progressive society—not education that makes us snobs, not education that makes us too sophisticated to enjoy a moving religious experience; not education that makes us scoff at the poor and less informed. But, rather, education that is genuine and solid like a diamond, that gives its beauty to all who behold it.

Fellow women then your symbol is service  
as Florence Nightingale attended the sick

Fellow women—your symbol is compassion as Jane Addams founded social service in Chicago.

Fellow women—your symbol is statesmanship as Patricia Roberts Harris departs for Luxemburg.

Fellow women—your symbol is freedom as Sojourner Truth attacked slavery

Fellow women—your symbol is humanitarianism as Eleanor Roosevelt spoke

Fellow women—your symbol is divine as Mary wrapped Jesus in swaddling clothes

Fellow women—your symbol is humility as another bathed his feet

Fellow women—your symbol is leadership, training and culture as this historic chapel at Spelman towers over and directs us all.

Class of '55—where have you been?  
Class of '65 where are you going?

# Peace Corps Program

In a climate of social, political and economic revolutionary changes throughout the developing world, it is not enough for the average American citizen to understand these changes from merely a theoretical vantage point. American democracy requires a well-informed citizenry who appreciate the many problems these nations face. No better laboratory for this understanding exists than in the Peace Corps program. The late President Kennedy, who inspired the formation of this youngest, over-seas Federal operation, was perceptive enough to know that many American citizens would want to play an active role—as teachers, mechanics, farmers, fishermen, road constructionists, and the like, — in the “Revolution of Rising Expectations.” The challenge to vindicate the American ideal so valiantly begun in 1776 came in President Kennedy’s 1961 inaugural statement — “Ask not what your country can do for you, but what you can do for your country.”

Since the inception of the Peace Corps, Spelman College has been actively interested in this program. Graduates have served and are serving the Peace Corps in different parts of the world. President of Spelman,

Dr. Albert E. Manley, said, “We want to make sure that Spelman is making its contribution to bring peace by rendering unselfish service to the people of other lands.”

Last summer, Spelman, in cooperation with Morehouse College, welcomed the opportunity to serve the Peace Corps further by coordinating the third phase of training volunteers going to Nigeria, Ghana and Sierra Leone as teachers.

Forty-two trainees came here after preparing almost a year for their African assignments. Selected at the end of their junior year in 1964 for the first Senior Year Training program, they trained eight weeks during the summer of 1964 for Phase I at Berkeley, California. The purpose of Phase I was to give the volunteers a theoretical background to the social, economic, political and educational components of the countries to which they were sent and an intensive study of a language.

Phase II of the program was co-extensive with their senior college year, 1964-65. During this year, all continued on an individual basis the study begun at Berkeley.

In the past, West African school officials and American officials have not been universally impressed by

the Peace Corps volunteer's teaching ability. Peace Corps Washington has been sensitive to the criticism and desirous to correct weaknesses in the program. Thus, a three-phase program was introduced to give each volunteer as rich a background as possible, with an emphasis on practical experience. With this in mind, Spelman and Morehouse coordinated the third phase or the practical aspect of their training, which lasted from July 1 to September 4, 1965. Said Dr. Manley, "Our purpose was three-fold: to send a dedicated, qualified and mature volunteer."

Volunteers devoted 160 hours to practice teaching and African educational studies. Dean of Women Naomi Chivers, Mrs. LaConyea Butler and Mrs. Beatrice Williams of the Spelman College faculty coordinated the practice teaching. The purpose was to help the volunteer in a classroom setting develop workable ideas, acquire teaching skills, and cultivate attitudes necessary to become a competent teacher.

African educational studies was another important component of their practical training. This cross-cultural orientation gave direction to the volunteers in the transference of educational methods to an African situation.

It was understood by coordinators of last summer's program that an intensive analysis of the new and traditional institutions of Nigeria, Ghana, and Sierra Leone was need-

ed to prepare volunteers to operate most effectively in a new environment. Additionally, volunteers needed to become more familiar with their own country, internally and within the world context. Thus, the volunteers devoted 105 hours to African Studies, American Studies, World Affairs and Communism.

Approximately 200 hours was devoted to language training. Volunteers sent to Nigeria learned Igbo; those sent to Sierra Leone learned Krio; and Ghanaian volunteers learned Twi. The purpose of the language training was to enable volunteers to communicate in everyday living situations. The language was enriched by the addition of African students to the program who served as models for the volunteers to imitate. Equally important, instruction was given in physical education, with emphasis on learning indigenous games of West Africa, and in health education.

Along with developing teaching skills, and understanding the theoretical aspect of another culture, the Peace Corps stresses the importance of sensitivity to the cultural matrix in which a volunteer works. Most of last summer's volunteers came from middle-class situations and few had been exposed to what Michael Harrington calls, *The Other America*. Peace Corps feels that exposure to poverty-stricken areas in America is not only important for personal growth, but is an invaluable introduction to similar situations in de-

veloping nations. Coordinators of last summer's program assured such exposure by introducing the volunteers to one of Atlanta's worst slum areas. Vine City is Harlem and Watts' equivalent. Probably, to the volunteers, this part of the training was the most interesting. They worked to convert an old, broken-down house into a recreational center for the community. Many volunteers tutored deprived students in their homes. Said Dean Chivers of Spelman, "The emphasis was on personal relationships. For the first time, the children of Vine City felt someone cared for them, encouraged them to learn and took a personal interest in them."

Female volunteers lived in Morgan Hall on the Spelman campus and the men were housed in Bennett

Hall at Morehouse College. Meals were served in the Morehouse dining hall.

The highlight of last summer's program was when Peace Corps and Poverty Director, Sargent Shriver, visited the Spelman campus. In addition to addressing the Peace Corps volunteers at Spelman, his two days, August 25 and 26, were spent observing the Atlanta and Gainesville poverty programs.

Spelman College, in cooperation with Morehouse, welcomed the opportunity to serve as a training center for the Peace Corps, and feels that under the directorship of Dr. Tobe Johnson it was a comprehensive program. Equally important, Spelman and Vine City gained immeasurably from the experience.

Rochelle Clifton

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Peace Corps pictures, pages 22-23. Left to right, top: Peace Corps trainees registering; a representative of the Mayor of Atlanta welcoming trainees upon arrival at airport; Peace Corps Director Sargent Shriver speaking to trainees. Bottom: Trainees being sworn in by State Senator Horace Ward; Sargent Shriver, and Sargent Shriver saying good-by to the University Center.





# Campus Notes

## PRE-COMMENCEMENT ACTIVITIES

Events in connection with Commencement at Spelman College got under way on Friday, May 14, at 11 o'clock when President A. E. Manley announced the recipients of awards, prizes and scholarships at a special service in Sisters Chapel on the Spelman College campus. On Sunday, May 16, the Atlanta-Morehouse-Spelman Chorus, composed of more than eighty voices and famous for its rendition of the celebrated Christmas Carol Concerts each year, was presented in the annual Spring Concert in Sisters Chapel.

