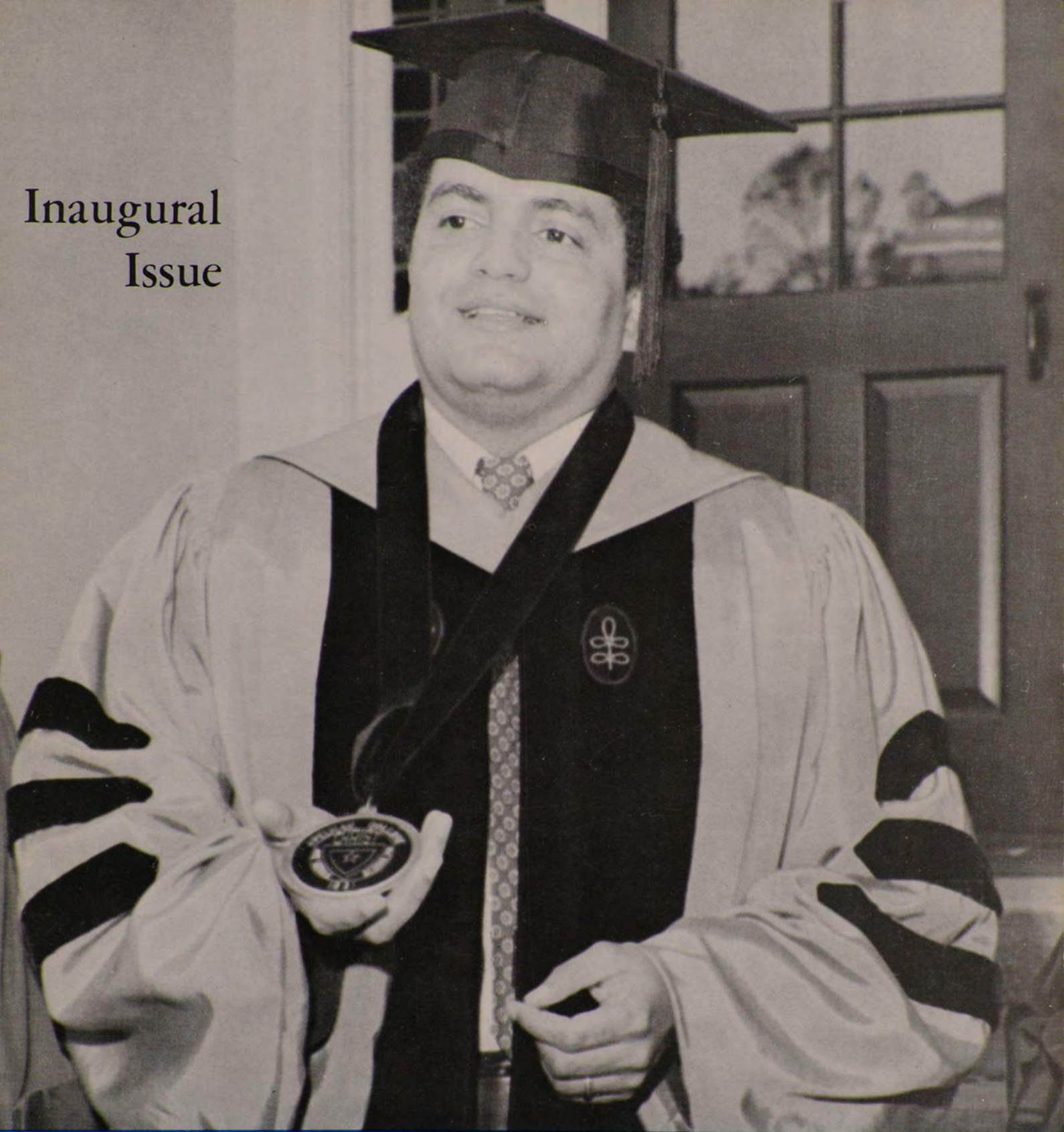


Inaugural
Issue



Spelman Messenger

NOVEMBER 1977
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Norah McNiven
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Kathleen A. Jackson
Alumnae Editor

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Norah McNiven, *Editor*

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*Front cover: Donald Mitchell Stewart, Dr. P.A.,
Sixth President, Spelman College.
October 23, 1977.*

THE INAUGURATION OF
DONALD MITCHELL STEWART
AS SIXTH PRESIDENT OF
SPELMAN COLLEGE





Donald Mitchell Stewart
October 23, 1977

THE INAUGURAL EXERCISES

PRESIDING: Mr. Francis Day Rogers
Chairman, Board of Trustees, Spelman College

ORGAN PRELUDE: "Benedictus" (Reger) Dr. Joyce Finch Johnson
Professor of Music

PROCESSIONAL: "March" from *Die Meistersinger von Nurnberg* (Wagner) Dr. Joyce Finch Johnson

INVOCATION: The Reverend William V. Guy
Pastor, Friendship Baptist Church

HYMN: "Joyful, Joyful, We Adore Thee" (Beethoven)

Joyful, joyful, we adore thee, God of glory, Lord of love;
Hearts unfold like flowers before thee, Hail thee as the sun above.
Melt the clouds of sin and sadness; Drive the dark of doubt away;
Giver of immortal gladness, Fill us with the light of day!

All thy works with joy surround thee, Earth and heav'n reflect thy rays,
Stars and angels sing around thee, Center of unbroken praise;
Field and forest, vale and mountain, Blossoming meadow, flashing sea,
Chanting bird and flowing fountain, Call us to rejoice in thee.

Thou art giving and forgiving, Ever blessing, ever blest,
Wellspring of the joy of living, Oceandepth of happy rest!
Thou our Father, Christ our Brother, All who live in love are thine;
Teach us how to love each other, Lift us to the Joy Divine.

Mortals, join the mighty chorus, Which the morning stars began;
Father love is reigning o'er us, Brother love binds man to man.
Ever singing march we onward, Victors in the midst of strife;
Joyful music lifts us sunward, In the triumph song of life.

SCRIPTURE READING: The Reverend William Holmes Borders
Pastor, Wheat Street Baptist Church

PRAYER: Dr. Mary Brookins Ross, '28
President, Women's Convention
Auxiliary to the National Baptist Convention, Inc.

SOLO: "Hear Ye, Israel," from *Elijah* (Mendelssohn) Mrs. Laura English Robinson, '69
Assistant Professor of Music

GREETINGS TO THE PRESIDENT:

Students: Ms. Paula Spence, '78
President, Spelman Student Government Association

- Faculty and Staff: Dr. Edward E. Riley Jr.
Academic Dean
- Alumnae: Mrs. Helen Barnett Humphrey, '45
President, National Alumnae Association
of Spelman College
- Trustees: Mrs. Laura Rockefeller Chasin
Spelman College Trustee
- Atlanta University Center Institutions: Dr. Charles Merideth
Acting Chancellor, Atlanta University Center
- SALUTE TO THE PRESIDENT: Dr. Martin Meyerson
President, University of Pennsylvania
- PSALM: "The Lord Is My Shepherd" (Randall Thompson) Spelman College Glee Club
Directed by Dr. Roland Allison
Professor of Music
- PRESENTATION OF DONALD MITCHELL STEWART: Mrs. Marian Wright Edelman, '60
Vice Chairman, Spelman College Board of Trustees
- INSTALLATION: Mr. Francis Day Rogers
Chairman, Spelman College Board of Trustees
- INAUGURAL ADDRESS: Dr. Donald Mitchell Stewart
Sixth President, Spelman College
- THE SPELMAN HYMN (Eddye Mae Money, '34):
- | | |
|-------------------------------|--------------------------------|
| Spelman, thy name we praise | Through years of toil and pain |
| Standards and honor raise, | May thy dear walls remain |
| We'll ever faithful be | Beacons of heavenly light |
| Throughout eternity. | Undaunted by the fight; |
| May peace with thee abide | And when life's race is won, |
| And God forever guide | Thy noble work is done, |
| Thy heights supreme and true. | Oh God, forever bind |
| Blessings to you. | Our hearts to thine. |
- BENEDICTION: The Reverend Dr. Norman M. Rates
College Minister
- RECESSIONAL: "Finale" from *Symphony No. 1* (Vierne) Dr. Joyce Finch Johnson

THE ACADEMIC PROCESSION

Order of March

The Trustees of Spelman College • The Faculty of Spelman College •
The Student Representatives • The Alumnae Representatives •
Delegates from Colleges and Universities, Learned Societies,
Professional and Other Organizations •

The Trustees

Mr. Francis Day Rogers <i>Chairman</i>	Mrs. Marian Wright Edelman, '60 <i>Vice Chairman</i>
Mr. Jonathan Smith <i>Treasurer</i>	Mrs. Asa G. Yancey <i>Secretary</i>
Mr. Ivan Allen Jr.	Mr. Donald L. Hollowell
Ms. Teree Caldwell, '78 <i>Student Representative</i>	Dr. Joyce Finch Johnson <i>Faculty Representative</i>
Mrs. Laura Rockefeller Chasin	Ms. Elizabeth McCormack
Mr. W. Gerald Davenport	Mr. Dwight C. Minton
Dr. Charles T. Davis	Mrs. Francis Randolph
Dr. Cleveland Dennard <i>Ex Officio</i>	Mr. Fred B. Renwick
Dr. Eleanor Ison Franklin, '48 <i>Alumnae Representative</i>	Dr. Donald M. Stewart <i>Ex Officio</i>
Mrs. DeJongh Franklin	Dr. Eoin W. Trevelyan

Honorary Trustees

Mrs. David H. McAlpin <i>Honorary Chairman</i>	
Mr. C. Everett Bacon	Mr. Henry M. Minton
Mrs. John W. Davis	Mrs. Fred Patterson
Dr. Albert E. Manley <i>President Emeritus</i>	Mrs. Laurance S. Rockefeller
Dr. Audrey Forbes Manley	Judge Elbert P. Tuttle

DELEGATES
COLLEGES AND UNIVERSITIES

1636	HARVARD UNIVERSITY Mr. Malcolm C. Garland President, Harvard Club of Atlanta	1838	DUKE UNIVERSITY Mr. Garland Loftis Alumnus
1701	YALE UNIVERSITY Dr. Richard I. McKinney Alumnus	1840	SAINT MARY-OF-THE-WOODS Mrs. Patrick McGahan Alumna
1740	UNIVERSITY OF PENNSYLVANIA Dr. Vartan Gregorian Dean, Faculty of Arts and Sciences	1844	SAINT MARY'S COLLEGE, NOTRE DAME Miss Geraldine Corbin Alumna
1746	PRINCETON UNIVERSITY Mr. G. Arthur Howell III Alumnus	1846	BUCKNELL UNIVERSITY Ms. Janet B. Mathias Alumna
1754	COLUMBIA UNIVERSITY Dr. Joseph M. Conant Alumnus	1846	GRINNELL COLLEGE Dr. A. Richard Turner President
1764	BROWN UNIVERSITY Mr. W. Terry Walsh Alumnus	1847	SAINT XAVIER COLLEGE Mrs. Anne Mayeaux-Hines Alumna
1766	RUTGERS UNIVERSITY Dr. Roman B. Rutkowski Alumnus	1854	WOFFORD COLLEGE Mr. William W. Lancaster Alumnus
1769	DARTMOUTH COLLEGE Mr. R. Harcourt Dodds Trustee and Alumnus	1855	BEREA COLLEGE Mr. Robert Warren Miller Alumnus
1789	THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL Dr. Alex Wesley Willingham Alumnus	1856	ELMIRA COLLEGE Mrs. Katherine Todt White Alumna
1800	MIDDLEBURY COLLEGE Dr. James M. Warburton Alumnus	1857	FLORIDA STATE UNIVERSITY Ms. Charlene Baker Alumna
1813	COLBY COLLEGE Ms. Wendy C. Newstetter Representative	1861	MASSACHUSETTS INSTITUTE OF TECHNOLOGY Dr. Sharon Cutler Ross Alumna
1819	THE UNIVERSITY OF MICHIGAN The Honorable William H. Alexander Alumnus	1863	BOSTON COLLEGE Dr. June Gary Hopps Dean of the Graduate School of Social Work
1819	COLGATE UNIVERSITY Mr. Thomas E. Thumser Alumnus	1864	BATES COLLEGE Dr. Benjamin E. Mays Alumnus
1831	THE UNIVERSITY OF ALABAMA Dr. Milton Frank III Alumnus	1864	SWARTHMORE COLLEGE Dr. William H. L. Dorsey Alumnus
1831	WESLEYAN UNIVERSITY Mr. Colin G. Campbell President	1865	ATLANTA UNIVERSITY Dr. Cleveland L. Dennard President
1833	STEPHENS COLLEGE Miss Charlene Holloway Alumna	1865	CORNELL UNIVERSITY Mr. Roy T. Black III Alumnus
1834	WHEATON COLLEGE Mrs. Barbara Smith Bollman Alumna	1865	INDIANA STATE UNIVERSITY Mr. Wayne Harry Gross Alumnus
1834	TULANE UNIVERSITY Mr. Stephen Mark Berman Alumnus	1866	FISK UNIVERSITY Dr. Walter J. Leonard President
1836	EMORY UNIVERSITY Dr. James Thomas Laney President	1866	LINCOLN UNIVERSITY Dr. Thomas D. Pawley Dean, College of Arts and Sciences
1837	MOUNT HOLYOKE COLLEGE Mrs. Arthur Langford Jr. Alumna	1867	SAINT AUGUSTINE'S COLLEGE Dr. Thelma Roundtree Vice President for Academic Affairs

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|------|---|------|---|
| 1867 | MORGAN STATE UNIVERSITY
Dr. Augustus Adair
President, Faculty Senate | 1879 | RADCLIFFE COLLEGE
Mrs. Donald Ratajczak
Alumna |
| 1867 | BARBER-SCOTIA COLLEGE
Dr. Mable Parker McLean
President | 1881 | TUSKEGEE INSTITUTE
Dr. William R. Harvey
Vice President for Administrative Services |
| 1867 | MOREHOUSE COLLEGE
Dr. Hugh M. Gloster
President | 1881 | UNIVERSITY OF CONNECTICUT
Mr. Earl McKnight
Alumnus |
| 1867 | TALLADEGA COLLEGE
Dr. Joseph N. Gayles
President | 1882 | PAINE COLLEGE
Dr. Julius S. Scott Jr.
President |
| 1868 | HAMPTON INSTITUTE
Ms. Roselyn M. Lewis
Alumna | 1885 | BRYN MAWR COLLEGE
Ms. Christine Philpot Clark
Alumna |
| 1868 | WELLS COLLEGE
Ms. Janet Spillman
Alumna | 1885 | GEORGIA INSTITUTE OF TECHNOLOGY
Dr. Joseph M. Pettit
President |
| 1869 | CHATHAM COLLEGE
Ms. Mona Norman Generett
Dean of Student Services | 1885 | MORRIS BROWN COLLEGE
Dr. Robert W. Threatt
President |
| 1869 | CLARK COLLEGE
Dr. Elias Blake Jr.
President | 1889 | AGNES SCOTT COLLEGE
Dr. Marvin Banks Perry Jr.
President |
| 1869 | DILLARD UNIVERSITY
Ms. Marie A. Chretien
Alumna | 1889 | GEORGIA COLLEGE
Dr. Lucretia Coleman
Alumna |
| 1870 | BENEDICT COLLEGE
Dr. Henry Ponder
President | 1891 | RANDOLPH-MACON WOMAN'S COLLEGE
Mrs. C. Merrell Calhoun
Alumna |
| 1871 | SMITH COLLEGE
Ms. Betsy Barge
Alumna | 1891 | THE UNIVERSITY OF CHICAGO
Dr. Thomas W. Lyman
Alumnus |
| 1872 | BETHUNE-COOKMAN COLLEGE
Mrs. Emerille Glover
Alumna | 1893 | BARNARD COLLEGE
Mrs. Elinor Findley
Alumna |
| 1873 | UNIVERSITY OF ARKANSAS
AT PINE BLUFF
Dr. Harding B. Young
Alumnus | 1893 | HOOD COLLEGE
Mrs. Edward W. Poole
Alumna |
| 1873 | VANDERBILT UNIVERSITY
Dr. Margaret W. Pepperdene
Alumna | 1894 | UNIVERSITY OF LOWELL
Mr. Francis X. Nerney
Alumnus |
| 1875 | GEORGE PEABODY COLLEGE FOR
TEACHERS
Dr. Scarvia B. Anderson
Alumna | 1895 | FORT VALLEY STATE COLLEGE
Dr. Willie Wilburn
Dean of the Faculty |
| 1875 | HUSTON-TILLOTSON COLLEGE
The Honorable Harriett M. Murphy
Chairperson, Department of Government | 1900 | TRINITY COLLEGE
Sister Rita Adele Comber
Alumna |
| 1875 | WELLESLEY COLLEGE
Dr. Barbara Jackson
Alumna | 1901 | BERRY COLLEGE
Dr. James Arthur Scott
Associate Dean for Professional Studies |
| 1876 | MEHARRY MEDICAL COLLEGE
Dr. Maurice C. Clifford
Trustee | 1901 | SWEET BRIAR COLLEGE
Mrs. Bradley Hale
Alumna |
| 1876 | STILLMAN COLLEGE
Dr. Harold N. Stinson
President | 1903 | ALBANY STATE COLLEGE
Mr. Davey L. Gibson
Alumnus |
| 1879 | LIVINGSTONE COLLEGE
Dr. Otis E. Lilly
Alumnus | 1905 | MILES COLLEGE
Dr. W. Clyde Williams
President |
| | | 1906 | VALDOSTA STATE COLLEGE
Mr. Clyde Randy Humphrey
Alumnus |

