

SPELMAN MESSENGER

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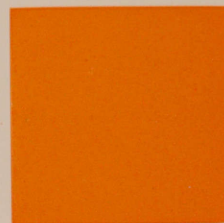
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Cover: The Spelman College
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"A Child Goes Forth"

An Historical Perspective of the
Spelman College Nursery School

EARLY CHILDHOOD EDUCATION IN ACTION

"Chug, chug, chug, I'm a little chug..." asserts the group of children's voices, tiny and slightly off-pitch, as the sound of singing floats across the center green and out onto the Spelman College campus.

Some students leaving an early morning class at the Tapley Hall science building smile and glance in the direction of the 56-year-old building which houses the historic Spelman College Nursery School. It is probable that even one of them attended the nursery—the first considerable project in the field of black early child-

hood education in the South.

A typical day for the multi-ethnic group of 40 preschoolers presently enrolled in the nursery begins with creative activities of expression such as singing, sharing experiences and a question-and-answer period based on selected daily stories.

Mrs. Evelyn Willis Chisolm, C'49, the agile and energetic director of the school, believes in an abundance of action-oriented activities and projects and insists that creative planning for preschool children is essential.

"Our plans always involve large blocks of time for play. I feel that children must have sufficient time in which to play out the things which are important to them," she says.

Mrs. Chisolm obviously feels very strongly about play for she herself is an ardent, sincere "playmate" of the children. It is often difficult to distinguish her during group activities from the college student assistants, who often coordinate directed play periods. She admits to a "lingering attraction" to any circle games, skipping exercises and especially tag games. Her teachers, who are young and lively, admit that it takes a great deal of effort to keep apace with Mrs. Chisolm.

"Oftentimes, black children can easily become 'houseplants' because of the limitations of their environment," Mrs. Chisolm observes. "That is why we make it a point here to include in each day free play periods both inside and outside. Just as importantly, we provide creative time for children to explore materials and express their feelings through a music, story and food experience which includes two juice periods and a full, well-balanced lunch. Intellectual stimulation, social relationships, muscle development, and opportunities for language development are also interwoven into these activities."

The Spelman Nursery, with a staff involving the director, two full-time teachers and six to eight part-time student assistants, embraces a philosophy of spontaneity in preschool education. The children are related into two major groupings: 2½ to 3 years old and 4 to 5 years old. Ms. Pamela Huntley coordinates the activities of the younger children and Ms. Teia Sinkfield and Ms. Susie Carr are the kindergarten, reading-readiness instructors.



Group concept teaching is largely responsible for the spontaneity of the program. The apparent atmosphere of freedom and the relaxed movement on the part of the teachers and the children suggest a unique kind of interaction and a commendable blend of structure with informality which especially complements the varying ethnic, cultural and economic backgrounds of this special group of children.

Each morning, teachers and children meet together with the teachers setting the tone of the day and introducing some new concepts. It is well planned but rather informal, the children being the center of activity. "We all (my staff) attempt to be sensitive to the fact that as a child enters a group experience, he comes with a background unique only to him. Each experience is designed to pull from the backgrounds of all of our students. Thus, we, with the children, are learning about each other and what makes

us unique as individuals and then we can move forward together," Mrs. Chisolm analyzes.

The school is located in the spacious lower level of the Laura Spelman Memorial Hall which was attractively renovated to accommodate the program about six years ago. Prior to that time, the school was located in Chadwick Hall. The facility includes a classroom for three different age groups with a specified maximum enrollment of 15 children per group. Recently, the State Licensing Department approved the center for 70 children. However, Mrs. Chisolm stresses that quality and not quantity is the primary objective of the Spelman thrust in early childhood education and thus enrollment is limited by design.

A functional floorplan makes excellent

use of all available space so that there is a contained sleeping room, two large, light playrooms, a locker or cloak room, a spacious hall which serves as a waiting room for parents, two small storage rooms, a bathroom for the children and one for the adults, and the director's office which also doubles as a teacher conference and planning area. The kitchen is located on the second floor of the building.

Two portable classroom units which at present dominate the playground area, are recent additions. They supplement for space shared with college boarding students who are in residence in an area of the building.

The students are predominantly black and come from middle income families, but there is a representative mix of whites,



Africans and children with bi-racial parents. Applicants are not arbitrarily screened but are enrolled by selected design. Children are encouraged to attend whose parents are not affiliated with the Atlanta University Center institutions. Neither is there any attempt to restrict enrollment to certain income levels.

"Historically, the Spelman Nursery has been a pioneering experimental program in the training and development of children in the South from all sections of the local black community and those of any other race who chose to participate. We have never been exclusivists, we could not and cannot afford to be. Our larger objective has always been to provide a tangible model in preschool education for that segment of the American population which previously had no such direction." Mrs. Chisolm said that from this perspective, selectivity was, and is, based *only* on acquiring an adequate and accurate sample of children with which to work.

This image and reputation of the college based on open and fair admission to the school and its innovative contribution to the field of Child Development has been preserved over the years. In a recent random sampling of the metropolitan Atlanta community, conducted by the college Public Relations Office and designed to monitor the "image" of the institution, the Spelman Nursery School was the most frequently referred to community-involved achievement mentioned by the respondents.

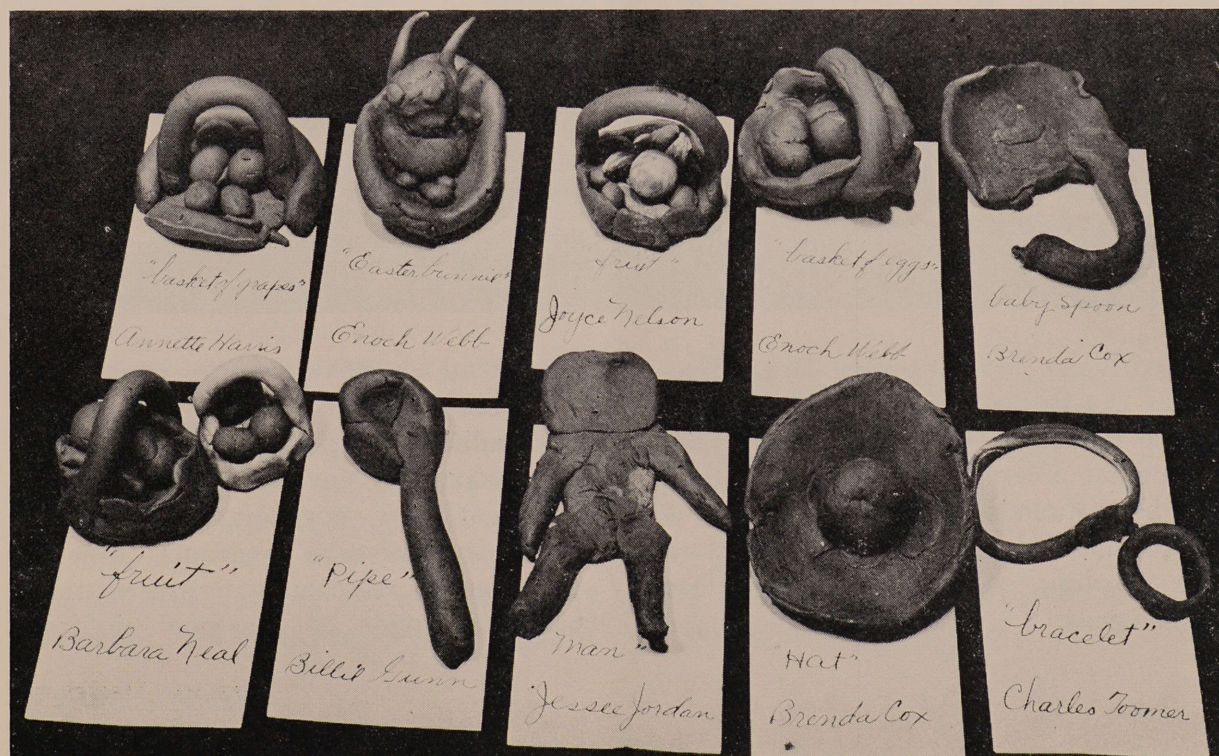
The Spelman Nursery was born out of the great and desperate educational need of a people who had given their lives unselfishly, even in the face of economic necessity, to the care of others' children. This was often at the neglect of the educational growth and development of their

"Historically, the Spelman Nursery has been a pioneering experimental program in the training and development of children in the South from all sections of the local black community and those of any other race who chose to participate. We have never been exclusivists, we could not and cannot afford to be. Our larger objective has always been to provide a tangible model in preschool education for that segment of the American population which previously had no such direction . . ."

own offspring. It was, then, a significant and noble achievement when on November 6, 1930, the nursery opened its doors as the first of such schools to be organized in a black college. It was initially financed by a grant from the New York Spelman Fund. However, the grant expired after five years and the college then independently absorbed the operating expenses into its annual budget so that the program could continue.

The first director was Ms. Pearlre Reed, a highly experienced young woman committed to the concept and importance of preschool sensitivity training. She came to Spelman from Fort Valley, Georgia, where she had supervised elementary school education and curriculum planning. Prior to that time, she had been the Director of Negro Work in Child Care and Parent Education at the University of Cincinnati in Ohio.

From the beginning, the aim and purpose of the Spelman College Nursery School was to offer an environment conducive to the maximum physical, intellectual, social, and emotional development of a selected sample of children of two to five years of age in the Atlanta community; to offer parents an opportunity to observe practical work with young children as well as methods and materials that might be helpful in training their children; to offer



training to college students who wished to qualify for work in home economics, child development, parent education, sociology, pediatrics, psychology, and other professions dealing with young children; to offer opportunities for research to students in home economics, education and psychology; and to offer an observation center to anyone interested in the care and development of young children.

Ms. Reed organized and supervised the program as a whole, gave mental tests to the children and worked with them a part of each day. She conducted workshops for parents and training sessions for parents, teachers and her own staff. She was assisted by one full-time teacher, two part-time student assistants, and two students who served as emergency assistants.

The enrollment was even in the very first year (1930-31) a representative cross-section of the black population of Atlanta. Children came from families of high, average, and low economic status. At the beginning children had to be solicited through long explanations to their parents. Now children are admitted by order of application and by the greatness of their need for this environment. The chief requirements are normal mentality, freedom from communicable diseases on the part of the child, and a willingness to cooperate on the part of the parents. A thorough personal history of the child covering the physical, mental, emotional and social development from birth is reviewed before the child is admitted.



A nutritionist from the then Home Economics Department planned all the meals for the nursery group. The college physician made a careful examination of each child before admission. A nurse from the college hospital examined the children each morning and looked after minor health needs.

Ms. Reed taught two courses in child development and Mrs. Chisolm continues this tradition in spite of her demanding extra-community involvement in the development and upgrading of existing community day care programs. For example, one course deals with present theories of behavior of preschool children,

special stress being placed on consideration of the emotional life of children of two to five years of age. Methods are presented for identifying and correcting behavior problems that might be peculiar to a child's particular ethnic background. Class periods are supplemented at specific points in the course with three hours observation and participation in the Nursery School. As research projects many students make a clinical study of a particular child and work intensively on some special behavior problem.