Mrs. Naomi Chivers, dean of women, entertained the seniors at brunch in the Fireside Dining Room in Morgan Hall on Sunday, May 23. On Friday, May 28, at 8 o'clock in the morning, the ten-year reunion class, Class of 1955, conducted its service in Sisters Chapel. On this occasion Mrs. Kathryn Brisbane presided and the reunion message was delivered by Dr. Audrey Elaine Forbes, pediatrician, Chicago, Illinois. Immediately following the service, a Coffee Hour was held in the Fireside Dining Room Morgan Hall, for alumnae, faculty and staff. The Alumnae Dinner was held that same evening at six o'clock in the Morgan Hall Dining Room.

The alumnae business meeting convened at 10:30 a.m. in the Polly Kline Lounge, Read Hall, on May 29. Class Day was held at 3:00 p.m. on the campus on the same day, followed by the alumnae procession with classes led by the granddaughters and with college students as escorts of honor.

Other events included President Manley's reception for seniors, faculty, staff, friends and parents held in Dorothy Shepard Manley Hall, and a senior luncheon.

Baccalaureate Sunday, May 30, was observed jointly with Atlanta University and Morehouse College with Dean Evans

Crawford, dean of the chapel, Howard University, Washington, D. C., as speaker. On May 31, at 10:30 a.m., in Sisters Chapel, Mrs. Patricia Roberts Harris, associate professor of law, Howard University, and ambassador-elect to Luxembourg, Washington, D. C., delivered the Commencement address.

## CLASS OF 1965

The Bachelor of Arts degree was conferred on ninety-three candidates by President A. E. Manley of Spelman College on Monday, May 31, 1965 at 10:30 a.m. in Sisters Chapel.

Receiving the Bachelor of Arts degree magna cum laude was Clara L. Prioleau; receiving the Bachelor of Arts degree cum laude were Aurelia Erskine Brazeal, Gloria Jean Dennis, Mary Ellen Franklin, Margaret Hampton, Judy Carol Tillman, Delores Turner, Audrey Jean White, and Charles Etta White. Others receiving the Bachelor of Arts degree were:

Emma Jean Allen, Clara Manns Bates, Doris Ellen Bebee, Miltona Jones Bryson, Sandra L. Burton, Vernyce Marvyne Card, Blanche Leontyne Carter, Velma Lorraine Charles, Clayton Marie Copeland, Myrtle Dorthere Coppedge, Virginia Elizabeth Cotton, Dorothy Ann Dailey, Tama J. Davis, Patricia Whitney Dixon, Carolyn Wyatt Drakeford, Mary Alice Dupree, Barbara Ann Durrah, \*Joyce Anne Ferrell, Vyvien Annette Ford, Alberta Ann Foster, Mary Ann Geer, Alice Rose Goseer.

Delores Griggs, Dorothy Jean Harden, Charlotte Amecia Harris, Mary Jane Hendrix, Dorothy Jean Hobbs, Jeannie Will Holloway, Lorna Eleanor Hosein, Theresa Anita Howard, Jacqueline Hunter, Ruby Carole Jones, Willena A. Kimpson, \*Gloria Ann Knowles, Yvonne Kyles, Sylvia Cardelle Lawrence, Gwendolyn Yvonne Ledbetter, Bettye Dixon Lynn, Sandra Anetia Marshall, \*\*Gloria B. McCants, Georgia Ernestine McDaniel, Sandra Elaine Montgomery, Shirley Ann Myers, Constance Rose Nabwire.

Corliss Paschal, Beverly Ann Pettigrew, Sylvia Deann Pindle, Faye Yvonne Powell, Marian Virginia Rucker, Marian Clothitz Shivers, Carolyn Glennie Simmons, Eloise Verdelle Stevens, Sylvia Suitt, Kay Lorraine Suthern,

\*Georgianne Juanita Thomas, Sylvia F. Thompson, Cecelia Mae Tucker, \*Cynthia Jean Wallace, Janice Gwendolyn Webb, Clara Jean Whipple, Dorothy Virginia Wideman, Christine Williams, \*\*Emilie Charlene Williamson.

Receiving the Bachelor of Science degree were:

Victoria Alexander, Marguerite P. Creecy, Katie M. Davis, Lois Turner Dunlap, Ollie Mae Freeman, Millicent Jacquelyn Gamble, Queen Esther Hardnett, Barbara Anne Henry, Anna Ruth Jefferson, \*\*Barbara Lee Jinks, \*\*Mary Frederica Johnson, Vivian Ann Jones, Sandra Faye Joyner, Bettye Jean Mitchell, Patricia Laverne Odom, Evelyn Louise Smith, Mary Ann Smith, Ruby Doris Smith, Gwendolyn Naomi Williams, \*Delores Ann Woodward.

\*Completed work in August, 1964

\*\*Completed work in January, 1965

## TEN YEAR REUNION PROGRAM

Friday, May 28, 1965

8:00 a.m.

Kathryn Aurelia Brisbane, Presiding

Organ Prelude ..... Essie Lee Jewell

Hymn—Gaudeamus Igitur

Scripture and Prayer.....Alberta Mitchell

Meditation in Memory of

LOLA JEAN SCOTT

Greetings.....President Albert E. Manley

Hymn No. 211—All The Past We Leave Behind

Reunion Message—

Audrey Elaine Forbes, M.D.

Presentation of Class

of 1955.....Elsie Mallory Smith

Presentation of Other

Reunion Classes.....Lynette Saine Gaines

Sponsor, Class of 1955

Remarks ..... Florence Morrison Hogan

President, Alumnae Association

Spelman Hymn

Postlude

\* \* \*

Audrey Forbes' reunion message is carried on pp. 14-18. Following the number, Meditation in Memory of Lola Jean Scott, Mrs. Kathryn A. Brisbane gave this tribute:

"These moments of silent prayer have been offered for Lola Jean Scott, whose untimely death, occurring during her second year in Meharry Medical College, was deeply felt by all of the members of the class of 1955.

"We have not forgotten the girl who accepted nothing less than excellence in all that she did. Lola was an honor student from the first grade through Spelman College. She was the valedictorian of her high school graduating class and graduated from Spelman College Magna Cum Laude with a major in Biology. She was the recipient of the Loyalty Fund and Arnette Scholarships.

"Lola was an aesthete—she loved poetry and art. Although Lola was quiet in manner, she subscribed to the tonic of laughter, and she was a bit of a ham for she was often given to play acting to demonstrate a point. She possessed a healthy philosophy of life for Lola spoke well of everyone, and was sincere in her friendships. Vanity cannot be ascribed to her characteristics for she was modest and lady-like. Her deep religious beliefs were practiced in her daily life. The Class of 1955 will present to President Manley a check to establish The Lola Jean Scott Scholarship Fund for a graduate of Spelman College who elects to enter the medical profession."

## "OPERATION DIALOGUE"

We quote from the July 1, 1965 United Church Herald, page 26:

"OPERATION DIALOGUE brought together students from Cedar Crest College in Allentown, Pa., and Spelman College for Negro women in Atlanta, Ga. Both are women's colleges nearly 100 years old.

"Raising \$500 from their pocket money, the Cedar Crest student body, backed by the college, exchanged six delegates with Spelman for two weeks.