- | | | | |
|------|--|------|---|
| 1908 | MORRIS COLLEGE
Dr. Levester Tendergraff
Alumnus | 1926 | VILLA MARIA COLLEGE
Ms. Marian Zelasky
Alumna |
| 1913 | GEORGIA STATE UNIVERSITY
Mr. Edmund W. Hughes
Vice President for Urban Affairs | 1928 | ATLANTA COLLEGE OF ART
Mr. Joseph Amisano
Trustee |
| 1919 | BABSON COLLEGE
Mr. John Nowak
Alumnus | 1932 | SAINT JOSEPH COLLEGE
Ms. Joyce Feldman Glean
Alumna |
| 1920 | IMMACULATA COLLEGE
Sister M. Judith Anne
Alumna | 1933 | WEST GEORGIA COLLEGE
Dr. Richard Lee Dangle
Dean, School of Arts and Sciences |
| 1924 | FONTBONNE COLLEGE
Sister Rosaline Salome
Alumna | 1947 | BRANDEIS UNIVERSITY
Mr. Alfred A. Davis
Fellow of Brandeis |
| 1924 | DUKE UNIVERSITY SCHOOL OF LAW
Mr. L. Neil Williams
Alumnus | 1957 | HARVEY MUDD COLLEGE
Mr. Scott Owens
Alumnus |
| 1926 | AUGUSTA COLLEGE
Mr. Roscoe Williams
Dean of Students | 1958 | INTERDENOMINATIONAL THEOLOGICAL
CENTER
Dr. Grant S. Shockley
President |
| 1926 | SARAH LAWRENCE COLLEGE
Dr. Lois B. Moreland
Alumna | 1974 | ATLANTA JUNIOR COLLEGE
Dr. Edwin A. Thompson
President |

LEARNED SOCIETIES, PROFESSIONAL AND OTHER ORGANIZATIONS

- | | |
|--|--|
| AMERICAN ASSOCIATION FOR
INSTITUTIONAL RESEARCH
Dr. G. Edward Lundin | INSTITUTE OF EUROPEAN STUDIES
Mr. Thomas Roberts
Vice President |
| AMERICAN HISTORICAL ASSOCIATION
Ms. Penelope Campbell | MODERN LANGUAGE ASSOCIATION OF AMERICA
Dr. Paul G. Blount
Representative |
| ASSOCIATION OF AMERICAN COLLEGES
Dr. Marvin B. Perry
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DEANS, ADMINISTRATORS, AND
COUNSELORS
Ms. Judith A. Caldwell
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| ATLANTA PUBLIC SCHOOLS
Dr. Barbara I. Whittaker
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and Community Services | NATIONAL MINORITY FOUNDATION
FOR THE ADVANCEMENT OF DIETETICS
Dr. Marianna Beck Sewell
President |
| ATLANTA UNIVERSITY CENTER, INC.
Dr. Charles Merideth
Acting Chancellor | <i>PHI BETA KAPPA</i>
Dr. Edward Allen Jones
Representative |
| COLLEGE LANGUAGE ASSOCIATION
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President | SOCIETY OF BIBLICAL LITERATURE
Dr. James Maxwell Miller
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| COUNCIL FOR ADVANCEMENT AND
SUPPORT OF EDUCATION
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AND SCHOOLS
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LANGUAGE TEACHING
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Dr. John A. Griffin
Executive Director |
| GEORGIA ASSOCIATION OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS
Mr. W. H. Smith
President | |

HISTORY OF SPELMAN COLLEGE

On April 11, 1881, the school that was to be known as Spelman College held its first classes in the basement of Friendship Baptist Church, Atlanta, with eleven students and only one hundred dollars. Two New England women, Sophia B. Packard and Harriet E. Giles, founded the school and dedicated their combined efforts to fulfilling its mission—quality education for women. Under their presidencies, the school grew steadily and in 1883 moved to its present location. Because educational opportunities for blacks were almost nonexistent at that time, Spelman offered education at many levels—elementary school, academic courses using the classic liberal arts approach, and industrial courses, such as nurse training and printing.

During the early years, Spelman's friendship with the Rockefeller family began to flourish. Throughout the institution's early history, the goals and interests of Spelman were supported by the financial contributions, helpful advice, and involvement of John D. Rockefeller and his family. In 1884, the school was named Spelman Seminary in honor of Mr. and Mrs. Harvey B. Spelman, the parents of Mrs. Rockefeller. Such, then, were the beginnings of Spelman, the first college for black women in

America, and it has become one of the finest institutions in the nation.

Becoming a college in 1924, Spelman's educational emphasis was to change many times over the years, but its basic aims and mission remained the same: to educate and inspire young women to take advantage of opportunities and to take positions of leadership. Under Presidents Lucy Hale Tapley (1910-1927), Florence M. Read (1927-1953), and Albert E. Manley (1953-1976), great educational strides enhanced the academic standards and reputation of Spelman. Liberal arts education received greater emphasis, new methods and technologies in teaching were introduced, interdisciplinary courses were offered, and credit was allowed for skills and knowledge acquired outside the classroom. Spelman continues to meet the needs of its diverse student body—preparing its graduates for new career opportunities. Open now to women of all races, Spelman continues to be a dynamic and responsible force in the education of women.

As Spelman College approaches its Centennial Celebration under the leadership of its sixth president, Donald Mitchell Stewart, it is confident that its tradition of academic excellence will continue into its second century.

PRESIDENT DONALD MITCHELL STEWART

On August 1, 1976, Dr. Donald Mitchell Stewart assumed the presidency of Spelman College. He formerly held these important positions at the University of Pennsylvania: Associate Dean, Faculty of Arts and Sciences; Director, College of General Studies; Counselor to the Provost of the University; and Executive Assistant to the President.

Dr. Stewart has an impressive educational background. In 1959, as a political science major, he was graduated with highest honors from Grinnell College, Iowa. He holds the Master of Arts degree from Yale University, where he was a Woodrow Wilson Fellow. In addition, he earned, in 1961, Certificates in International Law, Organization, and Economics at the Graduate Institute of International Studies in Geneva, Switzerland. In 1969 and 1975, respectively, he received the Master of Public Administration and the Doctor of Public Administration degrees from Harvard University. While a doctoral candidate at Harvard, he attended the John F. Kennedy School of Government. His dissertation, *Politics of Higher Education and Public Policy*, is a study of the American Council on Education and is being published by Ballinger Press, Cambridge, Massachusetts.

From 1962 until 1970, Dr. Stewart served in various capacities with the Ford Foundation in West Africa, North Africa, and the Middle East. His responsibilities included personnel recruiting, screening and employing professional manpower, as well as initiating and monitoring grants and projects in economic planning, urban renewal, public administration and regional development. During 1967-68, Dr. Stewart was involved in and had administrative responsibility for the Ford Foundation's operations in Tunisia, Algeria, Morocco, and Libya.

In 1970, Dr. Stewart assumed duties as Executive Assistant to the President of the University of Pennsylvania

and, in this capacity, was involved with staff coordination and liaison with the University's senior academic and administrative offices.

In 1973, he was appointed Director of the Community Leadership Seminar Program and held this position until June 1975, when he was appointed Associate Dean of the Faculty of Arts and Sciences. At the University he served in many other capacities: Coordinator of Continuing Education; Director, Higher Education Research Project, Fels Center of Government; and Lecturer in city planning and public policy. For two years, Dr. Stewart was an Assistant Professor in the Department of City and Regional Planning as well as Research Associate and Director, Continuing Education, School of Public and Urban Policy.

Dr. Stewart holds membership in the American Academy of Political Science, American Political Science Association, American Society of Public Administrators, Association of Governing Boards of Universities and Colleges, and the American Association for Higher Education. He serves as a trustee of Grinnell College, his alma mater, and as a consultant for the Fund for the Improvement of Postsecondary Education, HEW, and the Rand Corporation.

In February of this year, President Carter appointed Dr. Stewart to a twenty-member commission to review candidates for key ambassadorial and diplomatic positions. Also in February, Dr. Stewart was appointed a member of the Board of Directors of the National Association of Independent Colleges and Universities for a one-year term and to the Academic Affairs Commission of the American Council on Education.

Spelman's sixth president is married to the former Isabel Carter Johnston, a doctoral candidate in education at the University of Pennsylvania. Dr. and Mrs. Stewart have two young sons, Jay Ashton, age 10, and Carter Mitchell, age 8.

SPELMAN COLLEGE

Calendar of Inaugural Events

Sunday, October 16

- 3:00 p.m. Preinaugural Convocation: Speaker: Dr. James Perkins, Chairman, International Council for Educational Development — Sisters Chapel
- 5:00 p.m. Opening, Art Exhibit: Selected Works from the Spelman College Collection and by the Spelman Faculty — to run all week — Fine Arts Building

Monday, October 17

- 8:00 p.m. Morehouse-Spelman Players: *The Death of Chaka* by Seydou Badian — Fine Arts Theatre

Tuesday, October 18

- 11:00 a.m. Lecture: Ms. Lois Rice, Vice President, College Entrance Examination Board — Sisters Chapel
- 8:00 p.m. Morehouse-Spelman Players: *The Death of Chaka* — Fine Arts Theatre

Wednesday, October 19

- 8:00 p.m. "An Evening of Entertainment," featuring Atlanta Alumnae — Fine Arts Theatre

Thursday, October 20

- 11:00 a.m. Lecture: Ms. Eleanor Holmes Norton, Chair, Equal Employment Opportunity Commission — Sisters Chapel
- 8:00 p.m. Maria Alba Dance Company — Fine Arts Theatre

Friday, October 21

- 10:00 a.m. Symposium: "The Future of Women's Liberal Arts Colleges" — Sisters Chapel
- 1:30 p.m. Divisional Symposia: "The Future of Women's Liberal Arts Colleges in: Education; Fine Arts; Humanities; Social Sciences; Natural Sciences"
- 3:15 p.m. Recapitulation Session — Sisters Chapel
- 6:00 p.m. Organ Meditation: Dr. Joyce F. Johnson, Organist — Sisters Chapel

Saturday, October 22

- 5:00 p.m. Open House for Alumnae and Guests — Reynolds College

Sunday, October 23

- 2:00 p.m. Inaugural Exercises — Sisters Chapel
- Followed by Reception — Albert E. Manley College Center

(The program of the Inaugural Exercises has been printed in its entirety in the interests of those alumnae and friends who were unable to attend. Editor.)



GREETINGS

The students of Spelman College welcome you. As a representative of the student body, it is somewhat ironic for me to stand before you and Dr. Stewart at the Inauguration of a male president of Spelman College. It is only due to a re-evaluation of our feelings and priorities and to the personal efforts of Dr. Stewart that we applaud his Inauguration.

Because Spelman is a small private college for women, on some issues our opinions are one and seemingly unalterable. But, as a direct consequence of the education we are receiving at Spelman, we have learned to be open to change. We are open to this change and we also seek to understand the whys of this change. Dr. Stewart could have sent a representative to us to try to make us understand and accept him, but instead he came himself. This made the understanding a little less painful and a lot easier to grasp.

Every student who presently attends Spelman faces challenges every day—some of which we overcome. We expect nothing less of our president. Dr. Stewart has met the challenges head on. He has accepted the challenges that Spelman has put before him and the challenges that the students have put before him. For this we thank him and wish that his tenure at Spelman be a long and fruitful one.

*Ms. Paula Spence, '78
President
Spelman Student Government
Association*

Mr. Rogers, Dr. Stewart, trustees, distinguished guests, faculty and staff, students, alumnae, and friends of Spelman College, I bring greetings to all of you on behalf of my faculty and staff colleagues on this most significant day—the Inauguration of Dr. Donald Mitchell Stewart as sixth president of Spelman College. Donald Stewart is distinguishing himself in leading the way for a new and enriched Spelman and, in so doing, he serves as both catalyst and impetus in the advancement of Spelman College. He is the exemplification which I think is inherent in Robert Browning's query when he asks "Ah, but a man's reach should exceed his grasp, or what's a heaven for?" The reach of Donald Stewart exceeds his grasp and because of it this beloved institution will be sustained. It will be sustained in its high standards of excellence and achieve even greater heights as Spelman approaches a century of service to young women.

It is written in the Sanskrit and translated by Sir William Osler that "Yesterday is but a dream and tomorrow is only a vision, but this day well lived makes every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, to this day." Spelman's past is history and, therefore, yesterday's dream of happiness. Spelman's future is planned projection; but, today, today, Spelman demands a clear understanding of the present. It demands intellectual sophistication. It demands uncompromising devotion and justly performance as well as skillful leadership. These qualities are embodied in Donald Mitchell Stewart because he is the complete human being, as John Milton would call him.

Mr. President, the faculty and the staff formally welcome you, and encourage you. This is expressed with an enthusiasm that is tempered only by a knowledge, unparalleled in our history, of what your position entails. Recognizing the problems facing a new president, the confidence placed in you is unexcelled; for, in you, Donald Stewart, resides Spelman's tomorrow—its vision of hope.

"Look well, therefore, to this day, for such is the salutation to the dawn." The dawn of Spelman College. May God bless your family and you.

*Dr. Edward E. Riley Jr.
Academic Dean*

Chosen and appointed the sixth president of Spelman College is Donald M. Stewart. He accepted this challenge to give leadership to Spelman College with confidence, confidence in himself, confidence in his academic background and training and in his ability to win friends and influence people.

For those of us who are close to Spelman College, the past fourteen months have proven to us that to know Donald Stewart is to respect him. To know Donald Stewart gives renewed faith in the future of excellence in education at Spelman College. To know Donald Stewart and his deep concern for the education of women, particularly black women, and specifically through opportunities provided at Spelman College, is to renew our pride in being Spelman graduates and to stimulate our interest and energies in giving support individually and collectively to the growth and the continued development of Spelman, the nation's most outstanding institution for the education of black women.

On behalf of some 3700 graduates of Spelman College and the National Alumnae Association of Spelman College, it is my distinct pleasure and privilege to say to you, Dr. Stewart, we are really glad you are here. We are glad that you are the sixth president. Working with you thus far has been an inspiration.

You and your administration can depend on us, the alumnae of Spelman, for moral support, for financial support, for vigorous recruitment, for cooperation and involvement, wherever necessary. May Spelman continue its efforts to provide education which is relevant to contemporary life. May Spelman continue to work to develop integrity in its graduates and to fight for human dignity and the rights of women.

Dr. Stewart, the alumnae of Spelman College wish for you success and happiness as you give to this, our fine institution, the leadership that we know it needs to move and keep our College ahead.

*Mrs. Helen Barnett Humphrey, '45
President, National Alumnae
Association of Spelman College*

Distinguished guests, alumnae, and all of you who are here at Spelman day by day, I feel somewhat overwhelmed by the double honor of speaking to President Stewart for my colleagues on the Board of Trustees who sit right before me. I have wished very deeply in the past week that our Board included a poet or a poetess. The feelings that this occasion has stirred in me have cried out for nothing less. Unfortunately, I have been unable to clothe the promptings of my heart in adequate verse.