In April of 1931 the foundation was laid for special child study groups to be held at the Nursery for mothers not connected with the school. A meeting was held each Friday in May to: (a) give mothers not connected with the school additional knowledge in food planning and preparation; (b) give non-home economics majors in the child development course some practical experience in elementary nutrition; (c) give other students the responsibility of caring for a group of children of pre-school age; (d) give a limited group of non-nursery school children the advantages of a well-equipped playground; and (e) acquaint a larger number of mothers with the program in child care.

The students felt a keen sense of community involvement as they were required to visit at least two homes in which there were children of preschool age, explain the program to the mothers, invite the mothers to attend the meetings and bring the preschool children, and make note of any problems in the home pertaining to health, nutrition, sanitation, and behavior problems. At the meetings the subjects for discussion were based on those problems which had been observed in the various homes. The response from the Atlanta

community was phenomenal, accounting perhaps for the continuing high regard and visibility of the Spelman Nursery.

The first publication of the department, "Toys and Play Materials to Meet the Physical and Mental Needs of the Young Child," was prepared by Ms. Reed in December of 1930.

Because of the great need of this kind of educational development among black groups of mothers and because of the great need of the knowledge that observers may obtain, the doors of the Nursery School are never closed to observers. Visitors are encouraged to ask questions of the staff, and extension work in the form of parent education has been carried on whenever opportunity and time have allowed.

Interest in the Spelman Nursery Program has always been at peak for it has served as a training laboratory for preschool programs throughout the nation and in many foreign countries. Many of the outstanding scholars in the field today, including the president of the National Association for the Education of Young Children, received their first professional training and laboratory exposure to children at the Spelman Nursery.

The contribution of Spelman to the creative learning process of preschool children has resulted in an extraordinary national demand upon the institution's developed resources in the field. In the true spirit of its pioneering commitment, Spelman continues to share with enthusiasm the valuable data and expertise it has accumulated and developed.

For forty-four years the Spelman College Nursery School Program has been viable and innovative and continues to be so. Each morning, when the Nursery School day begins, the campus comes alive with the sounds of little children who are actively involved in a long-standing and historic venture — one designed to give meaning and direction to the single most important resource, the developing mind.

PACE-SETTING PROJECTS

- In 1965 with the inception of the Summer Head Start Program, Mrs. Chisholm, representing the college, participated as a trainer with the staff of the University of Georgia which trained more than 1200 teachers and administrators in pre-school education. She also coordinated the Head Start Program for four centers operated by the Gate City Day Nursery Association.
- In 1966, Spelman College was given a contract by the Office of Education to plan and administer the Summer Head Start training program on the campus for Georgia and some trainees from South Carolina, Mississippi and Dade County, Florida.
- In the summer of 1967, we again assisted the University of Georgia as a trainer for the Summer Head Start Training Program.
- In the summers of 1968 and 1969, the director of the Nursery School planned and administered summer training programs in Head Start for Metropolitan Atlanta (five counties) under the auspices of E.O.A.
- By the summer of 1970, the Georgia

State Department of Education had extended a grant from the Office of Education to Spelman for participation in a Tri-State Child Development Institute at Florida State University in order to provide training for teachers working in the field. We are still affiliated with that project as a cluster chairman in Atlanta.

- Upon the recommendation of the State Department of Human Resources, in the spring of 1971, we were invited to assist the Model Cities Program in securing funds designated as Title IV A for day care. We wrote a proposal for the funding, provided a six week pre-service training program, and in-service training to eleven centers in the area. We also constructed a demonstration child care center and designed a program to provide opportunities for child care workers in model cities to improve their training and to offer service to the community. We are presently still operating the center which has attracted people from across the country to visit and observe.



Secretary of State Henry Kissinger and the OAS Come To Spelman

Alive with the fragrance of sweet magnolia blossoms and with the fullness of spring upon it, the Spelman campus set the stage for one of the most cultural and social events Atlanta has witnessed in recent years. The gala affair, planned by a special Adelante (Forward) Atlanta Committee and hosted by Spelman College, was called "An Atlanta Montage."

It was the City's way of celebrating an historic occasion. The Organization of American States (OAS) had come to Atlanta—the first time in its 84-year history that the General Assembly had met in the United States outside of Washington, D.C. In attendance were distinguished delegates

and foreign ministers from throughout the Western Hemisphere for the April 22-May 1 meeting. U.S. Secretary of State Henry A. Kissinger had also come as a presiding officer for the group. The fact that the City and the Region had literally "awakened" for the Kissinger visit was because this was the highest federal official who had visited this section of the South since President Nixon made his Operation Candor trip to Macon in November of last year.

Spelman's acceptance of the invitation to host the historic event for the OAS was significant. It highlighted, through international public exposure, the kind of traditional and sensitive cultural environ-

The Secretary of State and President Manley in conversation in Reynolds Cottage



ment which this college has nurtured over the years in a Southern city that had not always been amenable to such open and free exchange of diverse peoples and ideas.

When Atlantans began preparing for their city's distinctive "cultural explosion," they had ample reason to include Spelman College in the format. In early

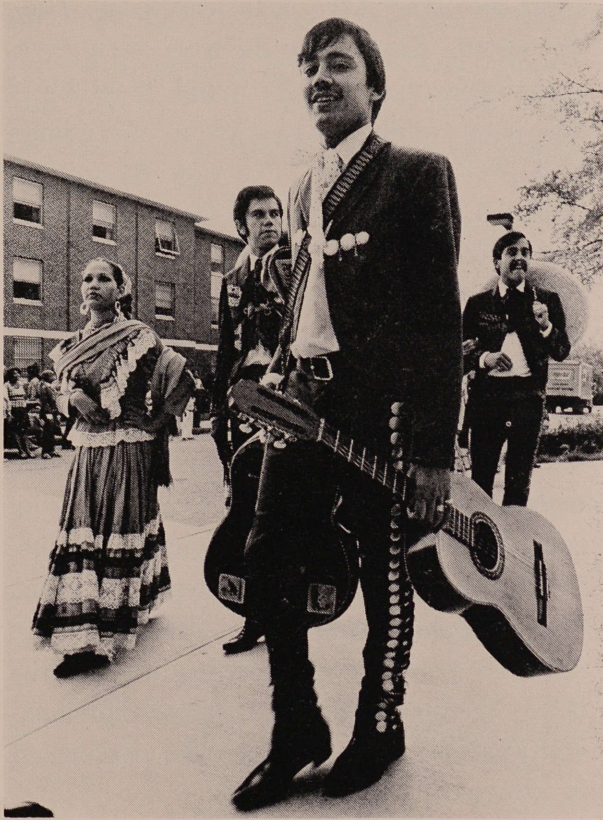
Dr. and Mrs. Kissenger arrived on campus around 8:30 p.m. There was a rush of excitement surrounding the arrival of the man frequently described as the second most powerful political figure in the world. He attended briefly the reception in the Center. Then, accompanied by President and Mrs. Manley, Mayor and Mrs. Maynard Jackson, Congressman and Mrs.

OAS Foreign Dignitaries arrive on the Spelman Campus



March, Mayor Maynard Jackson invited President Albert Manley to have Spelman host this major OAS event. Mayor Jackson said that Spelman (the Alma Mater of his mother and her five sisters), along with its institutional colleagues of the Atlanta University Center, would provide a unique and impressive intercultural experience for the distinguished visitors.

Andrew Young and Georgia State Representative and Mrs. Julian Bond, he and his wife visited in Reynolds Cottage, the home of the President. Dr. Kissenger was very interested in the history of the College, noting that a Spelman graduate, Aurelia Brazeal, '65, was in Atlanta as a member of his supportive staff and present at the reception. (Aurelia is a staff officer in the



Members of the Mexican Mariachi and Festival Dance Groups

The Dominican Republic Choir





The Trinidad Steel Band

Executive Secretariat serving the principals of the U.S. Department of State). He commended President Manley for his work at the institution and emphasized the unique role that women's colleges have assumed in this society.

The Saturday evening OAS fiesta held on April 19 on the Spelman campus was a colorful experience in cultural exchange. There was the Dominican Republic Choir whose beautifully blended voices gave credence to the arts as they performed outside the John D. Rockefeller, Jr. Fine Arts Building. Inside, on the walls of the galleries, were displayed the latest crea-

tions by noted Afro-American artist Hale Woodruff. Farther up the walk, on a pavement enclosure, The Trinidad Steel Band was performing before a group of students and invited guests. The new \$4 million Albert E. Manley College Center was the site of the posh reception held in honor of OAS dignitaries including Dr. Kissinger and his wife, Nancy, who were special guests. Hanging in the concourse of the Center was an exhibit of Haitian paintings. Nearby, in the spacious dining room, members of the Valjean Dance Studio, composed of talented black youngsters between the ages of 6 and 12, were the focus of attention as were The Atlanta Dance Theatre (a black-experience interpretive dance troupe) and the Mexican Mariachi and Festival Dance groups who performed in alternating rounds.

Because of the nature of the affair and the security that naturally accompanies international visitors and high government officials, invitations to the reception were extended to a cross-section of about 1,000 Atlantans which included representatives from the faculties and student bodies of the institutions of the Atlanta University Center. Physical facilities did not permit open invitations. This led to misinterpretation and apprehension. These facts, coupled with ideological differences, caused minor protests from a small group of students and others. However, the dissension was short-lived.

Lively dancing and singing in several languages continued in the College Center until the magic hour of 1 a.m. when guests

and the hard-working Spelman dining hall staff, headed by Mr. Robert Hunter who catered the affair, left with high spirits. The delegates seemed happy with

this prelude to the serious and complex issues which the OAS Assembly had to face during the remaining days of the meetings.

... OAS For Western Defense ...

(Editor's Note: The following is a descriptive statement on the evolution and present function of the Organization of American States. It was written by Dr. Lois Moreland, Chairman, Political Science Department, Spelman College.)

The Organization of American States (OAS) is the oldest international agency of its kind in the world. Originally called the International Union of American Republics, it was organized in 1890. Foremost among its purposes is the maintenance of peace and security in the western hemisphere. As a regional peace-keeping organization, OAS is required to protect its twenty-four member states from international military aggression. States join in a common effort to provide protection when one state is threatened. Another purpose of OAS is to settle disputes which arise between member nations. Although it is autonomous, OAS operates as a regional guardian of the peace within the United Nations. This cooperation extends beyond defense activities. The Pan American Health Organization of OAS serves as the regional agent of the United Nations' World Health Organization.

The twenty-four OAS member nations are: Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, The Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Trinidad and Tobago, the United States, Uruguay and Venezuela. Cuba has been prohibited from participating in OAS since 1962. Membership includes more than North and South American countries as evidenced by the memberships of Haiti, Jamaica, Trinidad and Tobago.

OAS purpose is not limited to its international and domestic peace-keeping role. A major and present focus is to promote the economic, technological, social, cultural and educational development of its member nations. The two types of technical assistance provided are in advisory services and in training programs. Sixty-five per-

cent of the total OAS budget is directed toward servicing its members. Present emphasis in technical assistance is on national planning, rather than on inter-American or regional planning.