"The Cedar Crest students said: "Hearing Martin Luther King in chapel, being taken to dinner by his public information aide, living with Spelman girls—have refocused our understanding of race relations and shown us what it means substantially to lose color consciousness."

"A Spelman student commented: "What a wonderful relief to find I could talk with white students about something besides integration."



PRESIDENT MANLEY AND THE HONORABLE IVAN ALLEN, MAYOR OF ATLANTA WITH BEAUTIFICATION PLAQUE

#### BEAUTIFICATION AWARD

Soon after the completion, and dedication of the Florence Matilda Read Gymnasium on December, 1951, concern was expressed about the unsightly signs across the highway from the building which marred the view. To block the view and beautify the south boundary of the Spelman campus, Mr. Benjamin Bullock, long-time Spelman teacher and beautification enthusiast, talked with the nurseryman about an appropriate hedge. Almost over night, it seemed, small magnolia trees appeared as if they had been there all along. One thing puzzled most of us—why were the trees so close together; certainly every other tree should be removed. But this was not to be done and for a reason. As the trees grew, their branches interlocked and made one of the most beautiful ever-green hedges to be seen anywhere!

This year, on behalf of the Atlanta Beautiful Commission, Mayor Ivan Allen, Jr., presented to Spelman College a plaque on the Annual Prizes and Awards Day in May which reads: “. . . Spelman College, Award for Your Contribution Toward Making Atlanta More Beautiful.”

We take this opportunity to offer kudos to Mr. A. T. Wilson, Jr., superintendent of building and grounds and his staff, for their ever watchful attention in keeping the Spelman campus clean, orderly and beautiful.

#### CLASS DAY

With the singing of “Fair Spelman,” the May 29, 1965 Class Day Exercises began on the steps of Rockefeller Hall. In the audience, seated on the lawn, were parents and friends who came to share in the joy and excitement of the occasion.

The Ivy Oration was delivered by Clara Prioleau, first ranking student in her class, and Judy Tillman read the class history. The cap and emblem were passed on to the in-coming senior class by Gloria Dennis. Aurelia Erskine Brazeal, in presenting the senior bench, gave a brief history of it and remphasized that the bench is to be used by seniors only.

After the presentation of the class gift by Marian Shivers to President Manley, and the singing of the Spelman Hymn,

the annual procession through the arch, led by the Spelman granddaughters, brought the seniors to Sisters Chapel where Clara Priolean planted the ivy, the symbol of the growth in knowledge and wisdom of the individual seniors.

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## SPELMAN ABROAD

### CHILE AND JAPAN

Olga Cook, New Orleans, Louisiana, and Barbara Madden, Anniston, Alabama, two Spelman College juniors participated this summer in seminars conducted in foreign countries by the National Student Y.W.C.A. Miss Cook was located in Chile; Miss Madden was in Japan.

Open to highly qualified upperclass and graduate women students, the program of study, work and travel was planned for teams of students from the United States and from the countries in which the various seminars were held. These student teams participated in service projects, field trips, and seminars aimed at strengthening understanding and relationships among students through contacts with young people representing a wide variety of social, political and religious backgrounds.

The seminar lasted approximately seven weeks—July 1 through August 20. Olga's and Barbara's expenses were underwritten by Mrs. Laurance S. Rockefeller and Spelman College.

### SWEDEN

Aurelia Erskine Brazeal, who was graduated cum laude from Spelman College on May 31, 1965, with a major in political science and minors in economics and English, joined a group of students participating in The Experiment In International Living in Sweden this summer. Prior to her departure for Sweden on

June 27, she attended a brief orientation period in Putney, Vermont, the headquarters of The Experiment. Her itinerary included a one month stay with a Swedish family, a month's travel with her group and a member of her Swedish family, and a five-day visit in Paris, France. By introducing the people of another country through the basic structure of the family, it is hoped significant advances toward peace can be made at the individual level.

This opportunity of being a member of a people-to-people project was made possible for Aurelia by a grant from the Foreign Affairs Scholars Program. Aurelia, a Foreign Affairs Scholar since the summer of 1964 when she worked in Media Services, Bureau of Public Affairs, United States Department of State, will do graduate study in the fall at Columbia University in the field of international relations on a Foreign Affairs Scholars Program grant. She will live at International House.

### GHANA, SIERRA LEONE AND KENYA

The 1965 Operation Crossroads Africa participants were Blanche Carter, a 1965 Spelman graduate from Selma, Alabama; Jolita McCray, a junior student from Jacksonville, Florida; and Barbara Varner, a senior from Montgomery, Alabama.

Miss Carter and Miss McCray were engaged in work-travel projects in the West Africa countries of Ghana and Sierra Leone and Miss Varner had a similar experience in Kenya, East Africa.

Spelman College has had more than twenty-five students, graduates, and faculty members to participate in the Operation Crossroads Africa Project since it began in 1958. In recent years, part of the expenses of each student participant has been provided by Mr. Charles Merrill of Boston, Massachu-

setts, in memory of the late Mrs. Chauncey Waddell, former member of the Spelman College Board of Trustees. The remainder of the fees has been provided by Spelman College and each participant. As a result of the experience, several Spelman participants have returned to Africa and Europe for additional study and travel.

#### WHITE HOUSE FELLOWS PROGRAM

On August 7, 1965, President Johnson urged business, professional, civic and academic leaders to nominate the most outstanding young persons to participate in the second annual White House Fellows program. Started by the President, this program offers a year's experience in the Federal government. From the nominees, fifteen will be chosen — four will be assigned to the White House, one will work with Vice President Humphrey and one each will work with the ten Cabinet officers. Fellows will participate in an intensive educational program arranged by the Brookings Institution. The program is financed by the Carnegie Corporation.

Nominations, inquiries, and requests for application blanks should be addressed to the Commission on White House Fellows, the White House, Washington, D. C. The deadlines for receipt of completed applications is October 15, 1965.

#### PRIZES AND AWARDS

May 14, 1965

Trevor and Bertha S. Arnett Scholarship—Claretta Jane Sampson.

Amy A. Chadwick Scholarship — Geraldine Davis.

Jerome Award for Creative Achievement—Alberta Foster.

Mary E. Simmons Prize—Judy Tillman.

Chamberlain Scripture Reading Prize —Elynor Williams.

Lucinda Hayes Scripture Recitation Prize—Ruth Baety

Alma Ooakes Spanish Prize—Cleater Jacqueline Webb.

Seymour Finney Prize — Clara Prio-

leau.

Eula L. Eagleson Prize — Geraldine Lyons.

Adams-Hamilton Prize — To be awarded later.

Minnie James Washington Prize — Sandra Joyner.

J. Louise Fowler Scholarship—Dorothy Render.

Peter James Bryant Prize — To be awarded later.

Ludie Andrews Prize — Mildred Walker.

Florence M. Read Prize—Mary Jane Hendrix.

Biology Club Bird Identification Prize —Janice Mills.

Helen T. Albro Prize—Audrey White.

Georgia Caldwell Smith Prize—Elizabeth Jordan.