However, I would like to contribute two images to this occasion. The first image is stimulated by my favorite anecdote about one of the persons for whom Spelman College was named. I have always felt good about being named after my great-grandmother, Laura Spelman. In 1855, Laura Spelman delivered an oration at her high school graduation. The title was "I can paddle my own canoe." I really like that spirit. I would like to ask each of you now to go into your mind and develop an image of Laura Spelman at age 18, paddling her own canoe. Now follow that canoe from 1855 until 1882, when it encounters Miss Packard and Miss Giles who were themselves transported by somewhat similar spirits of self-assurance, determination, and plain, old-fashioned gumption.

Now let the image of these ladies paddling their nineteenth-century canoes with determined but dignified strokes fade from your mind.

Let your imagination roam through the years until it stops at 1977. Now let your mind focus on a distant image of a large ocean-going vessel—seen from a distance, one is aware only of its mast, its beauty, and the deliberation with which it advances through heavy seas. Now let your mind's eye come closer and focus on the bridge of this vessel. Notice that the person in charge is competently organizing the activities of all who collaborate upon this ship, while also tending to its navigation and future course. Looking more closely, notice with pleasure and relief that you recognize this captain—you know him—and you know that he is a person whose vision has been sharpened by a firm grasp of the workings of ships, seas, and storms, and whose energy has been focused by a passionate love of delivering the goods to worthwhile ports of call. At this point, your mind's eye may become somewhat exhausted as it tries to locate the presence of the captain's mate. She can be found at any one of several critical locations within the workings of this ship. When you locate her, notice that you recognize her, and know that her competence and grace make things easier, smoother, and warmer, wherever you happen to find her.

Now slowly let go of this image and become aware of this room and the presence of Donald Stewart on this platform. Spelman College is many people, some of whom are here today. We are all in the same boat. It is a fine boat and it is going places. The trustees of Spelman College celebrate with you that Donald Stewart has arrived.

*Mrs. Laura Rockefeller Chasin
Trustee*

On this beautiful fall day, with bright sunshine, cloudless skies, mild temperatures, and with autumnal leaves in varying shades of green, gold, red, and brown providing a background of gorgeous splendor, I am indeed pleased to have the honor to extend greetings on the occasion of the Inauguration of Donald Mitchell Stewart as the sixth president of Spelman College.

Since July 1976, my colleagues in the Atlanta University Center and I have had the opportunity to work closely with Dr. Stewart and have

come to know him not only as a colleague but also as a friend. On the basis of this close association, my colleagues and I congratulate Spelman on selecting a chief executive officer who is outstanding in so many ways. In the first place, Dr. Stewart has a brilliant mind and an excellent education. Born with a gifted intellect, he has the additional advantage of higher education in one of the nation's best small colleges—Grinnell—and in the nation's two most prestigious universities—Harvard and Yale. Secondly, though young in years and not yet forty, Dr. Stewart is rich in professional experience. He has spent seven years as a foundation executive in Africa and the Middle East, and six years as a teacher and administrator at the University of Pennsylvania, where he was Associate Dean of the Faculty of Arts and Sciences and Director of the College of General Studies until he was called to Spelman last year. Thirdly, in a context in which a president never stands alone, Dr. Stewart has other assets that contribute to a successful administration—an attractive and highly educated wife who is a charming hostess in the President's home and two bright and handsome sons who provide a delightful diversion from the responsibilities of office and give an additional meaning and dimension to his life. In all candor, I say personally that I do not know of another college in the United States that has a more promising young president and a more impressive first family than Spelman has at this time.

My colleagues in the Atlanta University Center join me in congratulating Spelman on selecting such a brilliant and able president, in extending warmest greetings to Dr. Stewart on this historic occasion, and in offering best wishes for success at Spelman during the years that lie ahead.

*Dr. Charles Merideth
Acting Chancellor
Atlanta University Center*

SALUTE

Mr. Rogers, reverend clergy, trustees, faculty, students, friends, and family of President Stewart, what an auspicious day for the Spelman College community and for all of us. I am listed in the Order of Exercises for the Inauguration of Donald Stewart as offering a salute. Last night, all of Atlanta offered a salute to the Prince. In my innocence, I took it for granted as I entered the Fox Theatre that the Prince was our Prince, a bonny Prince Donald Stewart.

Privileged to hear the salute from Gladys Knight and the Pips last night for that other Prince (Charles) I wished that our Creator had endowed me with those vocal cords to sing today a mellifluous salute to President Stewart. Alas, She did not. Instead I shall take the advice of Jeanne Allen, cochairperson of the Inaugural Committee, and of Isabel Stewart, and give away the bride. Now, it is no easy matter to give away this bride. I lived through with Don the stormy courtship here, and I even visited yesterday with him that historic Board Room in which the engagement announcement lasted well over a day.

I am reminded of one of my very favorite historians who, in the last century, late in the last century, about the time that Spelman was being founded, commented during a lecture tour of the United States on the very high divorce rate we had—that was even then. Then, he went on to say that, surprisingly and despite the divorce rate in this country, so many people still seemed to get married. Some wag in the audience shouted at this Englishman, “Aw, we are the home of the brave.” Donald Stewart is brave. You know, that benign expression—that friendly expression of his—should not deceive you. I’m giving you fair warning, because behind it is bravery, is steel, and is toughness. But, then, you know that. In this era of ours in which trial marriages have become the vogue, you have already lived for a year with Donald and you know how blessed you are.

As Don will recall, there is a great mid-eighteenth-century portrait by Gilbert Stuart in my office. I’m very fond of Gilbert Stuart (it’s spelled a little differently from Donald Stewart). There’s a marvelous story about Gilbert Stuart. He met a handsome lady who had just seen his self-portrait. She said, “Mr. Stuart, it was so like you I kissed it.” The artist then asked, “Did it kiss you back?” The woman said, “No.” Stuart replied, “Then it was **not** like me.”

Donald has been bussed by Spelman College and, during this year, he has responded by kissing back, with the warmth and openness that are his

mark. It was in Nigeria, when I was a consultant there in 1964 and your president was then on the staff of the Ford Foundation, that I first met him. He was in his mid-twenties. Now, some Americans in foreign climes are cutters of ribbon. But Don was a cutter of red tape—and there is an extraordinary difference. He was and he is an organizer and an expeditor. He was and he is brilliant and insightful. As an admirer of human character, I saw in him in those days in Africa his sincerity, his loyalty, his humanness, and to all of these traits, he added humor. Thus, I made a pledge to myself and to my new friend that some day we would work together.

Literally, as soon as I was chosen President of the University of Pennsylvania, I called Don and asked that he leave what he was doing and join me. And he did. He was my protege. But he was far, far more than that. In the years we worked together at the University of Pennsylvania there was no major decision, no action, no direction, that we took in which Don Stewart did not have a share. In all his ties with Pennsylvania (some inevitably were frustrating and discouraging, for that is the human condition), Don made enormous contributions for which all of us at that great institution are in his debt. He made them with a sense of the future, a sense of **planning** for the future. He made them with compassion and he made them with wit, as well.

Now, knowing my friend as well as I do, the chapter he will add to the history of Spelman—and it is a unique history in its excellence and in its standards, not only for women, for blacks, for the South, but for higher education and for the liberal arts and sciences, and for private institutions everywhere—that chapter will have a special flavor. To say that Donald Stewart is devoted to and himself a model of intellectual quality is only to say that he will build on the traditions and inspirations of Sophia Packard and Harriet Giles, of Laura Spelman Rockefeller and John D. Rockefeller, and those great figures from Ralph Bunche to the 1927 Nobel scientist Arthur Holley Compton who have graced this exquisite chapel. But Don will have added another dimension when the next history of Spelman College is written. As this great city of Atlanta, so sadly decimated in the last century, evolves into the international center it is becoming, Donald Stewart, with his urbanity and his worldliness, will enable Spelman to add special luster to that cosmopolitanism. Equally at home in Lagos and Cairo, Paris and London, the University of

Pennsylvania, and Harvard and Yale and Grinnell and Wellesley, and loving Atlanta and Spelman as they have come to do, Donald and Isabel realize that, throughout the globe, as the late President Robert Maynard Hutchins of the University of Chicago once said—and these are his words—"Education is the future of everything else."

In our popular culture, it is sometimes said, and I think of this as someone who is to give away the bride, at the sacrament of the wedding, "I have not lost a son, I have gained a daughter." Now my personal affection for Spelman has become such that, as I salute Spelman and all of its constituencies for persuading Donald Mitchell Stewart to become its new leader and its sixth president, I feel I have gained 1300 daughters of the Spelman family.

My deepest congratulations to the trustees, the faculty, the staff, the students, and the alumnae, and my profoundest felicitations to Isabel, Jay, Carter, and to President Donald Mitchell Stewart.

*Dr. Martin Myerson
President
University of Pennsylvania*



PRESENTATION & INSTALLATION

PRESENTATION

Mr. Chairman, members of the Spelman family, and friends, I have known Donald Mitchell Stewart for seventeen years, and it is with the deepest personal pride and honor that I present him to you for installation as Spelman's sixth president. As we have heard today, he brings to Spelman an impressive record of academic achievement and commitment to academic scholarship. He brings to Spelman a grounding in academic administration and thoughtfulness about higher educational policy. He brings to Spelman a familiarity with the world outside of academe and outside the nation's gates—having traveled and studied and lived in Europe and Africa. He brings to Spelman a strong commitment to quality liberal arts education and confidence in Spelman's ability to emerge as a college able to compete with the best, on merit as well as on the basis of our own special mission to black women and to all women. He brings to Spelman a sense of confidence and belief in the nation and the College's future and an openness to share debate and decision making between trustees and faculty and students and administration, so that we can all grow together. He brings to Spelman a sense of warmth, a sense of caring, a sense of humor and a sense of an ability to laugh at himself (that we are all going to need, because we are going to have to laugh together an awful lot as we struggle together over the next months and years to ensure Spelman's financial base and its place in the future).

In all of my seventeen years I think that the best thing that I've ever done for Donald Stewart was to introduce him to Isabel Johnston. So he brings with him those formidable, additional assets of Isabel and Jay and Carter and a belief in family and commitment to the traditional values that Spelman has

always honored and will continue to honor.

As a trustee of Spelman College, I feel today that one of our greatest contributions to Spelman has been introducing Donald Stewart to Spelman, and Spelman to Donald Stewart. I think they are a good pair and I am proud as I look into the future as a Spelman woman that our next one hundred years are going to be as formidable and as impressive as our last almost one hundred years. It is with great pleasure that I present to you, Mr. Chairman, Donald Mitchell Stewart as our sixth president.

*Mrs. Marian Wright Edelman, '60
Vice Chairman
Spelman College Board of Trustees*

INSTALLATION

Mrs. Edelman, your presentation of Dr. Stewart to me, as Chairman of the Spelman Board, is warmly received, for it is, indeed, a "present" to Spelman of the greatest magnitude.

I agree entirely with your words about Dr. Stewart, which the few months I have known him confirm.

We welcome Don, Isabel, Jay and Carter, in the belief that under Dr. Stewart's direction the brightness of Spelman's future will be realized, no matter the hazards of the way, and Spelman will make its mark in the improvement of liberal arts education within the special mission of Spelman's goals.

Dr. Stewart, as Chairman of Spelman's Board, this medallion, which I place on your shoulders symbolizes your installation as the sixth president of Spelman College. I congratulate you and support you from the bottom of my heart.

*Mr. Francis Day Rogers
Chairman
Spelman College Board of Trustees*





Donald M. Stewart . . . The Inaugural Address

My mentor and friend, Martin Meyerson, gave me a piece of advice as we were coming in the direction of the chapel. He said, "Be sure there's water on the podium," and I said, "Water on the podium?" He said, "Yes, water on the podium." We have water on the podium, but unfortunately he didn't tell me about my shaking hands and how difficult it was going to be to use it.

I would like to take a moment to introduce our distinguished guests: Dr. Charles Merideth, acting chancellor of the Atlanta University Center; Dr. Grant Shockley, president of I.T.C.; our own Reverend Rates from whom you will hear shortly; Mrs. Sally McAlpin, chairperson emeritus of the Board of Trustees; Dr. Cleveland Dennard, my distinguished new colleague, the president of Atlanta University; Dr. Elias Blake, the new president of Clark College; Dr. Robert Threatt, president of Morris Brown, and my friend and close colleague, Dr. Hugh Gloster, president of Morehouse. Thank you all for being with us today.

May I also greet the many of the Spelman family who are here from all over the United States. May I greet Mayor Jackson and his lovely new bride. May I greet former Mayor Allen. May I greet my family and thank them for coming from Boston, Los Angeles, Philadelphia, Princeton, Chicago, New York, and the many, many friends of Spelman who have come to be with us on this very special day. And a special day it is. I hope, however, it is a day that can be fun as well; a time to relax and laugh together as we have ended one year and are now well into the second year. Inaugurations are so often somber and heavily ceremonial; hopefully, this time, we can do it in a relaxed fashion.

I look with such pleasure on the many faces in this room, faces I have come to know in the fourteen months that we have been at Spelman. So many of you I now count as friends. To our many friends, Isabel's and mine, who have come from around the country also to be with us, I say to you, "Welcome to Atlanta, this is our new home and we feel joy in the presence of our friends and family here."

We are now in Atlanta and we want to welcome you to our new life in this great city and at Spelman College—for Spelman College is a very, very special place.

It was started in the basement of Friendship Baptist Church and is named for the family of its early benefactor, Mrs. Laura Spelman. Spelman today is almost one hundred years old. For almost one hundred years this great institution has been dedicated to the education and preparation of young black women, destined to achieve and to assume positions of leadership in our society. Spelman's development really mirrors the development of black people in general, and black women in particular, as it has sought over the many years to respond educationally and creatively to the problems and opportunities of a larger society. Our first students back in 1881 were taught to read, to write, and to figure. Many of them were recently freed slaves who gathered together and began the learning process. They also read their Bible and they read it well.

"Spelman is not in search of an identity.

It knows who it is and where it wants to go."

Spelman prospered and grew and moved to this site where the Union troops had been billeted during the Civil War. As an elementary school first, and then as a secondary school, and then on into professional areas, such as nursing and teaching, it evolved and continues to evolve. It became a great liberal arts college under Miss Florence Read and it continued to grow under my predecessor, Dr. Albert Manley. As new knowledge has been created and new skills required, Spelman has always responded by updating its curriculum and becoming more rigorous in its standards and its educational demands. Today, with over 20 liberal arts disciplines and programs, a full-time faculty of approximately 100 high-quality people, and a national student body of about 1300, Spelman stands alone as a center of

liberal learning dedicated to its mission of providing and moving its students with the intellectual skills, values, and insights needed to cope with an increasingly complex and competitive world.

Spelman, unlike many institutions of higher education today, is not in search of an identity or a new set of purposes. It knows who it is and where it wants to go.

"Spelman's development really mirrors that of black people in general, and black women in particular. . ."

We have had a most interesting and I think stimulating week leading up to the Inauguration here at Spelman, as we have sought to grapple with some of the major questions and issues facing us as a private, historically black, liberal arts college for women: issues such as a declining applicant pool, issues such as rising costs and price differentials between the public and private sector, and whether our curriculum is relevant or not relevant. All of these things have concerned us, but let me tell you a little more about the response we have been getting as we raised these questions with many distinguished guests from around the country.

On Sunday, October 16, Dr. James Perkins, currently chairman of the International Council for Educational Development and former president of Cornell University, gave us an insight from abroad into our colleges. He brought a global view, having recently returned from Europe where he had met with many, many educators on the Continent and in England where there is increasing worry about homogeneity of higher education and the increased control by government. He looked at Spelman and he said, "You have five attributes: you are private; you are a four-year, liberal arts college; you are black; you are a college dedicated to the education of women; and you are part of a consortium."

"Black women in the job market are really at parity. . . . Any graduate of this college can expect to earn at least 86 percent more than one who has only finished high school."

Now, I had thought all of those five things were problems, but he told us all that they were good things, and I do believe that we all agree with him. To be private today means intense competition from the public sector; it means trying to hold down our costs since we do not receive subsidies from the state or federal governments; but, to be private is also to be free, and to be private is to be free to be good in everything that we do and to be innovative and to do it as a community of scholars and free men and free women. So I agree, to be private is good.

To be a four-year, liberal arts college, not a junior or community college, means that we have four years for that wonderful melding process to take place. Unlike the Continent or England where students go right into a profession or professional school after their equivalent of our high school, we have these four wonderful years to dream, to try new things, to test our skills, to develop new skills and how wonderful that luxury is to be black. To be black is to be part of a great cultural heritage in this country. To be a black institution is to be—as we heard in

our symposium—to be the custodian of black culture, and this is a proud, proud tradition. It also contributes to the richness and diversity of this country of which we are a part.