In 1970, the amendments to the basic charter became effective. Under this revision, authority is located in the General Assembly. It meets at least once a year and establishes policy and programs for OAS. Problems of common and immediate concern are discussed in the Meeting of Consultation of Ministers of Foreign Affairs. In OAS organizational structure, there are three co-equal councils directly responsible to the General Assembly: The Permanent Council, the Inter-American Economic and Social Council and the Inter-American Council for Education, Science and Culture. A subsidiary arm of the Permanent Council is the Inter-American Committee on Peaceful Settlement. This arm temporarily serves as the Organ of Consultation.

The General Secretariat implements the policies established by the General Assembly, the Meetings of Consultation and the two councils. It is directed by a Secretary General and Assistant Secretary General, serving five-year elected terms. The two councils are the Inter-American Judicial Committee and the Inter-American Commission on Human Rights. The former is

an advisory council on judicial matters related to international law and to the economic and social development of member states. The latter is a consultative agency which promotes the protection of human rights.

There are six specialized agencies of OAS: the Inter-American Children's Institute in Montevideo, Uruguay; the Inter-American Commission of Women in Washington, D.C.; the Inter-American Indian Institute in Mexico D.F., Mexico; the Inter-American Institute of Agricultural Sciences in San Jose, Costa Rica; the Pan American Health Organization in Washington, D.C. and the Pan American Institute of Geography and History in Mexico D.F., Mexico.

Four special commissions are independent of OAS but collaborate with the organization for common cause. They are: The Inter-American Defense Board; The Inter-American Statistical Institute, The Inter-American Nuclear Energy Commission and the Special Consultative Committee on Security.

OAS official languages are English, French, Portuguese and Spanish. Offices are located in capitals of twenty-two member states. There also is an office in Europe and one in the Latin American Free Trade Association, Montevideo, Uruguay.

"The Educated Woman: Powers and Problems"

Spelman College's mission from its very beginning in 1881 has been to provide quality education for black women. In the early years, students who enrolled in the institution, known in succession as Atlanta Baptist Female Seminary, Spelman Seminary and today as Spelman College, were freed women who were anxious to learn to read and write. As time passed and students advanced in their academic achievements, and opportunities for elementary and secondary education were provided in the public schools, Spelman evolved into a liberal arts college cutting out, with the precision of a skilled surgeon, the following departments: elementary school, high school, nurse training, missionary training, elementary education, home economics, household arts, and teachers' professional courses.

Concentration on the development of a first-rate college began in 1924 when, by a revision of the charter, the institution changed its name to Spelman College. However, as early as 1901, Spelman graduated its first college class. At that time and until 1924, by administrative arrangement, Spelman students took all of their college course work at Morehouse College, a brother institution located across the street from Spelman College, and received the Spelman degree.

Presidents of the College, since 1924, have been building up an able and creative faculty who could stimulate and inspire their students. Emphasis also has been on searching out young women who give promise of being the kind of students capable of benefiting from a Spelman education. Spelman is aware of the challenges faced by women, particularly black women, in an ever changing society and tailors its curriculum to meet these changes. As a result, Spelman sends out into the world highly educated women who are able to communicate with logic and clarity and who view learning as a vital continuing human process with emphasis on understanding rather than mere knowledge.

Alumnae are the product of the College and the basis for its reputation. If anything lasting is achieved by the institution, it must in most instances be reflected in the lives of its alumnae. A college becomes truly great when alumnae put to work what they have received at the institution for the betterment of society.

Today Spelman has graduated 3,836 college graduates. Approximately 3,000 of these are living and are engaged in educational work—as teachers in universities, colleges, high schools, elementary schools, and nursery schools, principals, dietitians,



Ingrid Hall, '73



Maxine Atkins Smith, '49

librarians; in business, journalism, television, industry, medicine, dentistry, foreign affairs, civil rights, government—city, state and federal; et cetera. Many of these combine home, family and career.

Each year many of these alumnae join the Spelman College resident family to celebrate the founding of the institution during the month of April. This year, for the second time, the Founders Day Committee invited alumnae to participate on the program of the Founders Day Exercises held in Sisters Chapel at 2:00 p.m. on Sunday, April 7. The Exercises took the form of a Symposium—"The Educated Woman—Powers and Problems." Participants were alumnae, Maxine Atkins Smith, '49, and Ingrid Hall, '73, and a senior, Lillie Lathan.

Lillie Lathan, '74



Maxine Atkins Smith, M.A. in French, Middlebury College, a native of Memphis, Tennessee, former teacher, member of the Board of Education of the Memphis Public School System, and presently Executive Secretary of the Memphis Branch of the NAACP, spoke first, saying that because she had spent the greater part of her adult life in the struggle for human liberation from the yoke imposed by racism, which continues to be the most insidious malady of our society, she would direct her remarks specifically to "The Educated Black Woman—Powers, Problems, and Obligations."

"One of the greatest marvels of all times," she stated, "in my estimation is the Black woman. . . . No other race of people has shown the resiliency and stamina to not only survive but to make great strides despite the atrocities and deprivations that we have suffered and endured as Black Americans. Our mere survival is indication that there is hope for America—a country that has sunk to the abyss of despair because she has permitted greed, lust, dishonesty, racial hate, and power mongers to dethrone those principles on which this great Republic was founded. . . ." She declared that, historically, the black woman has exhibited a strength unsurpassed by any known creature, which began in 1619 when black mothers were transported to this country from Africa and, rather than have their offspring shackled in mind, soul, and body by the savagery of slavery, chose to surrender them to the angry roar of the waters over which sea-going vessels of oppression were transporting them to even greater agonies. She reminded the students that the revolution began then, not in the 1960's and 70's.

Mrs. Smith continued, ". . . The Black

Experience in America, which has been a path choked with thorns, barriers, and pain that can only be imagined by those who have lived it, has been a source of power to those whose experience it has been. For from our trials and tribulations, from our successes at climbing seemingly insurmountable barriers, from our ability to conquer unbelievable odds, has come an inner strength, an inner power, a beautiful Black power to which only we of color have the legacy."

The problems blacks face are of the greatest magnitude, Mrs. Smith declared. She delineated problems faced by blacks as being racism, lack of equal educational opportunities for all children, the spiraling crime rate, the need to increase voting power, and the lack of standard housing and discrimination in housing.

In closing, Mrs. Smith warned, "If we are truly educated women, our formal knowledge must go beyond the boundaries of expertise in our chosen fields of endeavor. We must have the perception to not only personally see beyond the phony issues that cloud the vision of the masses of America, but we must be willing to embark upon a great campaign to educate our brothers and sisters as to how the poor and disinherited of this land have been forced to bear the financial burden of such infamous transactions as the milk and wheat deals made behind closed doors by those who profess to believe in law and order.

"I remind you, my young friends, as educated women, that if you are to assume your rightful roles, you must be willing to take that oftentimes lonely and frustrating road upon which you seek to change the horrors of our society by attempting to change the hearts of men. One of my favorite quotes comes from Frederick Doug-

lass who, though he lived a century ago, is still as modern and timely as tomorrow:

If there is no struggle, there is no progress. Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its waters.

“Because of the advantages that you have received as the result of the sacrifices made by many, we must call on you to give hope to that brother who has neither hope nor hope of hope; we must call on you to respond to those disadvantaged Black souls who are unaware of the language of freedom and equality, but whose greatest needs consist of a morsel of food to feed their undernourished bodies; we must call on you to reach out and touch those little Black children whose cry is not for Black Power but for medicine to soothe the infectious sores that result from bites of rats and roaches. Yes, we must call on you to use your talents and knowledge to save those souls who blindly seek relief and escape through drugs; to help the underemployed; the unemployed; and the welfare recipients who must subsist on a pittance insufficient to take care of their barest needs.

“My final challenge to you is to help build an America that can stake an honest claim to her democracy, an America willing to guarantee the rights of the Constitution to all her citizens. We cannot, we must not compromise our rights. No one gives us the authority to negotiate these God-given rights that are also due us by our Constitution and the laws of our land. We must in the words of that great liberationist, Mr. Douglass, ‘Agitate, agitate, agitate.’ This, my young friends, is more

than a challenge. It is a mandate to us who would call ourselves educated women.”

Ingrid Hall, now in the banking business in New York City and the second speaker, is a 1973 graduate of the College with a major in mathematics. She spoke about her experiences, the problems she has encountered since graduation, and her educational preparation at Spelman.

Her first observation was that educated women were sought after in the job market, and a black educated woman was an even rarer prize in the race to hire more women. One thing she was not aware of was the fact that the law does not open peoples’ minds. The society, she said, was still male-oriented. She was shocked to find the small number of women with whom she works. For example, there are about twenty-five women out of two hundred and fifty people training for lending positions in the bank where she is employed. Of that number there are only ten blacks and three of them are women.

Most of the problems she faces, she continued, arise from the fact that she is a woman and black. The world of business lacks much experience in dealing with women in general and black women in particular, especially on a professional level.

Miss Hall said she entered the world of banking because she wanted contact with many kinds of businesses. She told her Spelman sisters that she could see some of the problems that businesses are having incorporating women into management. You find males unable to discuss financial business at hand because they can’t go beyond the physical attributes of a woman. Other clients become flustered because they didn’t know the bank’s representative would be black and a woman too.



Members of the class of '77 appear eager to cut into the cake they won by having the best skit at the Founders Day Rally.

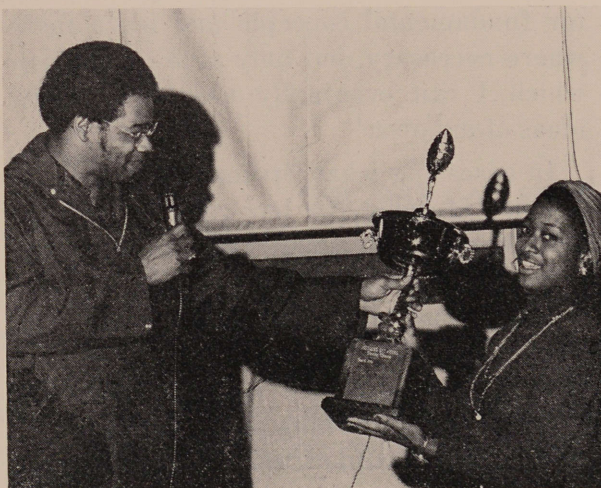
Miss Hall declared, "The hardest thing to recognize in any of these instances, though, is the distinction between ignorance, racism and sexism. Before you can begin to move on sensitizing people to your needs, you must first know where the true problems lie. Ignorance of Blacks and women and what they really are is the largest culprit in dealing with people. They just have no experience in dealing; therefore, situations are very awkward. On the other hand, racism is still widespread and people haven't changed their racist ideas—only adapted. But you must become astute at diagnosing the problem to effectively alleviate it. The two strengths you have will be your self-awareness and your education. A woman must have confidence in her identity and be relatively intelligent in order to handle the confrontations of life."

She warned her Spelman sisters that they must learn the difference between education and intelligence. "Education," she declared, "is the training of the mind to acquire and retain knowledge. Intelligence is the measured success in using

your ability to acquire and retain knowledge, to respond quickly and successfully to new situations."