Catherine Hughes Waddell Scholarship —Anna Belle Porter.

Samuels Prize for Excellence in Social Science—Aurelia Brazeal.

English Prize (Jenson) — Linda Housch.

Virginia Chase Prize—Mary Franklin.

May S. and Jeanie S. MacGregor Prize—Beverly Guy.

Ludie Andrews Scholarship—Barbara Maden.

Maggie Gorman Valentine Scholarships—Audrey Harrison and Ruth Baety.

Creative Achievement Award (French) —Wanda Marshall.

Dorothy Shepard Manley Fellowship —Judy Tillman.

Dorothy Shepard Manley Scholarship —Mildred Walker.

French Prizes

For Excellence in 1st year French—Cynthia Smith, Patricia Roberts and Kathleen Billups.

For Excellence in 2nd year French—Gertrude Dopson.

For Excellence in French Grammar and Composition—Anna Belle Porter.

For Excellence in French Literature—Jo Ann Whatley.

Hamilton Watch Young Leadership Award—Judy Tillman.

Weeks Award — Constance Nabwire, and Mary Franklin.



PRESIDENT MANLEY RECEIVES THE ADELAIDE FULLMIGHTER FORDE AWARD FROM DR. GLADYS I. FORDE



#### RECIPIENTS OF 1964-1965 PRIZES AND AWARDS

First row, reading left to right: Judy Tillman, Patricia Roberts, Mary Franklin, Helen Carrithers, Elizabeth Jordan, Geraldine Davis, Jo Ann Whatley. Second row: Barbara Madden, Ruth Batey, Wanda Marshall, Elynor Williams, Alberta Foster, Constance Nabwire, Audrey Harrison, Dorothy Render. Third row: Cynthia Smith, Aurelia Brazeal, Geraldine Lyons, Catherine Billups, Gertrude Ann Dopson, Anna Bell Porter.

## STUDENT AID

### *Hannah H. Reddick Scholarship*

In February, 1965, Miss Leila M. Barlow, C' 14, began correspondence about contributing student scholarship aid to Spelman College with Alumnae Secretary, Ernestine Brazeal, President Albert E. Manley and Executive Secretary of NEA, Joseph Brooks. Miss Barlow, author and retired, beloved, dedicated teacher, who touched the lives of scores of young people and inspired them to live up to their capabilities, has worked unceasingly in the interest of Spelman College—both in passing on to young people the Christian lessons taught at Spelman, and in its financial support.

By August, Miss Barlow had decided to establish the Hannah H. Reddick Scholarship, in memory of the wife of Professor M. W. Reddick, the late principal of Americus Institute where Miss Barlow studied. A sum of two thousand dollars has been received at the college for this purpose. Professor and Mrs. Reddick had influenced Miss Barlow to pursue a college education at Spelman, and wrote to President Tapley, in 1910, "... She (Miss Barlow) is a bright student and will do herself credit in that department. . ."

The Hannah H. Reddick Scholarship will be given for the first time in 1965-1966. The description of the scholarship in the catalogue will read:

"In recognition of the late Mrs. Hannah H. Reddick's long years of service to Spelman College as alumna, employee, and trustee, Miss Leila M. Barlow, C'14, offers scholarship aid in her memory to a deserving and promising four-year continuing student, majoring in English, who in the opinion of the president, faculty and alumnae, demonstrates the highest qualities of scholarship, character, leadership and citizenship."

### *The Adelaide Fullmighter Forde Award*

Over the years, Mrs. Adelaide Fullmighter Forde has been a loyal financial

supporter of Spelman College. Additionally, she has always found time to interest able high school graduates in attending the College. Dynamic, and full of vitality, Mrs. Forde has frequently seen that worthy students in need have received financial support.

For several years, she had planned to attend her fiftieth reunion celebration at the College May 28-31, 1965. However, the illness of her husband, Dr. G. P. A. Forde, understandably prevented her presence at this once-in-a-lifetime occasion. Nevertheless, her daughters, also graduates of Spelman, and son-in-law insured that Mrs. Forde would be represented even though in absentia. So they, Dr. Dorothy M. Forde Bolden, her husband, Dr. Theodore E. Bolden, and Dr. Gladys Inez Forde wrote President Manley:

We, the undersigned, children of Adelaide Fullmighter Forde, wish to establish an award in her honor on this, the fiftieth anniversary of her graduation from Spelman Seminary.

To be called the Adelaide Fullmighter Forde Award, it is given in recognition of her many services to the community, her devotion to the ideals and traditions of Spelman, and, most important, for the stimulus and guidance she has displayed in her role as a wife and mother.

The award of one hundred dollars to be presented annually, is a rotating one. As a result of faculty selection, it should be given one year to a senior who plans to enter Medical or Dental School and the next year to a senior who plans to continue her studies in Fine Arts.

Dr. Gladys Forde, associate professor of English and dramatics, arranged to be present for the alumnae association annual dinner meeting to receive the orchid for her mother. President Manley announced the award which will appear in the next issue of the catalogue.

# Alumnae News

## ALUMNAE ASSOCIATION DINNER

The annual dinner meeting of the Alumnae Association, honoring the Class of 1965 and the reunion classes, was a joyous occasion. Mrs. Florence Morrison Hogan, C '31, president of the Association, was mistress of ceremonies. Grace was given by Mrs. Naomi Shocklin Smith, C '29, and greetings were brought by the president of the Atlanta Spelman Club, Mrs. LaVaughn Force Elkins, C '49. A few remarks were made by President Manley in which he stressed the importance of increased alumnae support to the College. He reviewed the activities in connection with commencement, and extended an invitation to all alumnae to hear the commencement speaker, Mrs. Patricia Roberts Harris, Assistant Professor of Law, Howard University, and United States Ambassador-Elect to Luxembourg.

Mrs. Grace B. Smith, 1965 class sponsor, presented the members and asked that they add to the many achievements of Spelman alumnae. Miss Marian Shivers, class president, responded by pledging support to the Association and the College. Dr. Lynette Saine Gaines, C'40, presented members of the reunion classes.

Following custom, orchids were presented to members of the fifty-year reunion classes. Miss Mattie McCauley, loyal alumna over the years, was the only fifty-year reunioner present to receive her orchid. She thanked the Association for its recognition and recounted some of her experiences as a student at Spelman. She mentioned that the eternal values she learned at Spelman have helped to sustain her.

Dr. Gladys Forde, associate professor of English and dramatics of Fisk University, was present to receive her mother's

orchid. Mrs. Adelaide Fullmigher Forde of Houston, Texas, could not be present because of the illness of her husband, Dr. G. P. A. Forde. Dr. Forde expressed appreciation for her mother, and announced the ADELAIDE FULLMIGHTER FORDE AWARD given by her children. See page 30.

Special music was provided by Evelyn Ellis, C'67, and Marian Rucker, C'66.

## OFFICERS OF THE ALUMNAE ASSOCIATION

At the annual business meeting of the National Alumnae Association on May 29, 1965, Mrs. Florence Morrison Hogan, of Atlanta, Georgia was elected president for a third term.