We are not homogenized. To be a college for women—separate but equal—is to say that we are dedicated to both the cognitive and the personal development needs of our female students (as male and female faculty) in a way that coed institutions and other institutions are not able to be.

We are part of a consortium, a consortium to which we belong on a voluntary basis, a consortium that brings together six fine institutions in a collectivity through which and with which we can do far more than we can do individually. As I said, we do this voluntarily. We do it because it enhances and enriches the education of our students and expands the opportunities for teaching and research of our faculty.

We are, therefore, according to Dr. Perkins, not in bad shape at all, and I think we agree.

Moving on in the week: On the evening of October 16, we had an excellent art show presented by our faculty and our students in the Art Department. Here again, we saw evidence of the works of our great artists, which are now hanging in the John D. Rockefeller Fine Arts Building: the Tanners, the Woodruffs, the Jacob Lawrences. The fine heritage that we have and own here at Spelman is more evidence of the tradition that we are seeking to both protect and enhance. On Monday evening, October 17, I sat through a brilliant play, *The Death of Chaka*, by Seydou Badian, an Malian playwright. It was a powerful play indeed. I understand from a member of our Drama Department that this was done in my honor, and I am pleased, except that Chaka gets knocked off at the end by his closest associates. I've been watching the dean ever since I saw that play.

Then, on Tuesday, October 18, we had Lois Rice, vice president of the College Entrance Examination Board, talk to us about the new roles and responsibilities of black women, citing both encouraging statistics and discouraging statistics: the encouraging ones being that black women in the job market are really at parity with white women; the discouraging statistics are the rapidly increasing number of female heads of households in the black community. This was very disturbing, but it only told us more about how important it is that we prepare women at Spelman College who can compete in that larger job market. Lois Rice, a fantastic woman who graduated *Phi Beta Kappa* from Radcliffe, who had four brothers who were also to finish Bowdoin and then their medical degrees and PhD degrees at Harvard—all children of a janitor in a little town in Maine—who found higher education the road to upward mobility and involvement in the larger society where they have been able to perform so well. This she told us, and we certainly agree, is the role of Spelman College, for indeed any graduate of this College can expect to earn at least 86 percent more than a black woman who has only finished high school. She will also find herself far more often in a leadership position.

"In this institution a woman is always to be rewarded for her competence outside of the traditional motherhood role."

Wednesday, October 19, we had a wonderful evening with the alumnae. My wife was taken into the Spelman Sisterhood and we were thrilled with the entertainment and the warm welcome we received. On Thursday, Eleanor Holmes Horton, chair of the Equal Opportunity Commission in Washington, spoke of the new roles for women. She

scared our trustee, Don Hollowell, to death when she talked about having to get more women into regional offices of EEOC. Our distinguished trustee is counsel for the EEOC in Atlanta. But again she communicated that sense of urgency, those opportunities that are out there for the talented, the competitive, the well-trained black woman.

We ended the week with a symposium on the future of women's liberal arts institutions and we had a morning of general discussion, during which we got into the issues that face a liberal arts college like our own. After we had met in a plenary session and then in our separate divisional meetings for the fine arts, the humanities, natural and social sciences, and education, we saw that we have here this wonderful fabric based on strong academic disciplines that produces the whole person, the person who knows and has learned how to learn, who is flexible, who has the problem-solving skills that she needs to go out and do anything she really wants to do. And we realized how delicate this is, because to have, for example, strong interdisciplinary programs means to have very strong disciplines on which to build. We look for breadth, we look for depth, but we look again at the whole person and it is the Spelman woman as a whole person we are seeking to produce.

I think during this week, we agreed on some fundamentals and those are that we, as a women's college of excellence, have really built on the Wellesley-Smith model, but with something very, very special besides, because, indeed, we are custodians of the black experience and the black culture and that is something we hold very dear. We have also concluded that we must be strong and rigorous in everything we do. One of the continuing debates in higher education today is over whether we should be more vocationally oriented or give a theoretical and philosophical base to our students, and there is indeed tension here. Many of our students demand courses that we do not have. We do not have many of the pure vocationally-oriented classes but, as I listened to that debate between vocationalism and the pure liberal arts, I was so reminded of the debate that took place in Atlanta in the early part of this century between Booker T. Washington and W. E. B. Du Bois. Indeed, Booker T. Washington stood more for the practical and the vocational, and W. E. B. Du Bois was more for the philosophical and theoretical, having in mind always that blacks needed to be in top leadership positions and go to the best graduate schools and professional schools in this country.

Let me say here and now it is in that latter tradition that I will give every ounce of my energy to developing Spelman College without neglecting the practical wisdom imparted by Booker T. Washington. We have a great challenge before us, and I think all of you, my faculty colleagues, students, trustees, have been talking about these things over the last few days.

Another issue is that of integration. May I say that we would not ever discriminate against a white person who would apply here. We would welcome her. We, at the same time, would say to her, "You are coming, however, to a college that is dedicated to the education of black women and if that is your choice, you are welcome"—in the same way a person would go to Brandeis, a fine university that happens to be in tradition and culture Jewish, or to Notre Dame, which is a fine university and happens to be Catholic. I think it is in that tradition that we at Spelman College will seek to maintain the character of the institution and the identity that we treasure.

I just want to say one last word about what seems to be the essential difference in a women's college, but it's a little complicated and I will dwell on it for only a minute. At the symposium there was mention made of the duality that is very present in our culture as black Americans. There is a duality we feel, that we all feel—men and

women—by being black Americans (and this is again W.E.B. Du Bois) being black and American at the same time, and there is a tension that I am sure we all have as we balance our national membership. There is a second duality, however, that the black woman has, that I as a male president struggle to understand and to serve as best I can at this institution, and that is the tension that a black woman has between her sexuality and her intellectuality.

For too long women have not been rewarded for their nonbiological competence, and this is an institution that is dedicated to that ideal. At Spelman, a woman is encouraged to and should excel. She is a person first and foremost and, today, with modern methods, she is free, she is able to control her own destiny. As black people, we want a choice about our education and the type of institution we wish to attend. A black woman, too, wants to make a choice about whether she has children or not, whether she is going to pursue a career or not. In this institution, she is always to be rewarded for her competence outside of the traditional motherhood role and I think that is what Spelman is all about.

This means the black woman has a dual duality, if you will, being black and being an American, being a woman capable of producing children, and being an intellectual and a performer. We seek to strengthen her in all of these aspects of her life.

In conclusion, I would like to quote from a speech I gave at my first convocation at Spelman because it is the future of this College that we are now joining hands together to ensure and by working together I'm sure we can do that. Over a year ago, standing on this podium, quite green, quite scared, I talked about the future then almost in the abstract of the women's college, but as I read my concluding paragraph it would seem to fit today.

Our greatest challenge and opportunity lie in the intellectual, social and moral development of Spelman students. In a small college like ours where people matter first and foremost, we must endeavor to produce the competence and self-assurance that are the ideal of the liberal arts tradition. For a knowledge-based, postindustrial society, our students need ideas, concepts, and information as well as the ability to apply them to complex problems, given the internal contradictions of our society which, on the one hand, require a high level of conceptualization to comprehend the complex systems of which we are a part and, on the other hand, dictate a need for self-fulfillment and individual integrity.

Our task at Spelman is not an easy one, yet it is here, as a community of learners, that we must come to grips with new knowledge, with ourselves as individuals, and with ourselves as a part of the larger community. It is here that we must understand our sexuality and fashion our intellectual and spiritual lives. We are Spelman, and what we do will make or break this great institution. Let us work together to ensure Spelman's bright future—there is no question in my mind that the future is ours.

Thank you very much.

*Dr. Donald Mitchell
Sixth President
Spelman College*

CALENDAR OF PREINAUGURAL EVENTS



PREINAUGURAL CONVOCATION

Dr. James A. Perkins, chairman, International Council for Educational Development, was the speaker at the Preinaugural Convocation held in Sisters Chapel on Sunday, October 16. The platform party consisted of The Reverend Thomas P. Biggs, executive director, Villa International, Atlanta, who gave the invocation; Mrs. David McAlpin, honorary trustee; Dr. Edward E. Riley Jr., academic dean, who presided; The Reverend Dr. Norman Rates, college minister; and the guest speaker. Dr. Riley opened the program by introducing distinguished members of the audience: Dr. Donald and Mrs. Isabel Stewart, Mrs. Ann Stewart, the president's mother from Chicago, Mrs. James Perkins, Mr. David McAlpin, and Ms. Barbara Asher, candidate for City Council (now councilwoman, City of Atlanta).

Dr. Perkins, former president of Cornell University and vice president of Swarthmore College, his alma mater, was previously chairman of the Center for Educational Enquiry, which he established in 1969. Receiving his doctoral degree in political science from Princeton University, Dr. Perkins has served on a number of public committees under Presidents Eisenhower, Kennedy, Johnson, and Nixon. He is a member of the Advisory Board of the journal, *Higher Education*; the Editorial Advisory

Board of the *International Encyclopedia of Higher Education*; the American Academy of Arts and Sciences; the Board of Visitors of the School of Foreign Service at Georgetown University; and the National Academy of Public Administration.

In 1965, Dr. Perkins delivered the Stafford Little Lecture Series at Princeton University; the three lectures, entitled "The University in Transition," were published by Princeton University Press in 1966. He edited and contributed to a 1972 publication, *Higher Education: from Autonomy to Systems*, and is the editor and one of the authors of *The University as an Organization* (1973), one of the studies commissioned by the Carnegie Commission on Higher Education. Dr. Perkins has written many articles for various journals, including *American Political Science Review*, *Saturday Review*, *Foreign Affairs*, *Educational Record*, *Liberal Education*, the *UNESCO Courier*, *Minerva*, *Public Administration Review*, and *Daedalus*.



Speaking to the topic, "The American College through Foreign Eyes," Dr. Perkins said that American colleges are in very good shape indeed, and have qualities which arouse considerable envy in institutions of higher education around the world. Turning to Spelman, he listed five qualities which Spelman has which are of extraordinary interest and importance. Firstly, Spelman is private and, therefore, independent of government, which gives it the right to be innovative and the right to be good. Secondly, it is a four-year liberal arts college, and four years give students time to decide who they are, what they want to do, and where they are going. Thirdly, it is for women, and nowadays, many women make the decision to live a separate lifestyle. Fourthly, it is a predominantly black institution, which black students now have the freedom of choice to attend.

Lastly, it part of a consortium and, today, many institutions are groping for ways in which to establish connections with other institutions.

Dr. Perkins concluded by saying that Spelman is unique, special, a member of a consortium, and modern in its values and that Spelmanites should be full of hope for its future, for the uniqueness of the College is universally recognized.

The Spelman College Glee Club, under the direction of Dr. Roland Allison, professor of music, was in top form; it sang "Lord, Who Hast Made Us for Thine Own," arranged by Gustav Holst, and "Rock-a My Soul," arranged by de Vaux. Dr. Joyce Finch Johnson played the organ; she performed the "Choral I" by Franck and "Thou Art the Rock" by Mulet.

OPENING OF ART EXHIBITION

Immediately following the Preinaugural Convocation on Sunday, October 16, the Art Department presented an exhibition of Selected Works from the Spelman Collection and the Spelman faculty in the John D. Rockefeller Fine Arts Building. The show was organized as part of the Inauguration of Dr. Donald Mitchell Stewart, and ran until November 23.

Works in the exhibition included fine examples of Afro-American, contemporary American and Caribbean paintings, sculpture, and graphics. Most of the artists represented have had a special relationship with Spelman by contributing directly to the development of the College's art program or by inspiring students through personal instruction, lectures and through their images as leaders of the Afro-American community and contemporary art world. Artists represented included Henry Ossawa Tanner, Jacob Lawrence, Hale Woodruff, Lloyd McNeill, Floyd Coleman, Larry Rivers, Richard Hunt, Lamar Dodd, Barrington Watson, Edna Manley, Palmer Hayden, and Leo Katz. The faculty exhibiting were the late Hans Bhalla, Jenelsie Holloway, and Heather Hilton.





THE DEATH OF CHAKA

Relieved of the pressure of "box office receipts," college theater can afford to be different, unique, and experimental. Little known, even unpublished plays can be produced, and experiments made in direction, innovative settings, and unusual lighting. In other words, college theater should offer to its viewers, particularly students, a different kind of theater experience from those obtained in run-of-the-mill, pay-to-see productions.

The Morehouse-Spelman production of *The Death of Chaka* was excellent college theater. Opening on Thursday, October 13, and continuing through Saturday, the 15th, there were two more performances, falling into Preinaugural Week, on Monday, the 17th, and Tuesday, the 18th. The production was dedicated to the sixth president of Spelman College, Dr. Donald M. Stewart. A little known play, written by a not-too-well known playwright, Malian Seydou Badian, translated from the original French by Clive Wake, perhaps a "propaganda" play and possibly not historically accurate, it tells the story of Chaka, paramount chief of the Zulus, who organized an army of some forty thousand tribesmen, reducing many enemy tribes to vassalage and subjugating all of what is now Natal. At the height of his power, Chaka was murdered by his own generals, among them his half-brother, Dingana.

The Death of Chaka, however, was also excellent theater. The production was powerfully but sensitively directed by Dr. Baldwin W. Burroughs, professor of drama; the settings, stark but realistic, were by Ms. Rae Williams,

instructor of drama; the costumes, authentic and obviously well researched, were designed by Wesley Bee; the music, also authentic and researched, was arranged by J. Levon Brown; and the choreography by Glen Turner was outstanding. Not even this combined talent, however, can make excellent theater. It still requires well-trained actors, with an understanding of their roles, clear diction and good delivery, and empathic cooperation between the players and director. *Chaka* had all of these.

For his cast, Dr. Burroughs used many actors who have had years of experience in drama under his direction. The lead, Chaka, was played by Afemo Omilami, better known to Morehouse-Spelman Players buffs as Ken Lee; he first performed with The Players in 1970 in *Ananse and the Glue Man*; *Village Junction*; and *God Is A Guess What*, and in 1971 in *J. B. Jonathan Peck*, as Dingana, the leader of the conspiracy to assassinate Chaka, played in *Oganda's Journey* in 1974. Joseph Kelly, one of the generals, joined The Players in 1959 and has appeared in several productions: *The Skin of Our Teeth*, *The Trojan Women*, the musical *Finian's Rainbow*, and the first production of *Rashomon*. Charles Mann, another of the assassins, Myozi, played in the early years of Children's Theatre, and appeared in 1966 in *Macbeth*, with the late Diana Sands playing the role of Lady Macbeth. In 1968, he played in *The Lion and the Jewel*; in 1969, in the first production of *Dr. B. S. Black*, *Antigone*, and *Dance Bongo*; in 1971, in *Our Husband Has Gone Mad Again*; and in 1972 in the musical production of *Dr. B. S. Black*. Eddie Billups, now director with Just Us Theatre, Atlanta, appeared in the Children's Theatre production of *The Ugly Duckling* when he was still in high school. Since then, he has appeared in *Anatole* in 1967; *The Lion and the Jewel*, *Not Enough Rope*, *See the Man Die*, *Everyman* and *The Three-penny Opera* in 1968; in 1969 in *Ananse and the Dwarf Brigade*, *Dr. B. S. Black*, and *Antigone*; in *Village Junction* and *Ananse and the Glue Man* in 1970; in

1971 in *Our Husband Has Gone Mad Again*; and in 1972 in *Son of Umbele*. Willie Guyton, the drummer, was one of the dancers in *Camelot* in 1965; acted in *Everyman* in 1968; and has played the drums in many of The Players' productions since then: *The Lion and the Jewel*, *Ananse and the Dwarf Brigade*, *Dance Bongo*, *Ananse and the Glue Man*, *Ananse Swore an Oath*, *Ananse and the Golden Drum*, and *Ananse and the Rain God*. J. Levon Brown has been arranging music for M-S productions for over ten years.

The effect of the experience of these actors and musicians on the entire production was obvious; it was also obvious that their self-confidence and stage presence had a good effect on the not-so-experienced members of the cast, who certainly deserve mention, for their performances contributed vastly to the overall excellence of the production: Julie Lassiter, Whittaker Howell, Kevin Clements, Rolanda Watts, Teresa Graves, Glen Turner, Charles McGee, Vicki Felder, Linda Capers, D. Allen, and Albert Cooper. Glen Turner's solo dance was superlative.