In answer to the question "Did Spelman prepare me adequately?" Ingrid said, "Yes." She continued, "I soon learned that algebra is algebra. So what if it is taught with a little soul, you got it didn't you? . . . After leaving here, I soon began to appreciate instructors who, though underpaid, cared about me. I began to appreciate the small classes and personal attention I had received. That's not to say that Spelman is all good, but there are a lot of things here for sisters to take advantage of. Many chances are offered for you to exert yourself, to grow and mature. Do you take advantage of it? Well, on the flip side of the coin, this school is what you put into it. If there is something wrong and you don't make a point of changing it, then you are hurting yourself. I tried to give a lot of myself so that things could be better for me. Some didn't give anything, but reaped the benefits anyway. Life is like that. I am just saying that you are a determining factor in how prepared

Dr. George Napper, Chairman, Founders Day Report of Gifts Committee, presents trophy to representative of the class which raised the largest sum of money, the Class of 1975.



you will be. Just how much strength and how many problems you will have depends on you!"

Ingrid closed her speech by declaring, "I hope all of my sisters and friends will be in there pulling, because I am going to be out here pushing for you!"

Lillie A. Lathan, of Rock Hill, South Carolina, a senior majoring in biology who, in May, 1974, would graduate magna cum laude, was the closing speaker. Lillie began her speech by saying, "I am hesitant to use the term 'educated woman' because I feel that spending four years in college or an additional four years of graduate school does not automatically mean that an individual is educated. To me, education is a mental process which requires an open mind at all times and a willingness to learn; it certainly does not begin with college, and it must not end with graduation."

Miss Lathan said she came to Spelman College for a strenuous exercise in thinking and in using her head. She wanted to mature into a critically thinking person capable of forming her own opinions and thus capable of making sound judgments. "As a student of the sciences and hopefully, a future research biochemist," she continued, "I wanted in my major to master fundamental concepts and learn facts where necessary, but only as a foundation which I can eventually use to test new ideas of my own."

In assessing what Spelman had done to aid her in achieving her reasons for matriculating at Spelman College, Miss Lathan felt that the College had done a reasonably good job. She spoke of having instructors who transmitted their enthusiasm for learning to her. She said, "I wouldn't give anything in the world in exchange for the opportunity of having seen

these Black people with minds which are the intellectual equals of the best in the world. Had I gone to a white institution, I would not have seen this although I would have believed it to be true. But now I have proof. These people, who we must realize don't have to be here, are here because they care about us." From instructors who seemingly lacked concern for students, Miss Lathan said she had learned (1) discipline because "I felt that their ineptness was no excuse for my not learning anything, so now I am able to work and study on my own"; (2) a deep appreciation and respect for excellence; and (3) the true meaning of cooperation.

Miss Lathan, who has set her priorities for the immediate future, explained that she planned to get married during the summer, work next year, and enter graduate school the following year. She is determined to become a research biochemist and realizes that all experiences, both good and bad, are valuable in preparation for the future. In closing her remarks, she said to her Spelman sisters, "May the Supreme Power keep our minds open and grant each of us the wisdom and strength to cope."

The speakers were introduced by President Manley, who used the occasion to recognize alumnae and other guests in the audience. Others on the program were Miss Diane Raysor, president, Spelman Student Government Association, who read the scripture; the Reverend William V. Guy, pastor, Friendship Baptist Church, who said the prayer; and the Reverend Norman M. Rates, Spelman College minister, who gave the closing prayer and benediction. Music was provided by the Spelman College Glee Club under the direction of Dr. Roland L. Allison, chairman, Music Department.

SPELMAN COLLEGE
THE EVENTS OF THE NINETY-THIRD FOUNDERS DAY CELEBRATION

1974

March 19

7:00 p.m.	FACULTY CULTURAL HOUR	HOWE HALL
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March 26-30

1:00 p.m.	ANANSE AND THE GOLDEN DRUM by Mohammed ibn Abdallah presented by the SPELMAN-MOREHOUSE PLAYERS	FINE ARTS THEATRE
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March 31

4:30 p.m.	SPELMAN COLLEGE WIND ENSEMBLE CONCERT	SISTERS CHAPEL
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April 4

	CONVOCATION: FOUNDERS DAY COMMITTEE IN CHARGE	SISTERS CHAPEL
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April 5-6

8:00 p.m.	ATLANTA UNIVERSITY CENTER DANCE THEATRE IN CONCERT	READ HALL
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April 7

11:00 a.m.	DECORATION OF MEMORIAL PLAQUES honoring the Founders Miss Sophia B. Packard and Miss Harriet E. Giles	HOWE HALL
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2:00 p.m.	FORMAL FOUNDERS DAY EXERCISES Symposium: "The Educated Woman — Powers and Problems"	SISTERS CHAPEL
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Participants:

Maxine Atkins Smith C'49

Ingrid Hall C'73

Lillie Latham C'74

4:30 p.m.	EXHIBITION OF PAINTINGS by HALE WOODRUFF	FINE ARTS GALLERIES
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April 9

11:00 a.m.	ORIGINAL SKIT AND SONG CONTEST AND REPORT OF GIFTS	CENTER CAMPUS
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12:00 noon-	SPELMAN FAMILY PICNIC LUNCHEON	COLLEGE CENTER DINING HALL
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The 1974 Founders Day Committee

Twenty-one enthusiastic faculty, staff and students began early in the 1973-74 academic year to plan an exciting season of events to highlight the 93rd founding of Spelman College. Mrs. Ernestine E. Brazeal, Alumnae Secretary for the College and long-time Chairman of the Founders Day Committee, is an enthusiastic leader who yearly encourages the committee to look for new and fun-filled ways of celebrating such a noteworthy and festive occasion.

Founders Day (April 11), and the events surrounding it, honors the memory of the two New England women, Misses Sophia B. Packard and Harriet E. Giles who journeyed to the South in the spring of 1881 to found a school for young black freed-women.

Mrs. Brazeal, whom many affectionately refer to "as a walking history of the College," has worked untiringly to preserve the traditions of Spelman by exposing students, faculty and the staff at large to the rich heritage of the first college for black women established in this country.

Although committee appointments revolve on an annual basis, members always exhibit a high level of interest and are usually hard workers. The '74 group included:

Miss Deborah Robinson
Miss Ethel Watts
Miss Valerie Rice
Miss Linda Brundage
Mrs. Christine K. Farris
Mrs. Lillie Powers
Mrs. Barbara King
Mrs. Helen Brooks
Dr. George Napper
Mr. Norman M. Rates
Miss Marguerite Simon
Mr. J. Q. Caruthers
Dr. Shirley McBay
Mrs. Judy Gebre-Hiwet
Mrs. Millicent Jordan
Mrs. Mexico Mickelbury
Mrs. Rhoda Martin
Dr. Grace Smith
Mrs. Caroline Graham
Mrs. Bettieanne Hart
Mrs. Ernestine Brazeal, Chairman

A reprint from "Opportunity"
Journal of Negro Life, May, 1931

If there is any nobler achievement in the annals of American womanhood than the founding of Spelman College for Negro women in Atlanta, we confess that we know not of it. And if in the long list of Rockefeller philanthropies there is none which has been justified more than the grants to Spelman, which certainly could not have survived except for the sustained munificence of this family, then it has been successfully hidden from the public eye.

For a half century now Spelman has sent out a steady stream of trained Negro women. Earnest, cultured gentle women imbued with the high idealisms, and carrying something of the quiet thoroughness of a former New England which has been cultivated assiduously under a Georgia sky. These young women have dispersed through-out the nation, and though schools, nevertheless they have been of vast influence in elevating the standards of Negro life.

(This is the) fiftieth anniversary of Spelman. . . . The story of its founding in the basement of the Friendship Baptist Church of Atlanta is not unlike the story of the founding of Tuskegee. Its growth during fifty years from a simple elementary school to the only fully accredited college for Negro women in America is little less than astounding. And no history of women's education in America would be complete without the story of Spelman.

... The Legacy of Father Frank Quarles ...

*A Life Given
To The Cause of Education
For Black Women*

On an unusually bitter, cold Friday night, April 1, 1881, Misses Sophia B. Packard and Harriet E. Giles arrived in Atlanta, Georgia. They were met at the depot by Dr. Shaver, who was a teacher at the Atlanta Baptist Seminary, an American Baptist Home Mission Society school established to train Negro ministers (now known as Morehouse College). The next day they moved from the National Hotel where they had spent the night, and settled into a boarding house on South Forsyth Street. Dr. Shaver then took them to call on the most influential Negro Baptist in Atlanta, the Reverend Frank Quarles.

For many years Father Quarles, as he was affectionately known, had been a dominant figure among Georgia Negroes. As a youngster in Caroline County, Virginia, he had been able to acquire an education by studying at night until he had learned enough to enter the ministry. An inspired leader who was dedicated to his profession, he moved to Thomasville, Georgia, in 1850 and organized the First Baptist Church which was attended by both colored and white. Later, in 1862, Reverend Quarles came to Atlanta, where he developed into a courageous and trusted leader of his people. But because of the rise of racial feelings during the Civil War, Reverend Quarles and his followers were ejected

from a white Baptist church, which before had admitted both colored and white into its membership. So, along with his twenty-five followers, Father Quarles organized the Walton Springs Baptist Church, later known as Friendship Baptist Church. The siege of Atlanta soon disrupted the life of the city and he took refuge in Macon where he founded the St. James Baptist Church. After the siege, he returned to Atlanta to find his members churchless, whereupon he reorganized the church in a freight box car at Walton Springs. The church grew rapidly and by 1870, the pastor and congregation had arranged for a meeting place at Haynes and Markham Streets. A year later, in 1871, the present site at the southwest corner of Mitchell and Haynes Streets, SW, was purchased and construction begun. By 1872, the basement of the church was complete and the church occupied.

On April 2, 1881, the two founders of Spelman came to this edifice to speak with Father Quarles about organizing a school for Negro women and girls. When they arrived at the church, they found the door locked, but they thought the pastor was in his study. To attract his attention, Miss Packard and Miss Giles picked up a few pebbles and tossed them at the window of



L. to r.: Muriel Ruth Ketchum Yarbrough, '49, and daughter, Deirdra Yarbrough, '77

the pastor's study. Father Quarles appeared, invited them in, and listened as Misses Packard and Giles explained their mission. He then said, "When I was praying, the Lord heard and answered. I was on my knees pleading with God to send teachers for the Baptist women and girls of Georgia. We fully believe the Lord has

sent you." As they talked, he added, "I do not know where you could hold such a school. You could use my church if it wasn't for the funerals. But there is the basement." In this manner, on Monday, April 11, 1881, Spelman was founded in the basement of historic Friendship Baptist Church.

Father Quarles had faith in the promises of the future. He knew that life does not stay as is, that it changes as new challenges are accepted. Education was desperately needed by his people, especially the women, not only for the educational basics but for self-development. The opportunity had come; he heard the knock on the door; the basement of his church, even though inadequate, could be used without cost to start a school for women of his race so it was proffered and accepted by Misses Packard and Giles. His dream had come true and his prayers had been answered.

Later in 1881, Father Quarles, a man of wisdom and a leader ahead of his time, made two trips to Boston in the interest of the new school—the second one to raise much needed funds for the school. On the latter trip, in November, he developed a cold as a result of the unaccustomed cold climate, and his cold worsened into pneumonia. He left Boston and went to New York City where he died at the home of his son on December 4, 1881, thus literally giving his life in the cause of Spelman and the education of Negro women.