The other national officers are: Mrs. Erma Green Word, Jacksonville, Florida, first Vice President; Mrs. Ernestine Brazeal, Atlanta, Georgia, second Vice President; Mrs. Estelle Clements, Savannah, Georgia, Recording Secretary; Miss Pauline Shields, Atlanta, Georgia, Corresponding Secretary; Mrs. Julia Johnson Arnold, Atlanta, Georgia, Assistant Recording Secretary; Mrs. Lillie Sirmans Weatherspool, Atlanta, Georgia, Treasurer; Mrs. Margaret Nabrit Curry, Atlanta, Georgia, Parliamentarian; Mrs. Julia Pate Borders, Atlanta, Georgia, Historian; and Mrs. Josephine Jackson Smith, Atlanta, Georgia, Chaplain.

## GRADUATES EXHIBIT

Last spring, the Witte Museum, San Antonio, Texas, exhibited a collection of copper tooling by two sisters, Mrs. Darlyne Atkinson Killian, C'48, Atlanta, Georgia, and Mrs. Gladys Atkinson Ragland, C'57, Fort Sam Houston, Texas, in Pryor Memorial Hall. Both Mrs. Killian and Mrs. Ragland are natives of San Antonio.



Left to right: Dr. Lynette Gaines pins orchid on Dr. Gladys I. Forde representing her mother, Mrs. Adelaide Forde Fullmigher, HS '15, and Miss Mattie McCauley, HS '45, receives orchid from Mrs. Florence M. Hogan.



Reunioners—first row, left to right: Florence Morrison Hogan HS '25, C '31, Atlanta, Georgia; Mattie L. McCauley, HS '15, Tallapoosa, Georgia; Rubye Vinson Gadson, HS '23, EE '25, New York City; Ernestine Latson Smith, C '45, Jacksonville, Florida; Second row: Althea Palmer Montgomery, C '45, Birmingham, Alabama; Gilberta Jackson Jackson, C '45, Cleveland, Ohio; Mary English Knight, C '45, Philadelphia, Pennsylvania; Marguerite Simon, C '35, Atlanta, Georgia; Third row: Erma Green Word, C '35, Jacksonville, Florida; Annie Louis Brown Kennedy, C '45, Winston-Salem, North Carolina.

The exhibit consisted of hand-tooled objects of art including themes of the southwest, religious subjects, multi-colored enameled pieces and portrait heads.

### TEACHERS RETIRE

Among teachers honored on the occasion of their retirement from the Atlanta Public School System at a reception on May 30, 1965 at the Americana Motor Hotel, Atlanta, Georgia were two Spelmanites: Mrs. Nellie Wright King and Mrs. Lillian Moreland. The *Messenger* extends hearty congratulations to these alumnae for a job well done. We wish for them years of enjoyment and happiness in the volunteer service they can now choose to do without the pressures of routine assignments.

## Alumnae Notes

C '13

Mrs. Josephine Junius Harris who celebrated her fiftieth anniversary in 1963, sent in her new address as 2323-7th Avenue, C/O Anderson's Studio, New York City 10030.

HS '15

On March 16, 1965, Miss Julia Louise Barrett was honored for her many years of service by the National Association of College Deans and Registrars at its thirty-ninth annual meeting in Atlanta, Georgia. Miss Barrett retired on June 30, 1965 as registrar of Virginia State College, Petersburg, Virginia.

NT '15

On June 27, Mr. and Mrs. Claude A. Chandler celebrated their 50th wedding anniversary at their home 939 Washington Place, S.W., Atlanta, Georgia. Congratulations to the Chandlers and best wishes for many more anniversaries.

HS '19

The Spelman family extends deep sympathy to Mrs. M. Mae Johnson over the recent death of her brother. Mrs. Johnson lives at 830 Spencer Street, Flint, Michigan.

C' 30

Mrs. Isaiah E. Washington (Justine Wilkinson), who received the M.A. degree in administration and supervision from Atlanta University in 1948, earned the Ed. D. degree in elementary education from the University of Oklahoma in August, 1965. Dr. Washington is Chairman, Division of Teacher Education, Paine College, Augusta, Georgia. Her home address is 1228 Kent Street, Augusta, Georgia.

C' 31

On July 3, 1965 over 400 friends greeted Mr. and Mrs. Augustus Hogan (Florence Morrison, president of the National Alumnae Association of Spelman College) when they observed their 25th wedding anniversary at their home, 75 Stafford Street, Atlanta, Georgia.

C' 33

Evelyn Pittman, teacher and author-composer of "Cousin Esther," a folk opera about the Biblical story of Esther, was a guest chorus conductor of the 7th Annual Junior High School Musical featuring the select all Westchester Junior High School orchestra, chorus, and band. Included in the numbers sung by the chorus was "Trampin'," a spiritual arranged by Miss Pittman.

C' 36

Mr. and Mrs. James Smith and family (Anita Lain) recently moved from Dallas, Texas to Chicago, Illinois. As of September, their home address will be 8759 Blackstone Street, Chicago 60619.

Mrs. Madelyn Gray Golightly was honored as Teacher of the Year for 1964-65 by the Fulton County Teachers and Education Association in Georgia. Mrs. Golightly is a teacher at South Fulton High School.

#### C '37

Mrs. Naomi Harris Pierce, an enrichment teacher in elementary French at E. A. Ware and W. H. Crogman Elementary Schools, Atlanta, Georgia, joined a group of selected teachers chosen from the fifty States to study in Europe this summer. The study is made possible by a generous United States Health, Education, and Welfare Travel and Study Grant.

#### C '38

Mrs. Helen Jones Norton, 182-96 Ohio, Detroit 21, Michigan, is a teacher in the Detroit public school system. In 1963, Mrs. Norton received the M.A. degree from Wayne State University.

#### C' 41

"Mrs. Mary McKinney (Mary Moten) was a recent tourist-visitor in Hawaii. She was accompanied by a friend, Mrs. Alice Lee, also of Westchester County, New York. They met Lloyd R. Killam, formerly of Atlanta, the first Executive of the Southern Area Council Y.M.C.A. Mr. Killam took them for a drive about Honolulu and showed them through the Dale pineapple company with 15,000 employees and through his laundry-dry cleaning plant with 300 employees and introduced them to the tellers (Chinese, Japanese, Korean, Haole (white), Filipino and Hawaiian) in the Bank where he does business. Everything in Hawaii is 100% integrated."

The foregoing article was sent in by Mr. Killam who extends an invitation to all Spelman and affiliated college graduates who may visit Hawaii to call him at his home in order that he and Mrs. Killam may extend Hawaiian hospitality which is known as the Aloha Spirit.

#### C' 42

Mrs. Cecil Kent (Elizabeth Lipford) recently was promoted to Director of Nursing at the Lafayette Clinic, Department of Mental Health in Michigan. Also, Dr. Kent is assistant professor of nursing in the College of Nursing and in the department of psychiatry in the College of Medicine of Wayne State University. In addition to these duties and those of wife and mother, Dr. Kent continues to do research financed by National Health Foundation Grants.

Mrs. Sarah Byrd King received the M.A. degree in education from Washington University, St. Louis, Missouri on June 7, 1964.