To reiterate, *The Death of Chaka* was excellent theater. It is timely, therefore, to add that Dr. Baldwin W. Burroughs, the director, will receive a Governor's (State of Georgia) Award in the Arts (in drama) in February 1978.



EXCERPTS from a speech by Ms. Lois Rice, vice president, College Entrance Examination Board.

It is a great pleasure to be here and to join in celebrating Spelman College and your new leader. I have known Donald Stewart most of my adult life. We have shared joys and sorrows, victories and defeats. We have laughed together and cried together. We have followed each other in our work and travels, from Africa to Aspen. Donald's warmth and compassion, strength and good humor, brilliance and vigor are the qualities of great leadership. And now the Spelman family has the opportunity—indeed the privilege—to know and share him, and to follow him. You are indeed fortunate.



... these are somber times, especially if we pause to reflect on where we are as black people in a white society. In the time allowed, I cannot paint a complete picture of our current plight. I can, however, draw a few broad strokes that depict hope and despair—optimism and pessimism. First the hope. In a word, it is **you**—the students of this institution and other black students who gain a higher education. Whatever disenchantment there may be in the majority population with the value of higher education, for blacks it remains the principal path for upward mobility in the society. Higher education is the only way (in addition to the military) that assures a break in the cycles of poverty and deprivation that still grip the black population and make it lag behind the white population in every measurable indication of wellbeing—income, good jobs, good health, decent housing. . . .



l. to r: Dr. Sadye A. Young, associate professor of education and director of Child Development Program; Ms. Lois Rice; and Dr. Kathryn Brisbane, associate academic dean and chair, Division of Social Sciences.

Let us take income. According to a recently released Census report, the median income of black families in 1976 was \$9242; for Hispanic, \$10,259; and for white families, \$15,537. Black family median income in 1976 was just about the same as was the white median in 1968—an eight-year lag. The lag is less than it used to be; it was twelve years or so in the early 1960s. . . .

Jobs. In 1964, 16 percent of employed black men was in white-collar jobs; in 1974, 24 percent. Blue-collar ratios remained about the same, 57 percent; but nonfarm laborers dropped from 22 percent, and farm workers from 10 percent to 4 percent.

Black women workers increased their white-collar percentage from 22 percent to 42 percent, and their blue-collar percentage from 15 percent to 20 percent, while service workers declined from 56 percent to 27 percent, and farm workers from 6 percent to one percent.

In 1975, black women earned 91 percent as much as did white women, up from 86 percent in 1970. Most reassuring, we are managing to get out of the kitchen. . . . Between 1966 and 1974, the percentage of black women working in private households declined from 23.8 to 11.3 percent.

It is thus clear that the proportion of blacks in better, less menial jobs is improving. It is equally clear that blacks continue to be overrepresented in our society's less valued work. In 1974, while blacks made up 9 percent of the employed work force, they held 6 percent of the white-collar jobs, 12 percent of blue-collar jobs and 19

percent of service worker jobs. . . .

What do we earn? Poverty ravages our families. Because blacks are more likely to be poor, their families are more likely to be destroyed. In turn, this means more and more black families headed by mothers of young children. Such mothers cannot work, and people who cannot work have an extremely high probability of being poor, and so the cycle of poverty continues and reinforces itself. . . . Between 1970 and 1976, there was a 111 percent increase in black female family heads who had never been married, a 53 percent increase in those with disrupted marriages, and a 19 percent increase in widows.

... I said at the outset that these were somber times. These data demonstrate that. I also said there was hope and that it was you. You won't experience the devastation of poverty. By completing, and I emphasize **completing**, four years of college, you will increase your income by 86 percent over the income of your sisters who merely complete high school. Your economic incentives for higher education are far greater than for white females for whom a college degree adds only 68 percent to the earnings from a high school diploma. By completing your degree you have the promise of earning 11 percent more than young white women with college degrees. . . . You are likely to have jobs comparable to white female college graduates—81 percent of you will be professionals or

managers—close to the 82 percent of all female college graduates. . . .

I place a heavier social responsibility on educated black women than I place on our men to participate in the healing of our people's wounds. . . . What can you do? You can become a force for change, improvement, justice, and humanity within the society. Follow the examples set by Marian Wright Edelman, Eleanor Holmes Norton who will be with you on Thursday, Patricia Harris, and countless others. You won't all become household names as these women are, nor should your accomplishments be judged by fame. You simply need the desire and the will to help. . . .

I cannot and do not claim personal credit for the outcome of the 1972 debate and the final decision of the Congress to pass the Basic Education Opportunities Grant (BEOG) program, but I helped. I made a significant contribution to the wellbeing of hundreds of thousands of needy college youth. Some of you in this audience may have a BEOG. Use it with pride, and tell your younger sisters that they, too, can gain a higher education with the help of a basic grant. That is a small beginning for the role I have been urging you to play.

It would be presumptuous of me to try to say what kinds of crossroads you will meet when you leave Spelman. But there will be crossroads. Just take the one that means "doing good." It is a joy.

**OCT.
19**

**"AN EVENING OF
ENTERTAINMENT"
BY ATLANTA ALUMNAE**

On Wednesday evening, October 19, Atlanta alumnae presented a preinaugural "Evening of Entertainment," dedicated to Dr. Donald M. Stewart, in the Fine Arts Theatre.

Pearline A. Davis, '58, president of the chapter, presided and greetings were extended by **Millicent Dobbs Jordan**, '33. The hymn "Carry On," reminiscent of chapel attendance years ago, was sung by the audience. An ensemble trained by **Geraldine Moore**, '53, rendered two beautiful selections during the program. Other vocal selections during the program were sung by **June Martin**, '54, **Pearl Mullins**, '56, **Joyce Daniels**, '71, and **Kathleen Jackson**, '73. **Sandra Franks** did a dramatic reading as Sojourner Truth, and **Delores Major**, '70, on violin and **Elinor Taylor** on piano provided instrumental selections. Elinor also served as accompanist for the chorus and for two of the vocalists.



Mrs. Geraldine Moore, '53.



Mrs. June Martin, '54.



Mrs. Joyce Daniels, '71.



Mrs. Millicent Dobbs Jordan, '33.



Mrs. Pearl Mullins, '56.



Ms. Kathleen A. Jackson, '73.



Mrs. Sandra Franks.



Mrs. Delores Major, '70.



Mrs. Elinor Taylor.



l. to r.: Elinor Taylor; Joan Wilkerson Stewart, '59; Dr. LaConyee Butler, '56; Juliette D. Blackburn, '58; Joyce Daniels, '71; Ernestine Miles Mann, '57; June Martin, '54; Pearl Mullins, '56.



l. to r.: Mrs. Isabel Stewart, Spelman Sister; President Stewart; Carter Stewart; Jay Stewart; Dr. Jane Smith Browning, '68; and Mrs. Pearline Adamson Davis, '58.

Jane Smith Browning, '68, read a poem she had written to Mrs. Stewart, adding that she was now an honorary "Spelman Sister." The chapter president presented the Stewarts with a beautiful variety arrangement of plants to "remember the Atlanta chapter." The evening ended with a reception in the Green Room of the Fine Arts Building.

A Tribute to Mrs. Stewart

How shall we call your name?
You are quite a lady
who for us is now only being
defined.

Once you were an unknown
We met you when Dr. Stewart was
selected for President.

But how can she come, some of us
said,

Is she not concerned
Interested
Caring?

Should we call her?
Who is this lady
Can she be influenced?

Then you came to the campus to visit
We saw you
You were pretty, stately, handsome
Kind of dignified, we thought,
Your style was classic,
straight lines
but cool, young and modern
and

We guessed you were about
a hip thirty-five years old
Not young enough to lead us
astray, not old enough to do us in.

You looked around, casing
the place out as a wife should.
They said you visited schools
for your boys,
They said you toured the city
They said you visited friends of the
College
Kind of appropriate, we thought.

But what would you do when
you arrived officially?
First, you began as a housewife
busy
busy
going and coming
Trucks everywhere, delivering
furniture
Mrs. Yancy running in and out
Mr. Bowden running around and
around
And champions Ben Williams and
Flo Roberts helping make things
easy.

What in the world were you
going to do to Reynolds?
Reynolds of all places, the home
that through the years the
Alumnae have owned.

We could not believe that
the rugs were coming up
A paint job everywhere
Shades on the open porch
Plants in the windows.

We have never seen such as
this at Reynolds.

When we finally were invited
to Reynolds we were pleased
You had made it reflect the
Beauty we saw in you,
Warm and interesting
Bright and gay.

As for being a mother
We saw you ride a bike—in pants
(the students loved that)
We heard you call your kids out of a
tree

We saw you cover your eyes at Jay on
the roof

We saw you run to keep up with
Carter

And
We saw you push a go-cart to
Reynold's porch.

Lately we've seen you
Walk the dog and even try to show
him when, where, and how to
carry out his private affairs.

For this, my dear,
You are unique
Spelman has taught many things
But never before has it
Offered such instruction.

As a wife you've been patient with us
We know the times are hard when
Dr. Stewart is away

We know you're tired many of
the times you've smiled and
welcomed us into your home.

We know being First Lady
Sacrifices a lot of your inner
Soul
and

We know the pain of constantly
living up to what is expected.

Mrs. Stewart
As a housewife
A mother

And a First Lady you are great.
But we won't call you by either
of these names tonight.

Spelman is a kinship
of black females.

On this, Dr. Stewart's Inauguration
We want to have you officially
Join our clan.

So, today we have decided we
will call you lovingly,
We will call you our Spelman Sister.

Jane Smith Browning, '68
October 1977



**ELEANOR HOLMES NORTON,
CHAIR, EQUAL EMPLOY-
MENT OPPORTUNITY
COMMISSION
WASHINGTON, D.C.**

These are moments for reflection.
At Spelman, the occasion of the inau-
guration of a vigorous young president
encourages us to think about the
institution and its future. But, in
America, the inauguration of a new
president in January still has not pro-
duced ample national reflection about
this country and its future. Americans
seem reluctant to grapple with the full
meaning of change. The dispute over
the Bakke case indicates the extent to
which, after three hundred years, there
is still an astonishing failure to come
to grips with the imperative racial
change.

Yet, I am encouraged to talk of
change today, because I am at an
institution whose tradition of

excellence has been molded by the education of young black women. For, more than any other Americans, I believe black women today can become couriers of change. To the point of cliché, you have heard all your lives about how fast the world is changing—for you, change is symbiotic with life. There is nothing about change one can tell people whose young lifetimes have seen the assassination of four giant figures; the escalating convolutions of an immoral war without national meaning; and the birth of half-a-dozen major social movements. I suppose if change were to bore you, you could hardly be blamed. But, if change should succeed in boring the rest of the country, there will be room for nothing but blame, for those of us past thirty cannot claim, as you can, that we were born into dizzying and unyielding change and that, therefore, we want to get off the whirlwind world at the next stop. Not that things have not changed for the rest of us. There has been enough change for many Americans to seem unable to cope with it, do not want to believe it, and do not want any more of it. But our lives have been more balanced than yours. In our lives, the seasons changed periodically, while yours have been one lengthy, eventful winter—or is it a long, hot summer? We have known downs and ups, like the 50s and 60s, while you came to consciousness on one resounding, upbeat, deafening note. But, for many in America, it does not matter whether or not change is normal or threatening; all that matters is that it has not touched their lives enough.

Try to imagine, if you can, a life where change is not a bore, but an impossibility, not a threat, but a dream. If change becomes old-fashioned to some and intimidating to others, it is all the same to the people I have in mind. For them, life is still a constant—no need to go to the trouble of listing them. You have heard their names a thousand times—you grew up with their causes and their grievances: poverty, racism, sexism, militarism. For you who have never known a world at peace, with these ills the fight may still be on, but in the country at large one senses the old question—when will the seasons change?—will it ever be spring again?

Sustaining anything in life is hard enough. If joy lasted as long as misery does, there would be those who would try to ban it. Reform, especially in America, has always been hard to sustain. Notice I did not say revolution—that was one of the great potentials of my generation—one of those tricks of language only partly absorbed by you. I speak now of the modest social change we experienced during the last

decade; that was reform not revolution. But even that seems in danger now. Some of us are tired, others afraid. We seem locked into the seesaw pattern that is the trademark of American reform—crisis—and it would seem only crisis moves us to seek a remedy. We do not find it, or we find it only partially, and we give up.

The nation has an old and unbroken habit of giving up on racial problems in particular. Before 1860, there were several pushes to resolve the slavery question. But the country kept giving up; that problem finally did get solved, however, by the ultimate crisis—a war. After 1860, Americans found at least three historical moments to move on the country's oldest sore point. There was Reconstruction—that was quite simply turned back. There was what I like to call the Eleanor Roosevelt period—maybe it is the feminist in me—but it seems clear that her prodding conscience was the moving force for whatever her husband did for those she called the Negroes. Little enough was accomplished during those years of depression and war, so it became easy to abandon initiatives such as the FEPC. Finally, there is the latest period of black activism and, to be sure, it has produced historic gains. But the national mood against affirmative action reminds us that much that is fundamental about race in America has not penetrated deep enough. The aura of weariness with racial reform may not be what it seems. We may, after all, avoid the seesaw that has dominated the country's attempts to reform—the all-American syndrome of incomplete initiative that settles back into a fitful balance, or, worse, darts sharply in the other direction. The resiliency of the seesaw syndrome in American reform is amazing indeed. The poor know it well, for it is by no means limited to racial problems. We saw crisis produce the New Deal, that promising beginning that, nevertheless, left us with millions still poor, permanently poor, supported by a welfare system Americans now universally denounce.

The predictable American approach to reforming social problems gives a little, but leaves a lot the way it is. Above all, you must help the country understand, accept, and create still more change, for, if change has always been inevitable, it is more inevitable today than ever. People of the age of your parents and older are being asked to accept change more fleet and mystifying than their early years prepared them for. It is **you**, not they, who are more experienced at change; **you** are the wiser at absorbing change; **you** can help us see failure as transient. We must not forget that until the

twentieth century most of the world's people lived virtually changeless lives—change was a matter of seasons or of youth mellowing into old age, which often came by age 40. Change itself is a twentieth-century synonym. Change has made all of our lives more difficult, but it has also made them more rewarding. Change has introduced complexity to replace the peace of simplicity. We are richer, but we are also more threatened. Amidst the calm that seems to be settling over the country's social resolve, I find myself looking around for new couriers to probe us out of the lethargy that inevitably seems to settle in after each grand try at reform.

You seem so logical, so perfect for the task, splendidly able and educated young black women. Yours is the generation of black women called to break with the past, in which black women have always been very special victims.

Gwendolyn Brooks, the great Pulitzer Prize-winning black poet, has written most tellingly about her in a sad ballad entitled "Sadie and Maude." Miss Brooks writes:

Maud went to college
Sadie stayed at home.
Sadie scraped life
With a fine-tooth comb.

She didn't leave a tangle in
Her comb found every strand.
Sadie was one of the livingest chits
In all the land.

Sadie bore two babies
Under her maiden name.
Maud and Ma and Papa
Nearly died of shame.

When Sadie said her last so-long
Her girls struck out from home.
(Sadie had left as heritage
Her fine-tooth comb.)

Maud, who went to college,
Is a thin brown mouse.
She is living all alone
In this old house.

Sadie and Maude are blood sisters, each in her own way living the predestined life of a black woman. Sadie had two children out of wedlock, but the Sadies of this world will also include black women who have been married but have lost their husbands in America's wars against the black family. Maude, the thin brown mouse, lives all alone rather than incur Sadie's risks or risk Sadie's pleasures. The difference in the lives of these two women cannot conceal the overriding problems they share—loneliness, life lacking in the opportunity to develop a relationship with a man, satisfactory family relationships, or satisfactory vocational or professional lives.

For the first time in this country's



l. to r.: Mrs. Diana Danner, assistant professor of sociology; and Ms. Eleanor Holmes Norton, chair, Equal Employment Opportunity Commission, Washington, D.C.

history, you are creating alternatives to the two bleak worlds of Sadie and Maude. Yours is the generation that will introduce possibility into the lives of black women. Heretofore, the country has looked almost exclusively to white men to do what had to be done. Whether we were for it or against it, we expected white men to do it—shake up industry, get rid of an economic crisis, keep us competitive with Russia, fight and die in wars. While the men were doing all of this, the women, both black and white for that matter, worked on narrower, quieter fronts. The men were the engines of social change of whatever variety; women went along for the ride.