The esteemed Father Quarles was given a notable funeral with more than 2,000 viewing his body lying in state at Friendship Baptist Church. Spelman, Miss Packard, and Miss Giles had lost a trusted counselor and friend. They faced the future with deep sorrow yet with renewed hope.

From this sturdy stock Spelman has received women representing five generations over the past ninety-three years.

Father Quarles' wife, Mrs. Salina Quarles, was among the first students to enroll at Spelman and was employed in the school by the founders after the death of her husband.

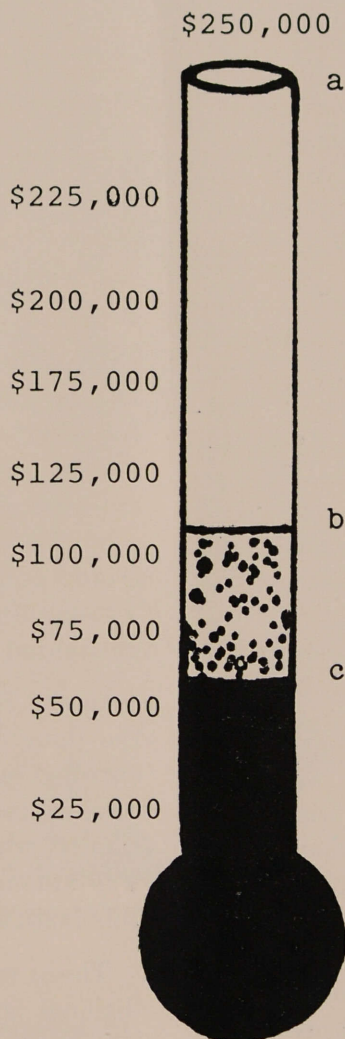
Their daughter, Frankie Quarles Young of Thomasville, Georgia, entered the first grade at Spelman Seminary and attended a number of years until her graduation from high school in 1902. Twenty-three years later, her daughter and Mrs. Quarles' granddaughter, Gertrude Johnson, was graduated from the Spelman high school.

When Mrs. Gertrude Johnson Ketchum's two daughters were ready for college, they followed the tradition of their great grandmother, grandmother, and mother by entering Spelman College. Muriel Ruth, now Mrs. Murvan Yarbrough, graduated from college in 1949 and Gertrude Yvonne, now Mrs. Frank M. Trippett, graduated in 1952.

In the fall of 1973, Deirdra Yarbrough, the daughter of Muriel Ruth Yarbrough, enrolled in the freshman class at Spelman. She represents the fifth generation in a family whose great, great grandmother was among the first students to enroll in this institution.

These women as well as some 8,000 additional graduates and former students are eternally grateful to Father Quarles for his pioneering efforts in the founding of the first educational institution for Black women in America—Spelman College.

Alumnae Support Increases . .



Our last MESSENGER report on the National Alumnae Campaign was based on progress as of February 28. At that time, we reported that 243 alumnae had pledged

a total of \$69,355. The current report is based on progress in the Campaign as of May 31. At this point, 423 alumnae have pledged a total of \$111,590. This brings

us almost to the halfway mark of our goal of \$250,000. The breakdown of pledges by regions follows:

Regions	No. of Pledges	Amounts Pledged
Southeastern	223	\$ 55,730.00
South Central	22	6,065.00
Northeast	57	20,330.00
Far West	49	12,830.00
Great Lakes	72	16,635.00
Western	no report	
Totals	423	111,590.00

We are excited, indeed, over this progress, but also concerned that only about 14% of alumnae whose addresses are known have pledged thus far. Our time is limited in the campaign and many more contacts should be made promptly.

From all indications, the pledges would be forthcoming if only alumnae were contacted to make their pledges. We say this because the College has received over 200 gifts this year from alumnae across the country who have not pledged. This suggests again that volunteers are needed to assist with campaign solicitations.

The College was delighted to be remembered by so many alumnae during the

season of its 93rd Birthday and also during the 1974 Class Reunion weekend. Below is the summary of 1974 Class Reunion gifts:

High School '14	\$ 10.00
High School '24	160.00
College Class '24	1,080.00
Class of 1934	875.00
Class of 1944	425.00
Class of 1949	1,000.00
Class of 1954	2,783.00
Class of 1964	3,155.00
TOTAL	\$9,488.00

These gifts, along with alumnae pledge payments added to our previous total, bring our cash receipted total to \$66,140.00. This amount is shown on the Alumnae Campaign barometer at point c and includes all Alumnae Club and individual alumna contributions sent to the College since the 1973 Founders Day season; b represents the total amount pledged, \$111,590.00.

Generally, our progress is commendable. What we need now is your help in getting us over the goal line. Please write the Alumnae Office or contact your Regional Chairman to volunteer your services.

Regional Chairmen

Great Lakes Region
Miss Many Carter
19311 Mansfield
Detroit, Michigan 48235

Southeast Region
Mrs. Ruby Handspike
Clay
2838 Eleanor Terr., N.W.
Atlanta, Georgia 30318

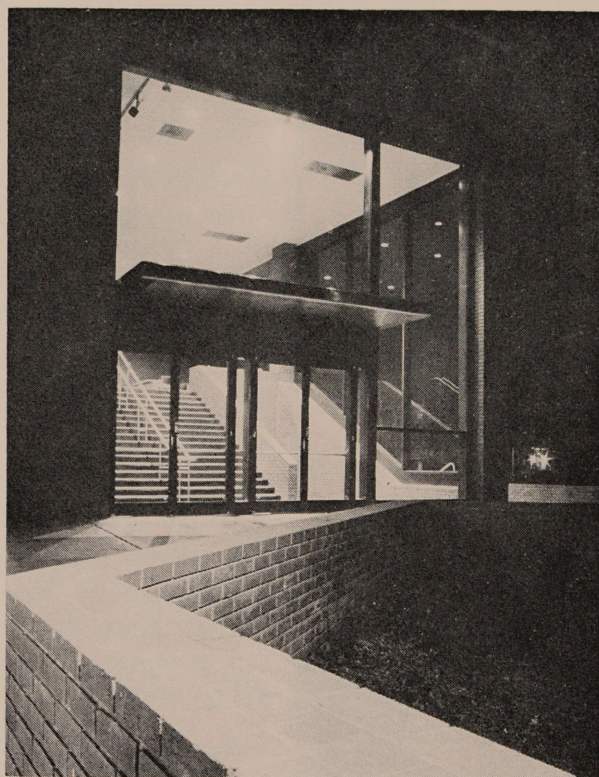
Western Region
Mrs. Ernestine Gipson
Wallace
2375 Monaco Parkway
Denver, Colorado 80207

Northeast Region
Mrs. Mary Adams Davis
77 Bauer Avenue
Roosevelt, Long Island,
New York

South Central Region
Mrs. Patricia Moody
Pearsall
5322 Trail Lake Drive
Houston, Texas 77045

Far Western Region
Mrs. Gussie Turner Steele
66 Gleary Court, #1010
San Francisco, California
94109

New Buildings Named at Spelman College



The Albert Edward Manley College Center

In May, the Board of Trustees of Spelman College released the names it has chosen for the two \$4.2 million buildings recently completed at the College. Mrs. Marian Wright Edelman, C'60, chairman of the special committee, announced that the ultra-modern college center has been named in honor of President Albert E. Manley for his twenty years of distinguished service as head of the all-female institution.

The new dormitory which embraces the "pod" concept of housing has been named for Mrs. Sarah McAlpin, a trustee since 1958 and the first woman to serve as chairman of the Spelman Board. She was unanimously elected to that position in 1970. Mrs. McAlpin has, during her tenure, greatly increased the diversity and effectiveness of the Board and has assumed a major role in launching Spelman's \$16.9 million capital funds drive. This additional

housing facility clusters eight to twelve women in six rooms around a kitchen, living area and bathroom, a major change from the basic living pattern in other campus dormitories.

The buildings were designed by Dober, Paddock, Upton and Associates of Cambridge, Massachusetts, and add an exciting new dimension to the traditional New England architecture of the campus. The college center is the hub for all campus activities and includes the dining hall, bookstore, snack shop, faculty and student lounges and some administrative offices.

Distinctive areas in the Center have been named as follows: the dining area, the Alma Upshaw Dining Room, in honor of Mrs. Alma Upshaw currently employed in the dining room and an employee of the College for over 35 years; the upstairs concourse, the Sojourner Truth Way; the downstairs concourse, the Harriet Tubman Way; the downstairs reading room, the John Hope Reading Room, named in honor of the late Dr. Hope, former president of Morehouse College and of Atlanta University, a scholar, visionary and indefatigable

worker in achieving academic excellence in the various colleges of the Atlanta University Center, and in molding cooperative efforts among the Center member institutions; and the new board meeting room, the Lawrence MacGregor Board Room, for the late chairman of the Spelman Board of Trustees who served the institution from 1954-1970.

Major renovations are presently being made and planned for several older buildings on the campus and when these improvements are completed Morehouse Hall will be renamed Willis Lawrence James Hall in memory of the acclaimed Afro-American musicologist and a former chairman of the Music Department of Spelman. Chadwick Hall will become Sadye Harris Powell Hall for the late alumna who founded, with her husband Dr. Charles Powell, the first private hospital facility for Blacks in Atlanta. The campus Guest House has been named the Helen Tucker Albro House, in honor of the late distinguished professor and chairman of the Biology Department at Spelman.



Dr. Irene Dobbs Jackson

SPEECH EXCERPTS

"Spelman's Exit Criteria"

As we address ourselves to this interesting, pleasant and risky task of attempting to analyze the meaning and uniqueness of Spelman College, we wonder whether we are looking for a definition, a profile, a formula, a *raison d'être*, a heritage or a projection. The latter of course, could lead to useless and endless speculation unless it is undergirded and documented with the statistics of faith, which as Paul explained in Ecclesiastes, 'is the substance of things hoped for; the evidence of things unseen.' At any rate, we are forced, in an appraisal of this kind, to look backward even as we attempt to peer forward."

"Recently, I have participated in a series of teacher-training workshops in North Carolina where I became aware of a whole new approach and philosophy regarding 'exit criteria' of our graduates and our future teachers, specifically. The new vocabulary shocked me. It seemed to be a new semantics, a jargon borrowed from the industrial and managerial worlds of high finance, computers and other areas and phases of our technocratic existence. These terms really do not communicate anything more or different than did the former terms of 'graduation standards,' 'degrees of excellence,' 'fulfillment of the B.A. or the B.S. degrees,' 'performance,'

'requirements,' 'proficiency,' 'qualifications,' 'competencies.' Today an educator is not really 'with it' unless he can spout such terminology as 'exit criteria,' 'terminal behavioral objectives,' 'continuous progression modules,' *etcetera ad nauseam*. Common sense dictates that we take such a monstrous proliferation of pedagogical jargon with the proverbial grain of salt."

"...let us think in terms of Spelman as a producer, an institution which turns the raw materials of a brash, unformed Freshman into a Senior woman, soon to be a guaranteed, graduated product whose label (Spelman tag, Spelman brand) tells no lies in the educational market place."

"The exit criteria serve as an evaluation scale, a technique and a method of checking the validity, the workability and the viability of the product, the Spelman graduate. But the managerial staff (composed of professors, dean, accrediting agents, etc.) applies pressure so as to control and contain the uniformity of the product. And so they set the parameters, for entrance criteria are as rigidly important as are exit criteria."