#### C' 44

Mrs. Dorothy V. McGee McCoy, 2186 5th Avenue, Apt. 6-G, New York City 10037, was appointed a regular teacher in the New York public school system in 1964. She is a teacher of home economics (clothing) at Junior High School 60.

The music department of the Fulton County School System recently announced the appointment of Mrs. Lavada Stokes McKinney as music specialist. Mrs. McKinney will work with the elementary schools in Fulton County. The McKinnies make their home at 2584 Baker Road, N.W., Atlanta, Georgia.

#### C' 46

Mrs. Portia Spencer Chandler, 200 West 9th Street, Chester, Pa., sent in a year's subscription to the *Spelman Messenger*.

#### C' 48

On August 12, 1965, at twelve o'clock noon, Eleanor Lutia Ison and Mr. George William Franklin were married in a beautiful ceremony in the Little Chapel, Howard University Campus, Washington, D. C. A reception was held immediately following the ceremony at

Georgetown Ballroom West and East, the Washington Hilton.

An up-to-date address for Mrs. Theodosia Washington Hammons is 4819 Carter Avenue, St. Louis, Mo. 63115.

C' 49

Mrs. Doris Thompson McCollum recently moved to 16512 Invermere, Cleveland, Ohio 44128.

C' 51

Mrs. Elynor Pettus Groves, teacher in the English department of Morehouse College, received a United Negro College Fund grant for a year of predoctoral study, 1964-65.

C' 52

In April, announcement was made of the engagement of Mrs. Laura Williams Brown of St. Albans, New York to the Reverend Dr. Simpson Turner, pastor of Mount Carmel Baptist Church, Brooklyn, New York. Mrs. Brown, who received the master's degree from Columbia University, is a candidate for a doctorate in education at the same institution.

C' 53

Mr. and Mrs. George E. Moore (Jacqueline J. Wellington) of Park West Village, 784 Columbus Avenue, New York City are the happy parents of a daughter, Yasmin Fatima, born June 28, 1965.

C '54

In May, 1965 the newly constructed Borders-Benson Doctors' Building, strategically located off Hunter Street between Chestnut and Griffin Streets in Atlanta, Georgia, held open house. A spacious parking lot adjoins the building.

The building is staffed by Dr. Theodore Benson, dentist; Dr. Juel P. Borders, obstetrician and gynecologist; Dr. Otis W. Smith, pediatrician; and Dr. William H. Borders, Jr., specialist in in-

ternal medicine. In private life Dr. Jule Borders is Mrs. Theodore Benson.

It is possible that the full medical needs of an entire family can be met on a single visit to the Doctors' Building.

The Alumnae Office is grateful for up-to-date addresses of four members of the Class of 1954, sent in by Mrs. Ossie Smith Tuggle: Mrs. Ora Sterling Anderson, 305 Whitworth Drive, S.W., Atlanta, 30331; Mrs. Velma Gilstrap Strong, 328 Bowen Circle, S.W., No. 1, Atlanta 30315; Christine Dixon, 711 Charlotte Place, N.W., Atlanta, 30318; and Mrs. Ossie Smith Tuggle, 3945 Cornell Boulevard, S.W., Atlanta 30331.

Mrs. Betty Tribble Hall sent in 3921 18th Avenue, N.W., Rochester, Minn. 55901 as her new address.

C '55

Mrs. Kathryn Brisbane, assistant professor, Atlanta University School of Social Work, participated as chairman of one of the sessions at the 92nd Annual Forum of the National Conference on Social Welfare in Atlantic City, May 23-28.

Drs. Audrey Forbes of Chicago, Illinois and Robert Smith of Jackson, Mississippi were married in a beautiful ceremony in Antioch Baptist Church, Chicago in August, 1965.

Mrs. Elizabeth Collins Davis is a teacher in the McFarland Elementary School, Dayton, Ohio. Her home address is 4737 Coulson Drive, Dayton 45418.

C '56

At a benefit concert for the National Association of Negro Musicians, April 18, 1965, Alpha Brawner, soprano, sang Anthony Strilko's two new musical arrangements of Dag Hammarskjöld's poems. This was the first musical setting of his works allowed anywhere.

Mrs. Jeanne O. Jackson Oladele's mailing address is Lenox Terrace Apts., 10 West 135th, Apt. 9 M, C/O Jett, New York City.

#### C '57

During the summer, the Gate City Day Nursery Association of Atlanta, Georgia sponsored a Head Start Program in four of their Day Care Centers. The executive director of the Association is Mrs. Mamie Russell Darlington, who recently earned the M.S.W. degree from Atlanta University.

Mr. and Mrs. Charles M. Bell (Leatrice Traylor) have joined the faculty and staff of Morris Brown College; Mr. Bell, a Morehouse graduate, is acting dean of men and instructor in education and Mrs. Bell is acting dean of women and instructor in sociology.

On June 13, 1965, Harvenia Mayme Hill became the lovely bride of Mr. Edward Hill, Jr. in a solemn ceremony at Warren Memorial Methodist Church, Atlanta, Georgia. In August, Mrs. Hill was promoted to administrative assistant at Anderson Park Elementary School, Atlanta.

Mr. and Mrs. Frank Adair, Margaret J. Smith, of 3630 Boulder Park Drive, S.W., Atlanta, Georgia, are the happy parents of a son, Johnathan Frank, born April 8, 1965, in Atlanta, Georgia.

Mrs. Ethel Waddell Ragsdale received the M. A. degree in English from Columbia's Teachers College in June. She has been selected as one of twenty-nine teachers and five consultants for the East African Teacher Education Project. Mrs. Ragsdale arrived in Nairobi, Kenya on August 15, for a two-year teaching appointment.

#### C '58

Elizabeth Waters' new address is 6612 Cutting Boulevard, El Cerrito, California 94530.

Dr. and Mrs. A. W. Plump, Jr. (Helen

Sawyer) may be reached at their new home address, 1910 Cleveland Avenue, Montgomery, Alabama 36108.

#### C '59

Roslyn J. Washington's new address is 519 East 8th Street, Apt. 2, Davis, California 95616.

Mrs. Frances Glover Weaver's new address is 8231 South Sangamon, Chicago, Illinois 60620.

#### C '60

Recently, Mrs. Grace Traylor Aldridge of Berkeley, California, joined the research staff of Shell Development Company at its Emeryville, Calif. research center. Mrs. Aldridge, who majored in mathematics at Spelman College, earned the M.S. degree in 1962 from Atlanta University.

#### C '61

Alliene Horne and Dr. Isaac Willis, Morehouse graduate, were married in a solemn and beautiful ceremony on Saturday, June 12, 1965 in the Friendship Baptist Church, Atlanta, Georgia. Among the participants in the wedding were Alliene's college schoolmates, Ann Day, Ernestine Brazeal, Aurelia Brazeal and her sister Rhoda. Immediately following the wedding, a reception for the newly weds was given by the bride's parents. Dr. and Mrs. Willis are at home at 6212 Chestnut Street, Apt. 2-A, Philadelphia, Pa.