But today you are the luckiest people in America. Young women today, unlike so many of us, have new purpose and new force. You have just become somebody. Like the black university activists of my generation in the early 1960s, you are freshly alive. History has timed your youth just right. As young women you are free, you are to be sculptors of women to come—the clay is fresh and you work without a model. Even your mothers cannot help you now. They emerged into a world not of their making. You must carve your own. You are painting a style of life for yourselves that can change everyone else's lives as well. It is already plain to see. We are virtually at zero population growth. Women are forcing open the institutions that once trained only men to lead the law, medical, engineering, architecture, graduate, and even theological schools.

Women are securing the right to offer their labor as mechanics, factory workers, bus drivers, and construction people. Women are winning equality from police departments to university clubs. No part of American life can long remain impervious to their advance. The female challenge is as complex as the twentieth century itself. The women's movement, itself a cause, is also an effect. If the movement liberated some American women, poverty called others from old roles. If technology has been a freeing agent at home, more work to be done

outside has also beckoned women. Many Americans seem confused by what has caused it, but few will doubt the new female presence. Women's most pronounced emergence has been as workers, as heads of the family, as coworkers with their husbands to meet inflationary costs, as shepherds of their own development.

Created in ever greater numbers in the past forty years, these women seek themselves, at least in part, through work. By now, they are a permanent and necessary staple in the American economy. But you are a radical redefinition even of women workers perfected in recent decades. You will swell the sheer number of women in the work force, now already past 40 percent. You will infiltrate the male-only occupations, rapidly expanding the old figures that show only 7 percent doctors to be women, 3 percent lawyers, 2 percent dentists, and one percent engineers. When you are finished, current figures showing unions with a membership only 20 percent female will have to be revised. You will reduce the shameful statistics that show 37 percent of poor families to be headed by women. Even though women head only 11 percent of all families, women will not be earning only 60 percent of the male average when you are through. You will see to it that women will not need a college degree to earn what a man can with an 8th-grade education. You will quickly attack this stark assortment of inequality.

But much more will fall to you, for you arrived at adolescence and youthful maturity just as basic questions about sex roles were being raised. If you can avoid disarray and confusion, you will have a major opportunity never experienced by any women anywhere.

Because the question has been asked: "What is a woman?" You will be able to answer with special authority:

- a woman is a person who makes choices
- a woman is a dreamer
- a woman is a planner
- a woman is a maker and a molder
- a woman is a person who makes choices
- a woman heals others
- a woman builds bridges
- a woman makes children and makes cars
- a woman writes poetry and songs
- a woman is a person who makes choices.

The burden of choice is always awesome, you cannot even simply become a mother anymore, not in a period when the use of birth preventatives is routine—or should be. You must **choose** motherhood. As war and science are chosen, so, now, must

anything you become be **chosen**. What will you choose? Will you choose change? Can you become its vanguard? Will it fall to women themselves in the throes of self-discovery to infuse the country with their energy?

A decade ago, blacks did just that for this country. They demanded equality and passed on to other groups the universality of that principle. They decried poverty and began a change for many millions more—white and black. They exposed our representative institutions as unrepresentative and sent the country looking not only for blacks but for women and Indians and other ethnics—young people to distribute among the white male institutions which decide our collective fate. Black social energy raised or influenced every social change in the 1960s, from the demise of McCarthyism to the right of 18-year-olds to vote. Can women do for the 70s what blacks did for the 60s? Can you call into question our historic premises? Can you make us discard whatever keeps us tied to a discredited past, to be sure women's issues resonate with the same universal qualities as those raised by blacks before you?

By demanding choice and change of role for yourselves, you insert new choices and make more supple the possibilities for men. Your quest for day care for your children can open them to totally different and exceptionally broad influences, and your concern to multiply little can create a style of life with boundless and unforeseeable possibilities for individual development. No other group has your power to make wholesale change today. For women are not a special group. Women are everybody. Women are the blacks and the whites. Women are the rich and the dispossessed, the Indians and the Chicanos, the workers and the owners. When we change ourselves, we change everybody. But you cannot avoid the responsibility that comes with being a generation of change-bearing women. If lives are to be freer, they may also be more difficult. You will risk isolation. You may even be viewed as curiosities, but so were Harriet Giles and the Spelman sisters. So were Rosa Parks and Susan B. Anthony curiosities. So is Gloria Steinem a curiosity, and so was Fanny Lou Hamer a curiosity.

But you have seen national curiosities become national heroes. You were infants when Martin Luther King Jr. first emerged. You were just beginning your schooling when Bob Dylan and James Brown started singing, and when Betty Friedan exposed modern female despair. You were in elementary school when Malcolm X was assassinated. I cannot believe that

you are afraid to stand alone.

Because young black women themselves are changing so positively, they may lead us all to expect more change. Your energy can keep us from lapsing into old ways and guarantee us change in the status quo. You can dispel the growing weariness with reform by breaking out of your sexual and racial place. You can free millions to look at the world as a place of suddenly expanded options. You can make choice seem possible again.

A country ready to expand choice is unlikely to require a breathing period from broken promises and unfinished reform. If you succeed in injecting the spirit of choice into our lives, you will open us up even as many of us seem to be closing down. This you would do for yourselves, but in the process millions would profit. We cannot yet welcome a period of domestic normalization; too much remains abnormal for too many. Only in foreign affairs dare we seek peace. The presidential moves toward detente with the Soviet Union must be sustained. We should continue to seek normal rather than unsettling relations with China and let all be quiet in the Middle East. But let us continue to challenge each other at home, let us keep the dust from settling on inequality, let us root out poverty, let us pry open what remains closed in America, let us continue to make war on injustice.

MS. MARIA ALBA: SPANISH CULTURE AND DANCE PROGRAM



The pure flamenco dance styles of Maria Alba and her guest artist, Luis Rivera, electrified an audience of students, faculty, and members of the community in a dance-discussion

program held in the Rockefeller Fine Arts Theatre on October 20. The demonstration-discussion was part of the Intercultural Dance Enrichment Program of the College and also one of the special activities taking place during preinaugural week. The Intercultural Program seeks to bring about increased awareness, deeper understanding, and appreciation of American culture and those of other people of the world.

After a week of seminars and workshop classes in Spanish culture and dance, Ms. Alba culminated her presentations with an exciting and thought-provoking program, including demonstration of flamenco dance, music, and discussion of these aspects of the culture. Ms. Alba, accompanied by dancer Luis Rivera, guitarist Guillermo Rios, and singer Luis Vargas, presented dance styles utilizing three traditional flamenco rhythms: Alegrias, Tarantos and Soleares, which had been studied in the workshops. The dances were presented in authentic Spanish costume, as the dress is important to the execution and style of dance. "Con Mi Soledad A Soleares," one of the oldest flamenco rhythms, was danced with dignity and perfect control by Mr. Rivera and "Tarantos," an old miners' song, was danced by Ms. Alba. Ms. Alba and Mr. Rivera combined their talents and presented the dignified neoclassic dance, "Intermezzo," from the opera *Goyescas*. They also danced a very dramatic *seguiriyas* entitled "Encuentro En La Noche." The dance was performed by Ms. Alba in an exotic thirty-five-pound black lace over white costume. A black and white lace shawl was used by her partner to reveal the drama and passion of the theme.

In performing "Caracoles" to music of the Alegrias school, Ms. Alba displayed her highly artistic use of two large fans. Her body movements seemed to flow on top of her precise footwork.

Ms. Alba is an outstanding dancer possessing extraordinary performance techniques, clear, precise beats and perfect timing. The energy she brings to performance and the expressiveness of her hands, face and body are within themselves sufficient to keep an audience enthralled. Ms. Alba's partner, Luis Rivera, is equally talented. His footwork is sharp and precise and his body line is one to be envied by the best of dancers.

The delight of Spanish dancing is heightened by its music and song. The guitar music by Rios and the baritone voice of Vargas gave the finishing touches to a fascinating and provocative evening of Spanish culture.

In the second part of the program,

Ms. Alba discussed all aspects of the dances performed—their music, style, costumes, and basic techniques. These factors she related to what had been studied during the workshops and seminar sessions.

A number of questions was asked by members of the audience, which revealed the interest and stimulation generated by this residency on Spanish Culture and Dance.



ALL-DAY SYMPOSIA ON THE FUTURE OF WOMEN'S LIBERAL ARTS COLLEGES

On Friday, October 21, as part of the preinaugural activities, the College presented all-day symposia on "The Future of Women's Liberal Arts Colleges." During the morning session, which was held in Sisters Chapel, the topic was "A Definitive Look at the Future of Colleges for Women in the U.S.A.," and Drs. Kathryn Brisbane, associate academic dean, and Jane Smith Browning, special assistant to the president, presented papers on the subject. A panel discussion followed, moderated by Dr. Virginia Hannon, '34, epidemiologist, Rockland Research Institute, Orangeburg, New York. Dr. Hannon received a Master of Arts degree in French in 1935 from Atlanta University, and a Master of Science degree from Simmons College in psychiatric social work in 1942. She did further study at Harvard University where she received her MS degree in hygiene (community mental health) in 1961 and her Sc.D. degree in 1967 in epidemiology.

The panel consisted of Dr. Elynor Pettus Brown, '51, associate professor of English and linguistics, Morehouse College, and exchange teacher of English at Spelman; Dr. Lois B. Moreland, professor of political science; Dr. Julius S. Scott Jr., president, Paine College, and a former faculty member of Spelman College; and Ms. Tere Caldwell, '78.

The two papers presented and various speeches follow:



l. to r.: Dr. Elynor Pettus Brown, '51, associate professor of English and linguistics, Morehouse College, and exchange teacher, Spelman College; Dr. Julius S. Scott Jr., president, Paine College; Dr. Virginia Hannon, '34, epidemiologist, Rockland Research Institute, Orangeburg, New York; Ms. Tere Caldwell, '78; Dr. Lois B. Moreland, professor of political science and chair of the Department; standing: President Stewart.

"Facts and Prospects Facing Spelman College"

Liberal arts colleges are currently under tremendous pressure from society to change. Questions are being raised about the viability of a liberal arts education. For instance, does a liberal arts education provide men and women with the kind of knowledge demanded for meeting the challenge of advancing technology? Does it provide men and women with marketable skills required for employment after graduation from college? These are but two of the questions being raised about the value of a liberal arts education.

There appears to be a consensus at Spelman that the College must at some juncture define for itself the concept of "a liberal arts education," which should be followed by a re-examination of the mission statement of the College. No effort will be made in this presentation to discuss the relationship of these two ideas.

It seems appropriate to articulate a conceptualization of the phrase for the purpose of providing a foundation for a later discussion of eight facts as they relate to Spelman College today. Indeed, it would be impossible to arrive at a generally acceptable definition of a liberal arts education in a short paper.

Suffice to say, education in its broadest sense is synonymous with socialization, and education both reflects and influences the social and cultural order of which it is a part. It may be inferred that a liberal arts education is what society defines it to be at a given point in time. The impact of all social development in America has profoundly altered the liberal arts college. Liberal arts education is no

longer designed for a small percentage of the population, the socially elite. It serves men and women from an ever-widening range of social statuses. It is composed of an infinite variety of subject matter and assembled, as often as not, by caprice or accident.

Rapid technological and social change has produced what might be termed "cultural lag" in some areas of the liberal arts programs. It appears, therefore, that the faculty and administration of Spelman College need to study objectively the direction in which society is moving. In addition, it is desirable to analyze the major purposes of contemporary American society. However, the academic community as a whole should exert what influences it can toward humanizing society, while at the same time adjusting its own goals and objectives to the education of men and women for living in the world of today and tomorrow.

There are five major reasons why a liberal arts education is important to our present-day society in spite of our technological advancement as a world nation. Firstly, a liberal arts education should produce for society citizens who are as fully informed as possible about the social and physical world in which they live. Students receiving an education in a liberal arts college should have a broad base of knowledge of the social sciences, the natural sciences, the humanities, and the fine arts. In this way, students will be introduced to the "living ideas of our times." Granted, four years is hardly sufficient time to gain more than an acquaintance with the basic facts, underlying theories, and principles associated with the core of knowledge from the various disciplines; never-

theless, in the case of the social sciences, students need a basic understanding of the natural sciences in order to think and act effectively in the many life situations they will encounter after leaving the halls of academia for the world of reality.

Secondly, the United States needs a cadre of citizens who have the intellectual capabilities and skills necessary to solve complex social problems of the nature of those facing Americans today. The assumption is that a liberal arts education will cultivate the skills and habits of reasoning which reflect the capacity to think logically and clearly. This ability may be acquired best, perhaps, if one is exposed to the scientific method as a process of reasoning, for the latter enables individuals to live intelligently. Every college man and woman should touch base with the liberal arts, and every opportunity should be provided them to acquire the above skills. Here, then, are significant implications for curriculum development.

It is assumed that the humanities provide an elementary understanding for college students of the distinctive habits of thought which philosophers and creative artists of every description throughout the ages have used to explain the meaning and purpose of "being" and "existence." The humanities stress also human values and the "spirit of man." A need for a liberal arts education and humanistic studies becomes clear in C. P. Snow's study, *The Two Cultures and the Scientific Revolution*, in which he laments the polarity between a literary and a scientific culture: although each culture needs the other, they are unable to communicate. Since the first edition of the study in 1959, more attention has been given to the humanities. This is particularly true today, because of the high prices being paid for achievements in science and technology.

The social sciences deal with the adjustment of human beings in terms of economics, political science, and sociology, on the one hand. On the other hand, psychology speaks of the struggle of human beings to adapt to their changing physical and social environment, their outbursts of destructive violence and aggression, their attitudes of prejudice tied to fear and hatred of their fellow men, and their painful efforts to master the inner and outer pressures to which they are constantly exposed.

Thirdly, communication accounts for success or failure in present-day society, and a liberal arts education should provide students the opportunity to acquire competencies in self-expression and communication skills—the words, numbers, relation-

ships of size, space, shape, and speed which are of daily concern. Students need the ability to read intelligently and write respectably; that is, to understand what is read, to understand its meaning, to be able to read between the lines, and to catch any overtones. Frequently, the assumption is made that the English Department has a monopoly on the art of writing. Writing should be practiced in all courses, but, alas, there is an increase in the use of the so-called objective tests, in which nothing is written except a name—even that is not necessary in some institutions, for a number has been substituted. There is an alarming indication of growing illiteracy in the colleges. When discussing communication, it should be remembered that mathematics is also a form of communication, for it is essential that students understand relationships of various order.

Fourthly, study in the fine arts gives breadth and scope to a person's range of knowledge. The study of music, painting, sculpture, dance, and drama heightens the aesthetic sense and creative imagination of people. The arts are a form of communication, for living is enriched by exposure to the various subjects.

Fifthly, the liberal arts, more than any other type of education, mold students' life attitudes, values, ideas, and personality which, in turn, determine the quality of life in today's society and the country's role as a world nation. Colleges should provide an environment which encourages self-direction, moral responsibility, maturity of thought and behavior, and magnanimous thinking if human beings are to exist as free spirits in a democratic society. Unless the liberal arts education received at Spelman College inspires students to learn to extend the scope of their knowledge and to increase their insight into the nature of things, the recipients, or consumers, of the College's educational process will be condemned to continued ignorance and mental stagnation, and Spelman will have failed in its educational mission.

The history of mankind is a record of social change. All social arrangements and ideas, over time, have been modified, put on reserve, or expanded by each succeeding generation. This is no less true of liberal arts education which has passed through several phases—Greek, Roman, Medieval, Renaissance, and the industrial era. Liberal arts colleges are now face to face with a society which has moved into a technocratic and cybernetic stage of development. Spelman College acknowledges that there are some facts which need explanation and problems which should be solved if it is to

advance as a viable liberal arts college in today's world. These facts are presented as "givens."

Fact 1: "... that the applicant pool or students interested in traditionally liberal arts curriculum is declining."

There are several phenomena which have contributed to this situation. First is the fact that Americans, in the main, believe in practical education. Americans are pragmatic and practical minded. Spelman College, as an American institution of higher education, faces the same problems as do all other institutions. It is also true that not all individuals approve of a concept such as the search for knowledge or truth for its own sake. Education is most often viewed as something needed to make better citizens by providing students with better jobs, opportunity for earning a high income, to live in better neighborhoods, and to improve their social status. Education as an end in itself is not a universal. This should not imply that all Spelman students hold the above view, but the pragmatic emphasis of the society is strongly felt on the campus, which suggests that, in order to change these attitudes, faculty and administration should make a concerted effort to use continually the success stories of Spelman liberal arts graduates as opposed to graduates who have received a more narrow orientation. All Spelman's publicity should speak to this theme.