"Presently there are many disputes, moot questions, debates, and counter currents in the field of educational theory and philosophy. Spelman, along with all similar colleges, must be aware of the tremendous possibilities and consequences of decisions being made and experiments being tried which will affect the future of its graduates. We will attempt to deal with only three, in broad terms: first, the difference between indoctrination or training and education; secondly, the difference between scientific materialism, on the one hand, and the Fine Arts of Living on the other; and thirdly, the conflict between individual rights and societal demand, the incompatible hypotheses of freedom and

determinism."

"Just a decade ago in educational circles, the first question of importance was involved in the use of the Pavlovian method of conditioning whereby a student responded to certain stimuli in a learned rote fashion and proceeded by steps to reflex action, or in other words became indoctrinated with a set of facts and knowledges, which were expanded to endow him miraculously and automatically with a technique for surviving in society, once he had completed a set of such experiences. Pitted against this Russian innovation was the principle of education or drawing out of the student certain concepts, ideas and even fantasies to the degree that his thought processes became highly developed. A sound mind was one in which abstract thoughts could be created and analytical thought processes developed for action. Later it was concluded by educators that there really was no need to differentiate so sharply between conditioning and educating. These processes are held to be mutually inclusive and even necessary for the basic coherence of a college graduate's life in today's world. Such a person builds self-discipline which is sorely lacking as we look around us and at the same time allows for individualized thinking in crises, in stress situations and in complex problem-solving."

"Shall we develop a paycheck education in which a diploma is a union card, an *a priori* guarantee that the bearer willy-nilly will qualify for a job and be employed regardless of his qualifications for literacy, intelligence, manners, morals, competencies, skills? At that rate, we will produce doctors who cannot doct, plumbers who cannot plumb, pilots who cannot pilot and teachers who cannot teach. As a reaction or a fear to that horrible picture, shall we rather stuff our college women with music,

art, drama, romantic literature, foreign languages and household arts—only? It is clear that the perfect solution to the ideal prescription is neither one [neither science nor liberal arts] overemphasized to the exclusion of the other; but a blending of the two emphases.”

“Students who are being advised less and allowed to elect more seem to be choosing a good mix of courses that they are interested in for self-fulfillment and for a guide to their personal satisfaction in an unsatisfactory world. High on their list are psychology, ecology, anthropology, sociology, power politics, religious experiences of all kinds, poetry, sex and various marriage modalities. But they have to be committed to the ‘work ethic’ also, they are now beginning to understand, if they are to realize their dreams of a goal-directed life with some of the gadgetry of the ‘decadent bourgeoisie’ which they publicly decry but secretly covet. Such a list includes: color TV’s, stereos, unlimited phone calls, cars (wheels), credit cards, foreign travel, a few threads, some bread and a pad (and things and bodies to put in it!). Some students even major in the latter, hoping to receive the degree of Pa.D.”

“The profit-motive seems to have superseded all other motives in American college life. We are forced to draw attention to the corps of bright young men now associated with the Watergate affair and to recall the list of colleges from which they graduated—Ivy League Colleges of prestigious repute. One is led to conclude that a fundamental ingredient was lacking in their educational preparation: avoidance of the vulgar or acceptance of virtue as its own reward. Faulty motivation, though it earns a \$40,000 a year job, does not nec-

essarily bring about or sustain a virtuous reputation. The criterion should not be the money but the high degree of skill and honesty exerted. The crying need everywhere is for men and women of integrity and honesty.”

“The evolution of a college student from entrance criteria to exit criteria is a ‘rigorous exercise in determining the kinds and amounts of self-control she will exert.’ How can she develop a value-system that synchronizes and meshes with the ‘thou-shall-not’ of society? Society rewards or punishes. But reinforced behavior or punitive sanctions set the narrow field of choice in which the student can operate. The successful Spelman woman is one who has learned the secret of this alternate zig-zag, of dodging non-acceptable modes of behavior and engaging in those which reinforce her best self—body, mind, and soul.”

“Smarten up and fly right or expect failure. Going from or exiting from college need not be some kind of ‘mission impossible.’ Each Spelman woman has a clearly defined choice: self-direct or self-destruct.”

(Editor's Note: Each year, in March, the Spelman Family looks forward to the observance of Spelman College Emphasis Day. Begun in 1966, during the administration of Mrs. Naomi Chivers, former dean of students, the personnel of this department plans a program which directs attention to Spelman College—what it is, its function, and how well it realizes its aim or purpose for being. The first program emphasized the heritage of the College and honored employees who had given twenty and more years of service to the institution. This year on Sunday, March 17, the invited honoree and speaker was Dr. Irene Dobbs Jackson, twice a graduate of the institution—high school and college, a doctoral graduate of the University of Toulouse, France, a former Spelman teacher, one of six sisters who finished the College, the mother of six children, one of whom is Atlanta's recently elected Mayor Maynard H. Jackson, and currently chairman, Modern Foreign Languages Department, North Carolina Central University, Durham, North Carolina.

CAMPUS BRIEFS

NATIONAL HONOR SOCIETIES ESTABLISH CHAPTERS AT SPELMAN

PI KAPPA LAMBDA

The Spelman College Music Department, recently accredited and admitted to associate membership in the National Association of Schools of Music, continued its tradition of excellence and on March 30, ended the academic year on a high note with the installation of a Spelman College Chapter of Pi Kappa Lambda, a National Music Honor Society. The Spelman Chapter, Gamma Pi, joins 82 other active chapters in schools, colleges and universities in the United States. It is the second such charter to be granted to a predominantly black college or university.

The Gamma Pi chapter was formally established by Dr. William Weichleim, national president of Pi Kappa Lambda. He also officially inducted nine candidates into the society: five faculty members and four students. Inducted were Dr. Robert Donahue, Mr. Alston Lambert, Mrs. Laura English Robinson, Dr. Grace Boggs Smith, Mr. Heinz Trutschler, Miss Terry Barron, Miss Audrey Chisolm, Mrs. Frankie Gray Cummings and Mrs. Tanya Coleman Seidu. Dr. Roland Allison and Dr. Joyce Finch Johnson, Pi Kappa Lambda members in other chapters, had their memberships transferred to the Gamma Pi chapter at Spelman. Dr. Joyce Johnson is president of the Spelman chapter.

Dr. Roland Allison, chairman of the Music Department, accepted the charter for the Spelman Chapter and was told that it symbolized

the love of music and the ideal of high accomplishment demonstrated by the faculty and students of the music department.

The installation ceremonies were preceeded by a Faculty-Student Recital in Sisters Chapel. The versatility of members of the department was striking as students and faculty gave accomplished performances in voice, piano, violin and organ.

GAMMA PHI CHI

The Mathematics Department of Spelman College inducted its first members into Gamma Phi Chi Honorary Mathematical Society on April 30, 1974. The charter members are Deborah Prothrow, president; Sherry Shaw, vice president; Paula Carruthers, Karen Cox, Brenda Chester, Diane Powell, and Althea Ginn.

The purpose of Gamma Phi Chi is reflected in its motto: "To promote scholarship in mathematics." It is hoped that the organization will serve as an incentive for majors in the mathematical sciences to achieve academic excellence.

The requirements for membership in Gamma Phi Chi Honorary Society are: a major in a mathematical science, a 3.000 average in the major and upper one-third standing in the current class, a recommendation from a mathematics faculty member, and at least four semesters of mathematics courses above the 100-level.

PSI CHI

The Spelman chapter of Psi Chi, national honor society in psychology, was installed on Thursday, May 2. Thirty-four members, in-

cluding three faculty members, were inducted at a banquet held in the dining hall of the new College Center. The purpose of the organization is "to advance the science of psychology; and to encourage, stimulate, and maintain scholarship of the individual members in all fields, particularly in psychology." Undergraduates elected to Psi Chi must have completed at least nine semester hours of psychology and must have a cumulative average of 2.7 and an average of 3.0 in psychology (on a four-point scale).

After a very moving invocation given by Deborah Alfred, the president of the Psychology Club, Dr. Suzanne Carr of the Psychology Department installed the Psi Chi chapter, presented the charter, and inducted the officers as charged by the national office. Juanita Reaves, the president-elect of the society, accepted the Psi Chi charter and pledged to lead the group in attainment of both academic and social goals. She enlisted the cooperation of the members in contributing to the success of Psi Chi.

Following the induction ceremonies, President Manley challenged the group to continue with a high degree of excellence in order to dispel the stereotyped ideas regarding the intelligence of blacks. He encouraged the officers to live up to the commitments as set forth in the duties prescribed in the induction ceremonies and expressed the hope that the establishment of the honor society in psychology would serve as an incentive to other students to perform excellently.

Members of Psi Chi inducted at the May 2 ceremonies were: Seniors—Deborah Alfred, Deborah Allen, Gwendolyn Baskin, Trojanell

Bordenave, Arletta Brinson, Glenda Brooks, Ann Y. Brown, Beverly Colwell, Pamela Gray, Donna Hall, Debra Harris, Jacqueline Jennings, Saundra Lewis, Gail Owens, Tonya Pressley, Diane Raysor, Brenda Rice, Denise White; Juniors—Edwina Bullock, Shirley Gissenter, Jacquelyn Hall, Rhonda Jones, Veronica Lee, Juanita Reaves, Evelyn Reuben, LeeNovia Robinson, Janice Warner, Georgette Woodward, Lindsey Word; Graduate Assistants — Michele Clark ('73), James Bush; Faculty Members—Dr. Oran W. Eagleson, Dr. Carl Hendrickson, Dr. Robert L. Smothers. Members of the faculty who already held membership in Psi Chi are LaConyea Butler ('56), Suzanne Carr, Evelyn W. Chisolm ('49) and Gwendolyn Johnston. Psi Chi officers elected for the 1974-75 year are Juanita Reaves, president; Georgette Woodward, vice-president; Shirley Gissenter, secretary; Edwina Bullock, treasurer. Dr. LaConyea Butler, associate professor of Psychology, serves as advisor to the group.

FACULTY RESEARCH AT SPELMAN

Spelman recently received a research grant from the Consortium on Research Training (CORT) to promote faculty research in six areas. Coordinating the project is Dr. June M. Aldridge of the Department of English who feels that the results of the grant will provide strong evidence that scholarly writings and valid research do emanate from black college settings.

Seven Spelman faculty members are involved in the research project with Dr. Aldridge: Dr. Diana Axelson is conducting research for a textbook in introductory philosophy; Mrs. Beverly Sheftall and Mrs. Roseann Bell are collecting materials for an anthology

of literary selections focusing on the black woman; Dr. Martin Yanuck is working on an anthology relating to the response of Muslims to the Indian Nationalist Movement; Dr. Suzanne Carr is researching the area of mother-infant attachment; the Reverend Norman Rates is writing a book on the development of early Christianity in Africa; and Dr. Robert E. Perdue is writing a second book, this one entitled *Urban Blacks in Georgia, 1865-1900*.