This summer, Hershell Sullivan is working in the Language Service division of the State Department. Specifically, she is working with the African Youth leadership program of Crossroads Africa. This new component of Crossroads Africa was started last year and brought eight African students and youth leaders to America. The purpose of the African Youth leadership is to educate the African to the American way of life and to establish good will. Miss Sullivan worked with this year's group of twenty-seven from French and English speaking

Africa serving as interpreter for the French speaking group. She has completed the course work for the doctorate at Columbia University. She majored in International Relations and minored in African Studies (Department of Sociology).

#### C '62

Mrs. Carol Ann Bradley was recently named instructor in the French department of the University of Detroit by the Reverend Malcom Carron, S. J., vice president for academic affairs. Mrs. Bradley who received the M.A. degree in French from the University of Missouri in 1963, is presently working towards a doctorate in French at Wayne State University, Detroit. The wife of Claude Bradley, of 15902 Iverness, Detroit, she is doing research for her doctorate on "La Négritude d' Aime Cesaire."

Capt. and Mrs. J. H. Carney, Jr. (Barbara Adams) will have as their new mailing address for thirty months, 18th Psy War Det., APO San Francisco, California 96331.

On June 11, 1965, Alice Ann Herring became the lovely bride of Mr. James R. Doanes. Both newly weds are employed by the Atlanta Board of Education.

Priscilla Rowe received the M.S. degree in social work from Simmons College on June 13, 1965.

#### C '63

Mrs. Jean Berrien Rogers received the M.S.W. degree from the University of Connecticut recently. She is employed by the Children's Service of Connecticut in Hartford, Connecticut.

The alumnae secretary is happy to share the following letter from Eula Persons, Box 1096, Addis Ababa, Ethiopia:

"It is always important to me when my family writes and informs me of events taking place at Spelman as well as what some of my classmates and friends are now doing. Since I would not like to

lose contact with the college and my friends, I decided to write and tell you where I am and what I am doing.

"Last summer, I completed Peace Corps training at the University of California in Los Angeles. Since September, I have been teaching eighth grade English at Menelik II here in Addis Ababa. Menelik is one of the largest (over 3,800 students) and oldest schools in the empire. The teachers are of a variety of nationalities: Armenian, Indian, British, South African, French, Ethiopian, Egyptian, and of course, American.

"I am now in the process of trying to help establish a Y-Teen Club and a Drama Club at the school. My work is a little routine but never dull and I am thoroughly enjoying it.

"In closing, may I say that I am very proud to have been a student at Spelman College. Indeed, my four years there were deeply enriching and stimulating. They will always be a part of me.

"My fondest and best wishes to you and all of the Spelman family."

Barbara L. Hill is a teacher in the public school system of Cincinnati, Ohio.

Ernestine W. Brazeal recently accepted a position with the Chicago Housing Authority as Community and Tenant Relations Aid.

On June 6, 1965, Katie Mildred Coleman and Mr. Freddie Rano Rayford, Morehouse graduate, were married in a beautiful ceremony at West Hunter Baptist Church, Atlanta, Georgia.

Jennifer Ragwar's new appointment is Third Secretary in the Kenya Embassy in Cairo, United Arab Republic.

Ann Ashmore was graduated from Simmons College with the M.S. degree in library service on June 13, 1965.

#### C '64

LaJoyce Ann Henderson and Mr. Theodore Roosevelt Debro, Jr., were given a beautiful and solemn wedding ceremony by her parents, Mr. and Mrs.

Joseph Benson Henderson, July 4, 1965 at Friendship A.M.E. Church in Clarksdale, Mississippi. The couple now reside at 446 Garfield Avenue, Clarksdale, Mississippi.

Marcelite Jordan will begin her second year at Texas Southern University's Law School in September.

Ann Jessica Drake and Mr. John W. Billingsly spoke their marital vows on Sunday, June 13, 1965 at Wheat Street Baptist Church, Atlanta, Georgia, with the Reverend William Holmes Borders officiating. The newly weds are making their home in Atlanta.

Jean Waymer, music major, was presented in her first public recital at Ebenezer Baptist Church, Atlanta, Georgia, on August 15, 1965.

During the summer Beverly Whatley worked on the Legal Defense Fund's employment project out of Attorney Howard Moore's office in Atlanta, Georgia. This fall Beverly is doing graduate work in applied mathematics at Michigan State University.

#### C '65

Sandra E. Montgomery is working with the American Red Cross. Her current mailing address is American Red Cross Clubmobile Office, Taego—Camp

Henry, APO San Francisco, California 96218. Sandra coordinates programs for G.I.'s and other military personnel in Korea.

Miss Constance Nabwire of Uganda has won the Third Annual African Scholarship Program of American Universities Creative Writing Contest for her short story "The Guiding Spirit." Miss Nabwire was graduated from Spelman College on May 31, with a major in sociology. Her prize for winning the contest is \$300. The American Association of University Women recently announced they are awarding Miss Nabwire a sizable grant for graduate studies. In addition to the prize, Miss Nabwire will receive a subscription to *The Atlantic*.

#### FORMER STUDENT

During the summer, Mrs. Rae Whigham Perkins worked with Project Head Start at Washington Elementary School, Detroit, Michigan. During the regular school term, Mrs. Perkins is a first grade teacher at the same elementary school. Her address is 2000 Chicago Boulevard, Detroit.

Marion M. Durant's up-to-date address is 800 Concourse Village West, Apt. 8B-3, Bronx, New York 10451.

# In Memoriam

Deep sympathy is extended the family of Mrs. Leonora Clarke Buggs, former student, who died August 29, 1965 in Washington, D. C. at the home of one of her sons, Dr. Charles Buggs. Mrs. Buggs' two daughters, Mrs. Iona Buggs Moore and Mrs. Vivian Buggs Battle are alumnae of Spelman College.

Deep sympathy is expressed to Mrs. Jenelsie Walden Hollaway, C '41, and Mrs. Austella Walden Colley, C '43, and family at the death of their father, Judge Austin T. Walden on Friday, July 2, 1965, Atlanta, Georgia.

Sincere sympathy is extended the family of Miss Benetta Cochran, NT '11, who died in Pelham, Georgia in April, 1965. Because of her outstanding and dedicated work in Pelham, her friends have established a fund in her memory, to be known as the Benetta Cochran Memorial Fund and "to be used to aid in training someone for the nursing profession . . ." Also, in her honor a housing project has been named the Benetta Cochran Homes.

Sincere sympathy is extended Mrs. Mabel Dockett Evans, C '31, and family at the death of her sister, Mrs. Idella Dockett Brown, HS '28, Birmingham, Alabama, who died in May, 1965.

Deep sympathy is extended to Mrs. Del Eagan Jupiter, C '44, at the death of her husband, the Reverend Ernest Jupiter in March, 1965 in Houston, Texas.

Deep sympathy is expressed to the family of Miss Lucille Selema Harris, C '32, of Atlanta, Georgia, who died July 25, 1965.

Sincere sympathy is extended to Misses Ethel and Rubye Jones and family at the death of their mother, Mrs. Ida Jones, on August 16, 1965 in Atlanta, Georgia.