Secondly, the economic slump with which Western societies have been faced during the 1970s may be advanced as a reason why the applicant pool at Spelman College appears to be declining. Many high school applicants are forced to postpone further education in order to support themselves. Continuing education may be a partial answer to this problem.

Thirdly, since blacks continually suffer higher rates of unemployment than does any other group in our society, parents who would normally select private black colleges for their offspring are forced for economic reasons to send them to state colleges. Currently, Spelman is unable to compete with colleges and universities for tuition monies.

Fourthly, black parents are cognizant of the fact that large sums of tax money have been poured into the predominantly white state colleges and that enforced integration now makes these colleges accessible to their children. White state colleges are rated by parents as superior to black state colleges and universities in Georgia, which are showing a declining enrollment.

Fifthly, Spelman, similar to all other black colleges, is the victim of

legal integration, for state colleges and universities are siphoning off some of the academically superior students for whom Spelman is vying. For example, this trend is reflected at Fisk University, where large numbers of students are entering the University of Tennessee. Florida A&M is finding its potential applicants enrolling in Florida State. Spelman can also report that Atlanta students are entering Georgia State University in unusual numbers. Each year, Spelman is unable to inform its applicants that they have been granted scholarships, because it is unable to operate (as state colleges can) on the risk factor for scholarship money. During the summer when students are informed of decisions regarding scholarships, many have already withdrawn from Spelman's applicant pool.

Sixthly, the junior and community colleges, which are now viewed by institutions of higher learning as major competitors, are becoming more and more attractive to high school graduates who wish to take the short view to achieving success in the world of work. These institutions serve also as feeder schools for the state system, which is especially true for the Georgia system. Earl J. McGrath (1972:139) wrote that there were 1091 such colleges, with a total enrollment of 2.3 million; these numbers are steadily increasing. Spelman might find it to its advantage to allocate as many scholarships as feasible to the top graduates of two-year institutions.

On the surface, it appears that at Spelman College the unit cost of the courses offered in the last two years of learning exceeds the unit cost of courses offered predominantly for freshmen and sophomores. The cost differential is due primarily to the fact that senior members of the Spelman faculty teach relatively few students, predominantly majors. These courses **are not frills**, they are essential in the completion of majors. Admission of students from the junior and community college who qualify could make the junior and senior years more cost effective.

Fact 2: "... that students majoring (in the Atlanta University Center) in traditionally liberal arts curriculum are declining."

This statement is partially true, but Spelman may want to examine more closely which of the areas are showing a definite decline. Spelman will need to accumulate hard data upon which to base decisions about itself. The social sciences show a growth pattern. For instance, the History Department is showing an increase from 16 to 19 majors; two or three years ago, the department was showing a constant

decline. Some students have changed from the social to the natural sciences, a few have moved into the Humanities Division (English), but most of the shifts in majors have been across departmental lines within the Social Sciences Division. Forty-two percent of the Spelman students is in this division.

It is true that at one time Spelman had a monopoly on liberal arts students; however, today, it is overpriced in a highly competitive market. Percentagewise, the majority of students entering Spelman College shows an interest in the liberal arts. To sustain this interest, internships have been established in sociology; cooperative education is offered as an additional experience for students; and paracurricular programs offer another source for students interested in practicum experiences in their major fields. The social sciences are now planning ways in which their professors may become more effective as classroom instructors by introducing new teaching methodologies and increasing the use of Spelman's media center. Interdisciplinary courses are offered to provide a variety of approaches to teaching and learning. One example is the freshmen courses in each division, another is the Urban-Environmental Studies sequence in the social sciences, and a third is the course developed by the Psychology and English Departments around psychopathology in literature. At the beginning of the 1977-78 academic year, there were humanities courses (interdisciplinary in nature) being taught in each of the divisions.

Fact 3: "... that students applying to Spelman are requesting programs not offered at Spelman—to wit, Business Administration, Journalism, Allied Health Careers, etc."

This is a current problem; however, it is not unique to Spelman nor is it limited to any one college, black or white. As the character and quality of our society change, institutions of higher learning will be required to satisfy new needs. Spelman, as most other colleges, must be prudent and realistic in evaluating these requests in terms of the most discriminating use of our limited resources. Only in this way, can we guarantee that the value of our current offerings will not be impoverished. Although the total institutional service to society and to our students may be enhanced by the addition of new courses, any such proposals must be appraised in terms of all social needs and the functions and resources of our college. If Spelman proliferates its course offerings, it may adulterate, rather than

enhance, its total program. The future of Spelman as a liberal arts institution will not be determined on the basis of the number of courses it offers, but on the quality and degree of excellence which it has achieved compared with what it attempted to do.

Fact 4: "... that student graduating from Spelman are entering a job market geared at technically and professionally prepared employees" and

Fact 5: "... that openings for graduates in the southeastern region of the United States are expanding for technical/professional students and graduates, and diminishing for the liberal arts graduates."

These two facts are so closely related that they seem best answered simultaneously. Fact 4 is true. As the sun belt attracts industry from the rest of the United States, Fact 5 will become more of a reality. However, Spelman College needs statistics which will enable it to bring about a reversal of the trend away from the liberal arts, if at all possible, and encourage its students to delay gratifying the urge to earn "big" money (unless it is absolutely necessary) and go on to graduate or professional schools. Students are often unaware of the fact that scholarship money is often available for the young graduates whereas money is not so readily available for older students.

It is realistic for Spelman to accept the fact that, with continued national expansion of industry in both the north and south, the need for trained technicians to operate a complicated and complex society will force a new conception of education. As a result, the liberal arts will no doubt contain a measure of ambiguity, but colleges, such as Spelman, through academic planning, can help set the future course of the liberal arts. In so doing, Spelman will have to make some hard choices, for it cannot be all things to all women. To make these decisions with minimum cost, it has been suggested that Spelman become more involved in bilateral affiliations, e.g., with Emory and Georgia State Universities and the colleges in the Atlanta University Center. Spelman has already been involved to a certain extent, but further study should reveal the feasibility of expanding the involvement. Bilateral arrangements may prove frustrating to students for they may find it difficult to "serve two masters," i.e., they would be students in two institutions.

Fact 6: "... that the number of majors offered at Spelman

is significantly less than the number of majors offered at colleges (such as Barat, Hood, etc.) of similar size for women."

This statement could very well be true; however, Spelman could begin examining this fact by seeking ways to strengthen current major offerings rather than by comparing the number of courses offered at other schools. On closer examination of the content of the courses in various catalogs, a tremendous proliferation of courses can be observed. McGrath (1972:135) points up that:

Several careful studies have shown that with notable exceptions liberal arts colleges offer too many courses. Moreover, the relationship between the number of students enrolled and the number of different courses taught is not close. In the 1960s the curricular offerings of a number of colleges were reviewed. This analysis revealed that in roughly comparable institutions of national reputation the number of credit hours of instruction offered varied from 1278 to 2131, a difference of 853. Since courses typically carry three semester hours credit, these figures mean that one college offered 284 more courses (not sections) than another. More significantly, two colleges with quite comparable enrollments varied widely in the range of their offerings. One with 785 students thought that it could provide an adequate program with only 1278 hours of instruction, while another with only 59 more students believed it had to schedule 2039 credit hours, 761 hours, or at three semester hours per course, 254 more courses than its sister institution. It is surprising that the average class size in the college with the richer curricular menu was fifteen compared with twenty-four in the college with the leanest offering. The fiscal consequences of this proliferation of courses need no documentation.

Fact 7: "... that undergraduates today are career oriented and pragmatic in their educational goals."

American students have always been career oriented, whether or not they are preparing to be preachers, lawyers, teachers, etc. It should be noted that early American colleges began as career-oriented institutions. For example, Samuel Eliot Morison writes:

Children must learn to read the Bible, that they might know God's truth, and to write and cipher, as an aid to honest living; chosen boys

must be taught the learned languages in which the world's best thought and literature are still to be found; and a smaller selection of youth must be given university training, in order to furnish the State with competent rulers, the Church with a learned clergy, and society with cultured men.

Today's pragmatic orientation, however, is due to the proliferation in technology and an increase in the number of vocationally-oriented courses, e.g., urban studies, city planning, and other specialized fields. No one institution is able to meet all the needs of society, but internships could provide experiential learning for those who wish to launch careers.

Fact 8: "... that Spelman College is facing a deficit for the 1977-78 academic year which will increase over the next three to four years."

The fiscal officers of the College could best respond to this fact, but suffice it to say that the increasing rate of inflation has added to our financial problems—and Spelman is affected by all social changes. Spelman must take a careful look at its budgetary and fiscal policies and cut costs wherever possible.

In order for Spelman to accomplish the task of maintaining a strong liberal arts program, it will be necessary to do everything in its power to recapture the esprit de corps that was so noticeable and all-pervasive on Spelman's campus a decade or so ago. This strong spirit has dissipated during the last seven or eight years. For instance, lectures planned for academic enrichment are wasted on the "desert air." Should the College, with the approval of the SGA, initiate compulsory convocations and assemblies for freshmen and sophomores? Shared experiences are often the key to esprit de corps; hence, the feeling shared by freshmen and sophomores may be carried over to the juniors and seniors. This interest should provide Spelman with a sensitive, responsive group of alumnae in the years to come. Committed alumnae could help to swell our applicant pool with high achievers from around the country.

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"Liberal Arts and Black Women: A Discussion of Spelman College and The Liberal Arts Curriculum"

Today, as always, a liberal arts education can be defined as the course of instruction at a college that grants an academic degree in the fine arts, natural sciences, social sciences, and the humanities. The liberal arts curriculum is historically described as the course of instruction that represents the art of the freewoman and freeman and does not include instruction in technical skills. Thus, by definition, the liberal arts education excludes students interested in anything other than the academic liberal arts course of instruction.

Spelman College, like many other private liberal arts colleges, is faced with conflicting enrollment and curricular issues that arise out of the exclusion of technical training in the liberal arts. Today, administrators and faculty in the liberal arts colleges are advised that high school graduates are pragmatic and career oriented (not liberally oriented) and that, as a result, the liberal arts college will soon be confronted with a declining applicant pool. The argument continues that students will not want to attend the private liberal arts college because the course of instruction does not prepare

college graduates for securing employment they are prepared for and led to expect is available.

It is not, therefore, that the issues of enrollment and curriculum are new. These issues have been with higher education since the beginning of the liberal arts tradition. Nor are the issues of enrollment and curriculum necessarily reappearing in a new form or with a new content. Instead, the issues of enrollment and curriculum are of a nature that, each time they appear, they warrant serious analysis primarily because students and courses of study offered are two of the main fibers of the college setting.

In addition, administrators and faculty in the liberal arts college are being advised that in general the number of students majoring in the traditionally liberal arts curriculum is declining, that at the liberal arts institutions students are requesting technical and professional programs not offered at those colleges, and that students graduating from liberal arts colleges are entering a job market geared at technically and professionally prepared employees. As stated earlier in this paper, these issues are not new, but what they create is a review of the liberal arts curriculum in search of the fit of liberal arts to the changing job market and economic and social times.

The liberal arts college has to ask itself how well its curriculum is preparing the students for life after college and if revisions in the curriculum are in order. For the most part, liberal arts colleges have answered this question by either incorporating career preparation through auxiliary programs of the academic departments, by adding professional and technical departments to the college, or by building a strong career planning and placement office in the student support services of the college. Usually, the small private liberal arts college chooses the latter.



l. to r.: Dr. Kathryn Brisbane, associate academic dean and chair, Division of Social Sciences; Dr. Jane Smith Browning, special assistant to the president; Dr. Donald M. Stewart.

Just as Spelman experiences enrollment and curricular issues similar to those experienced by many other private liberal arts colleges, it also shares similar circumstances with other historically black private liberal arts colleges. The historically black liberal arts colleges are institutions founded before the turn of the century specifically for the education and liberation of the freed slaves through the liberal arts tradition. A review of the early years of the public land grant predominantly black institutions demonstrates that even the public sector was convinced that the salvation of the black race was to be liberally directed.

In their beginning, black colleges copied their style of instruction from the New England and European models of higher education. Missionaries and learned exslaves taught courses in Latin, Greek, astronomy, Christianity, English composition, the arts, and elementary and advanced mathematics. The students were accepted by the college with varying educational backgrounds, were taught from the levels of primary reading, mathematics, and composition, and were expected to master all required subjects before graduation.

Today, the black liberal arts colleges have moved away from the European classical/liberal tradition firmly into the American liberal model; however, these colleges have miraculously maintained their policy of accepting students with varying educational backgrounds, exposing them to the full liberal arts curriculum, and expecting them to complete successfully the required course sequence in their majors.

Since their inception, black colleges have been and continue to be subject to the racism of American society and thus exist in the dual role of being both American and black. As a result of racism, the colleges have suffered from a lack of resources and educational networks that are essential to quality education. They occupy the role of having to offer their students both the content of higher education in the American style and a higher education that represents the Afro-American experience. The handicaps have been demanding, to say the least, but not insurmountable. Over one hundred of the colleges founded for blacks before the turn of the century have survived and met the needs of black students by preparing them for jobs available to blacks in the private and public sectors. The black private liberal arts colleges have been a strong force in this survival.

Spelman adds to the complexity of an institution being both black and liberal arts by being a liberal arts college for black women. This means

that when assessing the recurring issues of enrollment and curriculum, Spelman must look specifically at the needs and resources of the young black women and how the private liberal arts exposure can most successfully educate those persons.

Who is the black woman? She is a woman, a female, a person of the feminine sex who is capable of bearing offspring and may one day choose to have a lifestyle centered around that very biological fact. She is a member of a sex that is involved in a civil rights movement yet to be fully structured or defined. She is the target of sexual stereotypes, a worker, a mother, and a sister.

Equal to the black woman's femaleness is her blackness. The black woman's identity is just as much defined by her race as by her sex. As a black, this woman is the victim of racial oppression and a bearer of a kind of racial pride that creates a character different from women of other races. She has been labeled strong, domineering, aggressive, assertive, and a matriarch. She is a member of a race that is involved in a civil rights movement yet to be fully structured or defined. She is the target of racial stereotypes, a worker, a comrade, and a sister.

The duality of the black woman's sex and race leaves her character often caught in the tensions and sometimes contradictions of being both black and female. The irony is that these two components of the black woman's character have similar needs. For instance, in both her blackness and her femaleness, the black woman is in a continuous search for her identity, for building self-esteem, and for developing achievement mechanisms. She is constantly redefining her blackness and her femaleness while learning to adjust to a society in which neither blackness nor femaleness holds substantial power.

In this regard, Spelman was founded to meet the special needs of black women. The first pupils were mostly women out of slavery. They had been summoned by missionary women and black community leaders who recognized the need to have young black women educated. The purpose of the education was to prepare the students for careers as teachers and community leaders, while instilling in them a sense of self-pride both as blacks and as women.

Spelman continues in this purpose today. The 1976-77 *Spelman Catalog* states that Spelman "... offers opportunities for leadership roles for women." It goes on to say that a total college experience is provided "to help the student develop discriminating judgment, resourcefulness and a deep

sense of self-esteem." Specifically, one competency for graduation is "the ability to recognize and respond creatively to those unique opportunities and problems which women encounter in the changing world. The institution believes that full participation of all races in American society is the only viable solution to social difficulties in this country." In other words, Spelman's purpose is designed to address both the issues of blackness and femaleness as a prerequisite for a total liberal arts education.

How can the liberal arts college most appropriately respond to the multiple and unique needs of the black woman? One way of addressing this question is by reviewing expectations of the liberal arts experience as expressed by some Spelman students. In a Spelman introductory sociology class of twenty-five sophomores, juniors and seniors, students were asked, "In respect to your personal, social and career plans, what do you expect to gain from a liberal arts education?" The students' responses varied, yet all expected to become academically well rounded, to receive a basic foundation in the liberal arts, and to develop an awareness of themselves. For some, awareness of oneself was defined specifically in terms of their blackness or femaleness. "I expect to understand better my position as a black in the American society." "I look forward, as a woman, to being so well rounded that I can adequately compete in the career of my choice." "I expect a maturity that comes from learning about the various disciplines of the liberal arts . . . a maturity that will help me survive the racism and sexism outside Spelman's walls." "I expect to gain a personal independence." Learning about peoples' values, cultures, and philosophies of life was another frequent response.