AUC DANCE THEATRE

On April 5 and 6, Read Hall was the setting in which the Atlanta University Center Dance Theatre presented exciting programs of faculty and student choreography. Dance ideas emanating from African, Afro-American and West Indian cultures featured many students making their debut in group choreography. Students Leah Bass, Christina Davis, Edwina Andrews and Joyce Jones danced in the modern jazz style using the music of Quincy Jones, The Crusaders and New Birth. Lindile Yeni presented a dance idea from Senegal of women seeking, through the leadership of a prophetess, the source of evil in a village. Stimulated by the story of *The Exorcist*, Angela Lowe's choreography explored innocence subjected to the power and possession of sinister forces.

The remainder of the program featured faculty works by Brooke Hunter, Donna Rizzo and Rose Barile Smith. Their choreographies focused on classical ballet and the Afro-American spiritual as commentaries on the social condition of our times.

Mr. William Gordon, formerly the managing editor of THE ATLANTA DAILY WORLD, is now deputy assistant director, United States Information Agency and was the

Spelman College Convocation speaker on Thursday, March 7. Mr. Gordon visited the campus for two days and spoke to several classes about his work with the USIA.

SELECTED DRAWINGS BY HALE WOODRUFF EXHIBITED AT SPELMAN

It is impossible in this short space to completely document the achievements and influence of Hale Woodruff, but some salient facts should be presented about his background that will indicate his well-earned and renowned status as an Afro-American artist.

Mr. Woodruff is a native of Illinois, and has studied both in the United States, at the John Herron Art Institute in Indianapolis and at the Fogg Art Museum at Harvard University, as well as in Europe at the Academie Moderne in Paris. He is no stranger to Atlanta, having taught art at Atlanta University, and was instrumental in advancing the cause of Afro-American artists throughout the South with his initiation of the Atlanta Annual Art Exhibitions. This cause was a particular concern of Hale Woodruff, and he continues to share a very special relationship with Atlanta. Mr. Woodruff later became a professor of Art Education at New York University, attaining the rank of Professor Emeritus.

He has exhibited extensively throughout the United States, and a partial list would include the Chicago Art Institute, the Art Museums of Los Angeles, San Diego, Boston, Kansas City, St. Louis, as well as Howard University, the Whitney Museum, the High Museum of Atlanta, the Virginia Museum, and the Brooklyn Museum. His work is included in numerous museum collections, such as the



Hale Woodruff

Metropolitan Museum of Art, and in many private collections.

In recognition of his importance as an Afro-American artist, Hale Woodruff has also been represented in many publications dealing with the development of Afro-American art, including those by the well-known Black Art historians Alain Locke and James A. Porter.

Hale Woodruff's famous mural of "The Amistad Mutiny" at Talladega College in Alabama, done in 1938-39, was one of his earliest important works. Since then his style has continued to develop with remarkable range and intensity. His use of the African idiom has become a fundamental concern in much of his later work, and it is the exploration of these powerful African motifs with which the present exhibition is concerned.

It would be difficult for the general public to measure the contributions of Hale Woodruff to the art world from our present selective exhibition. But looking at Woodruff's work from his earlier days to the present, one would have to conclude that his position as an

outstanding Afro-American artist in American art has been too little acknowledged or appreciated by all those who have the power to make or break a creative soul. In spite of this, he has never abandoned his love and deep commitment to art, especially to African Art.

Woodruff's drawings are powerful aesthetic statements, depicting mainly African expression. They are delicate and somewhat fragmentary. Their contours, planes and outlines suggest excellent taste and order with tactical overtones and movement in the total composition. A look at his light and some of his heavy wash lines and curves in abrupt opposition of black and white suggest the artist's mastery of his craftsmanship. When closely studied one feels that nothing should be added and nothing removed. If these drawings seem abstract, this is because Woodruff employs African Art in a very dramatic way with complete emotional power and fluidity. He is not the first or the only twentieth century artist to become enamored of Africa. There are many others who have incorporated African Art elements in their works. His drawings show no direct or indirect influence of any particular artist or school except that they are the true reflection of his rich heritage. The impact of his background and cubist style gives interesting and unique dimensions to his drawings. The real drama is in the juxtaposition of shapes which reveal the inside of the artist's gifted creative mind. It is interesting to note that some of his works are self-contained compositions, admirably sculptural in quality. Also, one is struck by his versatility in exploring one or two themes with complete control of his media. They remain imaginative and elegant in their different visual statements.

They are occasionally bold in their total effect. There is almost no limit to the range and breadth of feeling that Woodruff permits in his drawings. I regard his works as expressionist as well as symbolist by unique restraint and ultimate refinement. Executed in crayon, black ink, tempera, and brush work, they are clear and decisive. They come through strongly with very elegant flavor.

After looking at these drawings, no one can question the artist's ingenious ability to communicate himself visually with complete authority and ease. In other words, he has great sensibility in incorporating various styles in his work. Viewers may find his works very interesting as two-dimensional variations on three-dimensional techniques—as linear explorations of physical properties. Various lines, curves and shapes in his drawings add up to extremely dramatic composition in personal expression.

This exhibition of Woodruff's drawings, which were all completed during 1965 through 1973, clearly demonstrates his unique skill and creativeness. The current exhibit, of course, is only one segment of Woodruff's oeuvre but it brings a rich reward and a stimulating experience of the artist's intelligent and highly individual approach to a wide range of his artistic background. Like some old masters as well as contemporary artists, his drawings are tasteful, even vibrant, to the extent that they serve as an epic statement of African Art.

—HANS BHALLA,
Chairman, Art Department

FACULTY AND STAFF NOTES

Mrs. Evelyn J. Carroll, assistant professor of education at the College, has been elected vice-chairman of the Georgia Teacher Education Council for the year 1974. The number two position automatically extends to the chairmanship in 1975 and will make Mrs. Carroll the second Black woman to serve as head of the influential educational group.

The Council acts as an advisory body to the State Department of Education. It involves 313 members from the various sectors of public and private institutions of higher learning in Georgia which have approved teacher education programs. Mrs. Carroll has been an active member of the Council for 8 years, and has served as member and chairman in various ad hoc committees in the Council and the Criteria Committee.

Last spring, State Superintendent Jack B. Nix appointed Mrs. Carroll to a member of the task force to devise a five-year plan for competency-based teacher education and certification in Georgia.

Mrs. Carroll, a doctoral candidate at the University of Michigan and a member of the national honor and professional association for women in education, Pi Lambda Theta, holds membership in numerous professional education organizations and societies. She is married to Dr. Richard A. Carroll, distinguished Callaway Professor of English at Spelman. Mrs. Carroll is also the mother of two children.

Mrs. Christine King Farris was recently appointed to the advisory committee of the Georgia Right to Read Program by Mr. Jack Nix,

State Superintendent of Schools. Mrs. Farris also attended the National Oral History Conference at Michigan State University which was sponsored by the Martin Luther King, Jr. Center for Social Change.

On April 2, **Dr. Stephen Goldfarb**, assistant professor of History, presented a paper entitled "The Scientific Revolution and the Literary Renaissance" at a humanities colloquium for faculty and students in the Atlanta area. His paper explored the importance of Greek and Roman scientific writings on the natural philosophers of the early phase of the scientific revolution. The lively discussion which followed Dr. Goldfarb's presentation was led by a panel of four students and faculty members in the departments of English and History at Georgia State University and Emory University.

The meeting was held at the Emory University Law School and was hosted by the Emory English Department. This was the second of a series of colloquia to be presented on various subjects. Participants represent all of the colleges and universities in the Atlanta area.

At the annual meeting of the American Association of Graduate School Deans and Admissions officers held in April, **Mrs. Caroline W. Graham**, director of Counseling Services, presented a paper on "Problems of Minorities in the Selection Criteria and Admissions Process." She also has been appointed by the Executive Committee of the American Personnel and

Guidance Association to serve on the Committee for International Guidance and Counseling Services of the organization.

Dr. Audrey Forbes Manley, chairman of the Spelman Health Careers Advisory Committee and director of the Family Planning Clinic at Spelman, was one of three Atlanta citizens elected to vacant seats on the Atlanta Regional Commission in March. She represents District 15, a portion of South Fulton County. The Commission is composed of a group of thirty-four citizens of Metropolitan Atlanta whose function is to consider the views of all sections of the Atlanta population in the urban planning process. Such vital areas as community development, governmental services, health and social services are studied by the Commission and resolutions are drawn up reflecting the decisions of the Commission based upon information which they researched from the various segments of the city.

In May, the Chairman of the Overseers' Committee to Visit Harvard and Radcliffe Colleges invited Dr. Audrey Manley to join her Committee for a term of two years, 1974-1976, with the possibility of reappointment. Dr. Manley has accepted the invitation.

Visiting Committees aid the Overseers, one of two central governing boards of the University, the other being the President and Fellows, commonly known as the Corporation, in evaluating effectiveness and in providing support and counsel. These Committees, which have become an essential

adjunct in Harvard's governmental structure, are generally headed by Overseers. They are composed of individuals "from outside the Harvard faculty or administration who are knowledgeable and experienced in the fields which they are called upon to examine." Through its visiting Committees, "the Board keeps in touch with and is informed about current activities of all . . . branches of the University." The faculties of the several schools and departments look to the Visiting Committees "for constructive criticism and for help in securing their objectives."

Dr. Manley's paper, "A Pediatric Clinic Delivers Contraceptive Services: One Year Experience in a Municipal Hospital," delivered in April at the 12th Annual Meeting of the Association of Planned Parenthood Physicians in Memphis, Tennessee, has been accepted for publication in *Advances In Planned Parenthood*. A typescript of the Center for Family Planning Program Development's story on her paper will be carried in *Digest*, the organization's publication; an article on Dr. Manley's work as recounted in her paper will appear in *Pediatric News*; and a report on her paper will be carried in *Medical Tribune*—German edition.

Dr. George Napper, assistant professor, Department of Sociology and author of *Blacker Than Thou*, was well received in a series of addresses which he delivered in Greenville, South Carolina in April. Dr. Napper spoke to Greenville County School personnel at the Greenville Middle School on April 2. The subject of his address was "The Black Student and the Question of Identity." Following this appearance, Dr. Napper went to Greenville Tech Educational Center and spoke at a meeting spon-

sored by the Greenville Mental Health Association. On April 3, Dr. Napper was Convocation speaker at Furman University in Greenville.