Sincere sympathy is extended to the family of Mrs. Phyllis Kimbrough McKinney, C '30, of Baltimore, Maryland, who died in the spring of 1965.

Deep sympathy is expressed to Miss Eloise Stevens, C '65, whose mother, Mrs. Georgia Oswell Stevens, C '40, of Waycross, Georgia, died in late June, 1965.

The Spelman family extends sympathy to Dr. Mary Reddick, C '35, and Mrs. Ethel Reddick Brown, C '40, and family at the death of Mrs. Evelyn Reddick Howard, C '61, in Atlanta, Georgia on July 6, 1965.

Sincere sympathy is extended to Mrs. Vera Waters Thomas, HS '21, at the death of her mother, Mrs. Emma L. Waters who died in Atlanta, Georgia on March 6, 1965.

Deep sympathy is extended the family of Miss Jimmie F. Mason, C '14, retired Atlanta Public School teacher, who died July 15, in a local hospital in Atlanta, Georgia.

Deepest sympathy is extended to Mrs. Jennie E. Carter, former student, for the loss of her mother. Mrs. Carter's address is 19 Howard Avenue, New Shrewsbury, New Jersey.

Sincere sympathy is extended the family of Miss Rubye Taylor, head resident of Abby Aldrich Rockefeller Hall, who died in March, in Atlanta, Georgia.

# Calendar

*May 16-27*

Reading Period and Semester Examinations.

*May 23*

Seniors entertained at Brunch by Mrs. Naomi Chivers, dean of women.

*May 27*

Presidents' Reception to Graduating Classes of Atlanta University, Morehouse College and Spelman College, University Dormitories, 8:00-9:00 p.m.

*May 28*

The Ten-Year Reunion Chapel Service, Sisters Chapel, 8:00 a.m. Participants in the Service were Kathryn Aurelia Brisbane, Essie Lee Jewell, Alberta Mitchell, Audrey Elaine Forbes, Lynette Saine Gaines, Florience Morrison Hogan, and President Manley.

President Manley host at Coffee Hour for reunioners, other alumnae, faculty and staff, immediately following Chapel in the Fireside Dining Room, Morgan Hall.

The National Alumnae Association Dinner Meeting was held in Morgan Hall at 6:30 p.m., Mrs. Florence M. Hogan, National Alumnae Association President, presiding.

*May 29*

The annual business meeting of the Spelman College Alumnae Association was held in Real Hall, 10:30 a.m.

Class Day and Alumnae and Senior Procession through the Alumnae Arch, followed by Planting of the Class Ivy, Rockefeller Hall Steps, 3:00 p.m.

*May 30*

The Joint Baccalaureate Service was held in Sisters Chapel at 3:00 p.m. Dr. Evans E. Crawford, Dean of Andrew Rankin Memorial Chapel and Assistant Professor of Practical Theology, School of Religion, Howard University was the speaker.

President Manley's reception for seniors, faculty, staff, parents and friends in Dorothy Shepard Manley Hall, 5:00 p.m.

*May 31*

Commencement Exercises, Sisters Chapel, 10:30 a.m. Speaker: Patricia Roberts Harris, Assistant Professor of Law, Howard University, Washington, D. C.

# Visitors

- Miss Betty J. Agnew, Houston, Texas
- Mr. Kenneth Beam, Cleveland, Ohio
- Mr. Donald Boddes, Atlanta, Georgia
- Mr. Lawrence Bogorad, University of Chicago
- Miss Lulu B. Bryan, Calexico, California and Durango, Mexico
- Mrs. Bernice Woolfolk Bufford, Detroit, Michigan
- Mr. Howard Burroughs, National Science Foundation
- Miss Clara Mae Bynes, Macon, Georgia
- Mr. and Mrs. Emerson O. Bynes and Daughters, Valdosta, Georgia
- Miss Aiclio Lema De Caroallio, Lisbon, Portugal
- Mrs. Yvonne Catchings, Detroit, Michigan
- Mr. and Mrs. C. S. Clement, Jr., Charleston, S. C.
- Mr. Dwight L. Coleman, Okmulgee, Okla.
- Miss Sally M. McCoo, Chicago, Ill.
- Miss Alfreda Dearing, Atlanta, Georgia
- Mrs. Ruby Flanagan Dhye, Atlanta, Georgia
- Mr. Samuel H. Dickson III, Atlanta, Georgia
- Mr. J. Merton England, National Science Foundation
- Mrs. Naomi Grant Holton, Miami, Florida
- Mrs. Vernice B. Jackson and Daughters, Jefferson, Georgia
- Rev. Julius James, Gary, Indiana
- Miss Clenesta Johnson, Houston, Texas
- Miss Carolyn Jenette Jones, Atlanta, Georgia
- Miss Carol Lynette Jones, Atlanta, Georgia
- Mr. and Mrs. James H. Jones and Son, Chicago, Ill.
- Mrs. Del Eagan Jupiter, Houston, Texas
- Mr. and Mrs. H. C. Kilgore, Washington, D. C.
- Mr. Jim M. Kilgore, Los Angeles, California
- Reverend and Mrs. Thomas Kilgore, Jr., Los Angeles, California
- Miss Jeannette Manning, Chicago, Ill.
- Mrs. Addie S. Mitchell, Atlanta, Georgia
- Mr. Leigh E. Morris, Fort Wayne, Indiana
- Mr. Daniel Prey, Thomasville, Georgia
- Mr. Aaron Rosenthal, National Science Foundation
- Miss La Juana Saunders, Macon, Georgia
- Miss Christine Siebew, Europe
- Mrs. Jean Blackshear Smith, Riverside, California
- Miss Marilyn Smith, Denver, Colorado
- Mrs. V. S. Sutton, Atlanta, Georgia
- Miss Janet K. Tillman, Atlanta, Georgia
- Mr. K. Walker, Jackson, Georgia
- Miss Mary Frances Watts, Atlanta, Georgia
- Judge David W. Williams, Los Angeles, California
- Mr. Raphael Williams, Atlanta, Georgia
- Mr. Vaughn Williams, Los Angeles, California



STUDENTS IN MATHEMATICS CLASS

1965 Intensified Pre-College Summer Program Sponsored by Spelman and Morehouse Colleges.

STUDENTS IN SPELMAN LIBRARY



## ATTENTION, ALUMNAE

Spelman College and the Alumnae Office invite communications from all alumnae.

Keep us informed not only of your change of name, your whereabouts and removals, but also of interesting things you do—advanced study after graduation either academic professional or technical; the name of the institution in which you studied and degrees; the fellowships, scholarships, and graduate assistantships received to do additional study; service to the community; travel; honors received.

Members of the six class—1896, 1906, 1916, 1926, 1936, 1946, 1956—are reminded that May 27-May 30 are their reunion dates. Please plan now to be on hand for reunion and alumnae activities.

The Alumnae Office is trying to bring every alumna's address up to date. Please help by sending in names and addresses of all alumnae in your community to Mrs. Ernestine E. Brazeal, Alumnae Secretary, Spelman College, Atlanta, Georgia 30314. Please include *Zip Code*.