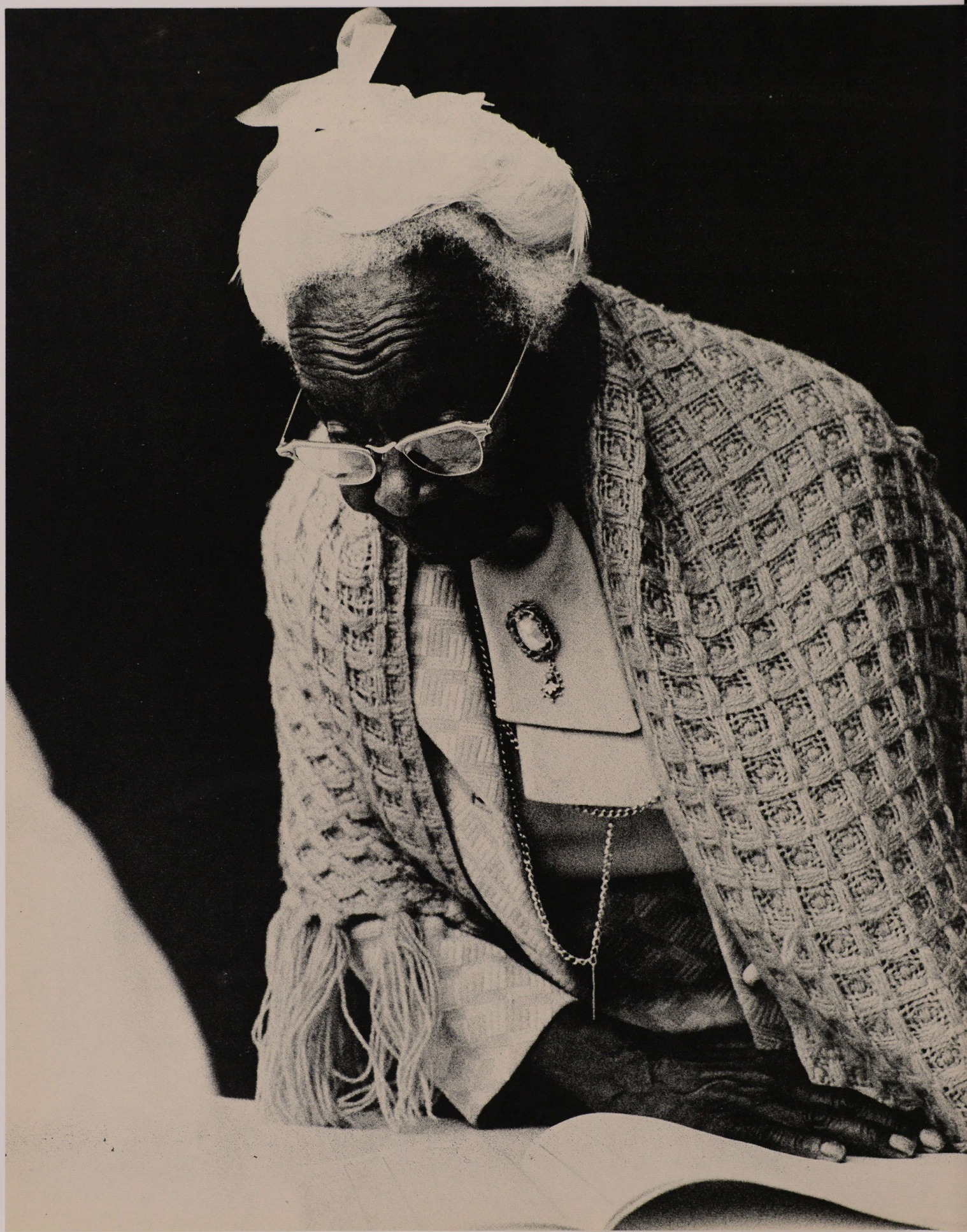
This has been quite an eventful semester for Dr. Napper. He and his wife, Imogene, C'73, became the proud parents of their third child on March 25. George III, who weighed in at six pounds, thirteen ounces, has an eleven year old brother, Kendall, and a nine year old sister, Kenya.

Mrs. Claressa H. Lee, former secretary in the Office of the President, who returned to her native state in December, 1972, writes that she is the director of Placement and director of the Campus Center at Wofford College in Spartanburg, South Carolina. Mrs. Lee's address is Post Office Box 1131, Gaffney, South Carolina 29340.

Spelman Faculty and Staff, we *are* interested in what you are doing! We would like for you to share with our readers your achievements in the areas of research, innovative teaching and recent publications.

Please let us hear from you.

The *Messenger* Staff



ALUMNAE NEWS

ATLANTA SPELMAN CLUB

As early as 5:30 p.m. on Wednesday, April 3, Spelman alumnae began arriving on campus with great enthusiasm to attend the annual April meeting of the Atlanta Spelman Club hosted by President and Mrs. Manley and held in the new dining room of the College Center. Miss Marguerite Simon and Mesdames LaConyrea Butler, Barbara Brown, Leatrice Bell, Bettieanne Hart, Sheila Okoye, Ollie Manley and Ernestine Brazeal of the Spelman College faculty and staff assisted the Manleys in graciously welcoming the more than seventy-five guests.

At 6:30 p.m., alumnae were taken on a guided tour of the functional and beautifully appointed New College Center. Heard were expressions of approval and appreciation of an up-to-date facility in which it is possible to create an academic climate conducive to excellence in learning.

Following a delicious buffet supper, Mrs. Mary E. Woods, president of the Atlanta Club, presented President Manley who first introduced campus guests, Dr. Julius Scott, chairman of the So-

ciology Department and special assistant to the President; Dr. Edward Riley, dean of instruction; Dr. Shirley McBay, associate dean of instruction; Mr. Charles Duffy, business manager; Mrs. Jeanne Allen, registrar; Dr. Edward Lundin, director of institutional research; Dr. Gertrude Brady, director of admissions; Mrs. Judy Gebre-Hiwet, director of public relations; Mrs. Marva Tanner, director of student aid; Mrs. Sheila Okoye, director of student accounts; and Mrs. Caroline Graham, director of counseling services.

President Manley told the Club the year had been a good one for the College. He spoke of the Campaign to raise approximately \$17 million dollars within a three year time limit, explaining the funds would be used for student aid, faculty development and physical facilities. He reminded the alumnae that the College is always interested in having able students apply for admission, and invited them to send names of promising students to the director of admissions.

Dr. Manley spoke of the increased enrollment, the establishment of academic divisions—Divisions of the Social Sciences, Humanities, Fine Arts, Education, and Natural Sciences; the Dual Degree Program with the Georgia Institute of Technology; the accreditation of the Department of Music by the National Association of Schools of Music; and the renovation of Morehouse, MacVicar and Tapley Halls.

He closed his remarks by outlining the events of Founders Day and expressed the hope that as many as possible would be present for as many of the programs as feasible.

Miss Woods thanked the Manleys for their usual gracious hospitality, then invited the members to reassemble in the Conference Rooms for a closed session to receive donations for the Founders Day Report of Gifts.

CLEVELAND SPELMAN CLUB

On February 14 and 15, Judy Gebre-Hiwet, director of public relations, and Ernestine E. Brazeal, alumnae secretary, journeyed to Cleveland, Ohio, to recruit in several of that city's high schools. The Cleveland Spelman Alumnae Club, led by its able president, Dr. Pauline Drake, had made all arrangements for the visit. As soon as the recruiters arrived, Pauline telephoned to extend a warm welcome, to review their itinerary and to remind them of the Club's meeting scheduled in the home of Alumna Pecola Hullum.

The trip was highly successful due in part to the early planning and interest of the members of the Cleveland Club. Mesdames Billy Douglass Cunningham and Jacqueline Kirby Wills were gracious enough to drive them to visit five schools in Cleveland.

Judy and Ernestine braved the very cold weather and snow to at-

Left: Mrs. Annie Alexander, 97 years old and one of Spelman's oldest alumnae, registers at the Spelman Club meeting, April 4, 1974, hosted by President and Mrs. Manley.

tend the Club's meeting on Friday evening, February 14. Thanks to Mrs. Doris Thompson McCollum and daughter Delores, they were picked up at the motel and driven to Mrs. Hullum's home and also driven back to the motel. Twenty-three Club members also braved the inclement weather. They were Juanita Samuels Overton, Billy Joyce Douglas Cunningham, Doris Thompson McCollum, Delores, McCollum, Mabel Fowler Meyers, Joquetta S. Wells, Frances Mason Franklin, Lena M. McGhee, Pauline Drake, Alice J. Carter, Georgia Lloyd, Cleofrances Kindle McGuinea, Ivan Harris Neal, Troas Lewis Latimer, Esther Harris Hart, Pamela Jean Lewis, Pecola Pearson Hullum, Carmen L. Wildgoose, Gloria Wise Brown, Gwendolyn Bulger, Rena M. Walker, Sallie Lumpkin Hopson, and Antionette Clifford Kindall.

Following a brief business meeting, Judy and Ernestine spoke of the new developments taking place at the College and discussed the organizational structure of the capital funds campaign pointing out the importance of alumnae contributions to the overall goal of approximately \$17 million. The alumnae had agreed to raise \$250,000 as its share of the overall goal. After a period of questions and answers, the group chatted as they enjoyed the warm fellowship and delicious refreshments.

In early April, the Cleveland Club gave a luncheon at which they honored two of their members: Doris Thompson McCollum "for her hard work on the Birthday Calendar and for being loyal and supportive no matter what; and Troas Lewis Latimer on the occasion of her fiftieth class reunion."

Another feature of the program was the showing of recent slides

of campus scenes. Pauline wrote that the luncheon was successful. She expressed the hope that the slides would stimulate generous gifts to the campaign. Frances Franklin served as the able luncheon chairman.

HOUSTON SPELMAN CLUB REACTIVATED

Kudos to Alumna Patricia Moody Pearsall and the other Houston alumnae for having reactivated the Houston Spelman Alumnae Club! Patricia writes that an organizational meeting was held at her home on March 16. Alumnae present were Wylma White Barnett, Pamela E. Carson, Lillian D. Eunice, Beretta Ward, Tenah Burleigh Lewis, Jacquelyn McMillon, Lyda Stivers, Henrilynn Gordon and Pat.

The group agreed, as is the policy, to extend membership to former Spelman students who are also alumnae of the College. They also plan to include students currently enrolled at the College in the Club's membership. Monthly meetings are to be held on the third Sunday in the afternoon. The group planned to hostess an informal get-together during the College's spring break, April 11-20, for Houston area students currently enrolled at Spelman and high school students who have been accepted for the 1974-75 freshman class.

Patricia, who is chairman of the South Central Region for the Alumnae Campaign, outlined the aims of the capital fund drive and encouraged those present to turn in their three-year pledge cards to her as soon as possible.

Until the group becomes more formally organized, Pat agreed to act as coordinator for the Club, Pam consented to handle money-related matters, and Beretta volun-

teered to send notices of meetings and to take care of correspondence.

Spelmanites in Houston and vicinity please get in touch with Patricia Pearsall at 5322 Trail Lake Drive, Houston 77045 or telephone her at 433-1314 and tell her that you will join the group! The Club will need the support of all of you in order to implement a successful program.

NORTH NEW JERSEY CLUB ORGANIZED

The Alumnae Office and the National Alumnae Association extend a sincere welcome to the newly organized North New Jersey Spelman Club which came into being on March 16, 1974. The elected officers of the group are Sylvia I. Suitt, president; Jeanette Brummell, vice president and Jewell Richardson, secretary. The other members of the group are Connie Cole, Melba Davis, Tamara DePlanter, Paula Epps, Shirley Jelks, Carolyn Odom, Marjorie Rich, Cassandra Savoy, Bonita Suitt, Pamela Vaughn and Gail Williams. Membership in the club, at this time, is made up of alumnae who live in the New Jersey counties of Essex, Bergen, Hudson and Union.

The purpose of the Club is to help preserve Spelman College's strong foundation, to maintain its educational and cultural values, and to contribute to its continued growth and development. In recognition of the celebration of the 93rd Founders Day, the Club sent in its first contribution of one hundred twenty dollars. This amount was the composite total of contributions by individual members.

Kudos to Sylvia and other alumnae for organizing the first Spelman alumnae club in the state of New Jersey!



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