The above quotes illustrate the students' expectations of Spelman's liberal arts curriculum in meeting the educational needs of their dual black and femaleness. These expectations suggest that indeed the liberal arts college can most appropriately respond to the multiple and unique needs of black women. This can be done by incorporating into the curriculum learning structures that teach not only the academic subject matter but learning structures that also develop personal skills for (1) understanding one's position as a black female in the American society and for (2) competing in the career of one's choice.

There is a fine line that determines the amount and kind of instruction that will address racism and sexism

while meeting the criteria for excellence in the liberal arts; however, fitting the black female experience into the liberal arts curriculum is merely a component of fitting the black experience into American higher education. Black colleges have proven with great success that the latter is possible, and Spelman has proven the former possible. The complexity of black higher education since the Civil War has been largely the result of an intertwining of prominent black concerns for improving one's plight as a black person, and, in the case of Spelman, for improving one's plight as a female person as well.

At this point, one might question the validity of an institution that attempts to combine a liberal arts education with education for racial and sexual liberation. How can each be done well? The validity itself lies in the definition of education. Kathryn Brisbane defines education in the following manner:

Suffice to say, education in its broadest sense is synonymous with socialization, and education both reflects and influences the social and cultural order of which it is a part. One can infer that a liberal arts education is what society defines it to be at a given point in time. The impact of all social development in America has profoundly altered the liberal arts college. Liberal arts education is no longer designed for a small percentage of the population, the socially elite. It serves men and women from an ever-widening range of social statuses. It is composed of an infinite variety of subject matter and assembled, as often as not, by caprice or accident.

This definition supports the belief that a liberal arts education in itself implies the presentation of a diversity of curricula to meet the varying needs and characteristics of students. It upholds the notion that education for black females can influence and reflect the social and cultural order of the black women's subculture. And, it gives support to a group of black women defining a liberal arts education to include teaching of the mechanisms through which the liberal arts disciplines are influenced by or can influence the lifestyles of black women.

Can one infer, from this discussion and the above definition of a liberal arts education, that the private black liberal arts college for women is one of the better environments to offer instruction in liberal arts to black women? Yes, and there is supporting evidence. Alexander Astin in his 1977 book, *Four Critical Years*, asks the questions:

How does college affect students' personal, social and vocational development?

Do different types of colleges produce different outcomes?

How important is attending college away from home and participating in extracurricular activities?

Are impacts the same for men and women, blacks and whites, and bright and average students?

In a ten-year longitudinal study of over 200,000 students and 300 institutions, Astin illustrates how outcomes are affected by contrasting college types. His findings show that selective private institutions and single-sex colleges appear to produce the greatest degree of student satisfaction with the college environment, including the academic offerings. His findings also show a high degree of satisfaction with the black college environment by black college students and a high appreciation of liberal arts when it is the curriculum offered at the black or single-sexed college.

Putting this altogether, the summary findings Astin portrays for greatest college effect on students and impacts on students give the Spelman situation a quite positive image. Within the realm of its purpose, Spelman is a selective black liberal arts college for women, a testimony of Astin's findings.

Other evidence that the private black liberal arts college for women is one of the better environments to offer instruction in the liberal arts to black women can be located in the many psychological and sociological studies that indicate the importance of identifying with one's social group for sound self-development. Sociological research has proven that the leadership roles and opportunities for achievement that exist for black women when in groups with other black women far exceed the leadership roles and opportunities for achievement that exist for black women in groups of nonblacks or in groups of black men. In addition, psychological tests show that, in the college years, students develop substantially in relation to their self-building and self-enhancement. When students are in a college environment similar to environments they know well, they develop a strong sense of confidence, and pattern their behavior after what they experience in the daily behavior of others. This is the situation at the black women's college. At the black women's college, black women are able to live in an environment that is filled with other black women. The environment allows the students to develop strong leadership skills for personal growth and development.

The Liberal Arts Curriculum

A test of the fit between the liberal arts curriculum at Spelman and the needs of its students is found in the objectives of Spelman's liberal arts division. For each division, two fundamental questions can be asked:

1. What courses of study are involved in a particular liberal arts division?
2. According to the *College Catalog*, what are the primary divisional objectives?

Education

The Division of Education consists of the Departments of Education and Physical Education. The objectives of the division include guiding the educational and professional development of students, providing programs designed toward wider career orientations and options, facilitating cooperative planning between the Education Division and other divisions and programs, and preparing students for graduate study.

Black women have always been educating students of all ages. A large percentage of Spelman graduates is teachers. However, education today has a different meaning than it had twenty years ago. Education is more involved with social problems outside the classroom and should be explored by all Spelman students for its implications for the black woman's role in her family and community. What are the new career options for women in education? Has education been a liberating tool or a continued form of the oppression of other professional skills of black women? Since historically Spelman has had such a heavy involvement in education, should it move away from new programs in the Education Division or should it stay with education as a reliable career for women at all times?

Fine Arts

The Division of Fine Arts consists of the Departments of Art, Dance, Drama, and Music. The objectives of the division include arousing, guiding, and stimulating the academic and the aesthetic growth of students who possess talent, skill and dedication in the creation, development, and production of a fine art.

The fine arts offer the black woman a second birth into the aesthetic consciousness of her reality. The fine arts have been one important way in which Spelman women and other black women have expressed inner joy and conflict and/or the moods of their larger community. Each student must be given the opportunity, in one way or another, to know the media of the fine arts and how they have been used by black women to improve both

their self-esteem as blacks and as women. What is the role of black women in the history of dance? Has it changed over time? Have black women been able to use the theater to express their lifestyles or has the theater been controlled by men and thereby responsive only to men's lifestyles? Do the music and art of black women describe their development within the community? Do the images in music and art agree or disagree with the assertive/matriarchy image of black women?

Humanities

The Division of the Humanities consists of the Departments of English, Modern Foreign Languages, Philosophy, and Religion. The objectives of the division include developing the ability to think critically; improving communication skills; developing an awareness of the sensitivity to the social, moral and religious dimensions within contemporary life; studying the images of women as they are depicted in literature; and developing an awareness of the importance of the humanities in preparation for a variety of careers.

Thinking critically is a necessity for black women. Inasmuch as the humanities can teach the skill of thinking critically and the skills for communicating and understand contemporary moral and religious issues, the humanities are a key to unlocking and understanding the tensions and contradictions of the black women's circumstances. The humanities can help put a perspective to the black women's proper role in the women's movement and in the black movement. Once the correct perspective to this dilemma is found, it should be communicated and explained. Other critical questions are: How can the works of others be analyzed to understand and influence the behavior of black women? How can black women begin to write and communicate important issues so that the circumstances of others might be better understood?

Natural Sciences

The Division of Natural Sciences consists of the Departments of Biology, Chemistry, and Mathematics. The objectives of the division include identifying and recruiting students with interest in and potential for health and science careers; providing adequate tutorial assistance and standardized testing experience; and strengthening existing counseling and advising programs.

Health care, environmental science, and other natural science careers were once closed to black women, but are now rapidly opening. Black women should take advantage of this devel-

opment, since careers in the natural sciences are often directly associated with determining the physical and environmental conditions in which humans will survive. The natural sciences open doors to technology, to the understanding of the industrial arts and to the applied sciences. How should black women use the natural sciences to better understand the demands on a woman's body, her workday, and her environment? How does the study of the female body offer insight into the body's ability to live in the changing environments of the future? What are the many careers in the natural sciences that are open to black women?

Social Sciences

The Division of Social Sciences consists of the Departments of Economics, History, Political Science, Psychology, and Sociology. The objective of the division is to provide an opportunity for students to be exposed to a division of knowledge which is concerned with the understanding of human beings as they function in society.

Robert Staples has predicted that, by 1981, a majority of black households will be headed by black women. What are the economic, social, political, psychological, historical, and sociological implications of this prediction? In other words, as social scientists, how can black women examine such a prediction and prepare themselves for the possibility of it being true. In addition, black female students should be aware of the different roles of the female in the black family, marriage trends, the state of the economy and how it effects managing one's individual household budget, the history and current status of black women in politics, and the psychology of a successful black woman in the business community.

* * *

There is obvious overlapping in many of the objectives of the five divisions discussed above and the narratives that followed. Probably much has not been said about numerous liberal arts objectives that are fulfilled at Spelman each day. However, there is enough information given to match stated objectives with identified expectations and needs. Spelman meets these needs through courses that directly address the black woman's experience, i.e., Introduction to Afro-American Art, and Images of Women in Literature, and through courses that address themselves to larger social issues with reference to the black woman's experience, i.e., Issues in Child Development, Environmental Science, and the Sociology of Poverty.

In conclusion, it must be understood as crucial that Spelman never relinquishes (1) its commitment to educating black women through the liberal arts curriculum or (2) its commitment to enriching the liberal arts curriculum by integrating the black female experience into the liberal course of instruction. To maintain these commitments, the faculty needs the support of the student support services to keep students abreast of their college resources and career options. There must be cooperative education programs, internships, and career and vocational counseling. When necessary, auxiliary structures, such as conferences, convocations, workdays, seminars, and a women's center, should be developed to update the sensitivity of the total college to the unique needs of black women in a liberal arts setting. The black liberal arts college for women should not be bypassed in its activities to further the education of black women, nor should it be caught short of staying abreast of matters related to the wellbeing of black women, especially if those matters are particular to students enrolled at Spelman.

Spelman's mission is threefold. It is in the liberal arts, in the black experience, and in the female experience. No one mission is more or less important than the other and each strengthens the academic offerings of the other.

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Jane E. Smith Browning, PhD, '68
Special Assistant to
the President

“The current criticisms aimed at the black liberal arts college—whether male, female, or coeducational—are loud, serious, and widespread. But they are not new. During the last decade especially, the complaints have become vociferous as the door to a broader job market has been opened—if only slightly.

In general, these criticisms center on the absence of technical training in the liberal arts college. Students want a career-oriented, often technically-oriented, curriculum, geared toward the job market that they will be entering. They want to be trained for a job. They want, in effect, to be prepared to deal with society outside the halls of ivy.

And the black liberal arts college has not been deaf to their cries. Granted, it has procrastinated: it has formed committees; it has moved toward moving. But it has been both aware and sympathetic. For opportunities never before available are beckoning black students. These colleges have made commendable starts: through the incorporation of career preparation; through auxiliary programs of the academic departments; by adding professional and technical departments to the college; or by building viable and energetic career planning and placement offices. The black liberal arts college is wrestling with what has been its traditional mission and what its students see as a needed expansion of that mission.

My hope has been and is that, meanwhile, the students who matriculate at their colleges do not bring a sledgehammer to drive a nail. That is to say, that I hope you do not—in an understandable attempt to improve your college—destroy a worthwhile tradition. Especially do I hope this for my Spelman sisters. For Spelman boasts many products of which both it and you can justifiably be proud. You have a right to demand that your college offers you more options. Ours is indeed a society of glorious technology, each day coming closer to conquering all that is outer space. And we need more women doctors, lawyers, more computer technicians, architects, contractors. We need more women who will make more demands upon President Carter, upon Governor Busbee, upon Mayor Jackson, and upon their counterparts, for jobs and responsibilities formerly considered the exclusive province of men. For aspiring toward all of these things, I say to you, “Right On!”

At the same time, however, the kind of college you have chosen to attend also has honorable goals. They are to help young women conquer inner space—to become enlightened

about themselves as females and as part of mankind. Jane Smith Browning in a recent paper quoted some responses of Spelman women to the question, “In respect to your personal, social, and career plans, what do you expect to gain from a liberal arts education?” One response was, “I expect to understand better my position as a black in the American society.” Another, “I expect a maturity that comes from learning about the various disciplines of the liberal arts . . . a maturity that will help me survive the racism and sexism outside Spelman’s walls.” And, another, “I expect to gain a personal independence.” I say to these young women, “You are in the right place.”

That is what the nontechnical disciplines are all about. That is where the discovery of self-identity lies.”

*Dr. Elynor Pettus Brown, '51
Associate Professor of English and
Linguistics
Morehouse College;
Exchange Teacher, Spelman College*

“As both papers have indicated, liberal arts education is on the defensive. Dr. Jane Browning states that this is not new, but because of circumstances and clientele change, the criticisms must be met—and the battlefield looks like defensive argumentation. It is also pointed out in the papers by Drs. Browning and Brisbane that liberal learning does not exist in a vacuum. The political, economic, social realities beyond the “Ivory Tower” impact upon the curriculum, upon resources, upon faculty training, and upon student expectations, and so forth. For example, there is little doubt that retrenchment in the national economy and the prospects of higher unemployment rates, create great anxiety among college students about job opportunities after graduation. This anxiety leads to demands for greater career orientation in the curriculum, for cooperative education, internships and other paracurricular experiences, and for greater help in career planning and job placement. Faculty clearly has a role to play in these areas.

Examples of the impact of the total social system upon higher education could go on endlessly, but there are only two “outside world” events that I wish to extract because they are inextricably tied into two aspects of the threefold mission of Spelman as summarized by Dr. Browning. They are: the black experience and the female experience.

As regards the black experience, the guidelines recently developed by the

Department of Health, Education, and Welfare (HEW) to comply with the Court’s ruling in at least six states that public institutions of higher learning be desegregated, could, it is feared by some, lead to the demise of black public colleges, either through complete closing or by merger with predominantly white institutions. It is not clear what the eroding of state black higher educational institutions could have upon private institutions such as Spelman. This is a legal question and requires a legal, political response. Faculty, per se, has a very minor role to play in this environmental interface. It is a very important question, however, and does relate to the future of Spelman College. We may not be allowed to continue as a predominantly black college.

Because it is such an uncertain issue, we can play mental gymnastics—and I shall take an optimistic route. It is possible that the private black college could increase in importance under these circumstances, because attrition of the state black colleges could make private ones even more unique.

As regards the second point—the female experience—the women’s movement could impact upon liberal education in general, and Spelman, in particular. The movement seems to me to be in a period of transition. It seems to have reached its crest and, in some circles, there is a question as to whether or not it is still a movement, especially since a countermovement is on the ascendancy. Perhaps, though it is not certain, women’s liberation has gone the route of the civil rights movement. In other words, it has lost so much momentum that it is no longer a movement. This is the political side of women’s liberation. When the movement was at its height, some colleges became coed, and some persons thought there no longer would be single-sex educational institutions. That, too, seems to be on the wane. There is less activity in becoming coed.

But there is a legal side to the question of women’s liberation. The courts have been eliminating the dual standard as a violation of the equal protection clause of the Fourteenth Amendment. Perhaps, the most visible and a dramatic result of court action is in the Title IX guideline (an amendment to the *Higher Education Act*), which relates to athletics—males and females play together on the same athletic teams, e.g., no separate women’s tennis teams, etc. How far this will go is not clear; there is much confusion over the guidelines.

The basic question as it relates to women’s colleges is whether or not the Court will allow a single-sex institution

to continue to exist or will it be required to be coed as a condition of the Fourteenth Amendment. Again, I perceive that faculty has no specific role to play where a legal question is involved, but, taking the optimistic route again, let us assume that both black institutions and women's institutions are permitted to stand. Then, I perceive that faculty has a role. I will not go over the special roles of women in society. They were so well stated by Dr. Eleanor Holmes Norton on Thursday. Nor will I discuss the special leadership opportunities in a single-sex institution. There are rapid technological and social changes which have produced a "cultural lag" in liberal arts education, which was stated by Dr. Brisbane. It is here that the faculty is challenged to rise to the occasion. Since "curriculum and students" are the core of the college, and curriculum is the province of the faculty, faculty must ascertain what the needs of the students are and respond to these needs through the curriculum. For example, it has been suggested, among many other things, at a faculty development retreat, that we must assess the learning styles of our students. In other words, how do our students learn? By what methods do they learn more? We must also assess the teaching styles of faculty and bring the teaching-learning styles together in the most compatible ways.

As regards content of the curriculum, a subject to which both papers addressed themselves, it was suggested in another meeting that the zero-based budgeting concept be applied to evaluating the curriculum. Under this system, all courses would be eliminated and the curriculum would start from zero. The only way that a course could become a part of the curriculum would be to show that it has intrinsic worth and that students would be deprived of something essential if they did not have it made available to them.

Dr. Brisbane stated that there is a need to study objectively the direction in which society is moving. One curricular response to that statement could be based upon the ideas of one author who sees this society as a postindustrial society. In terms of employment opportunities, the society needs services of skilled technicians, professionals, and managers. If this be the case, liberal learning rather than career orientation is needed more.

Both papers focused a good bit of attention on curricular options and adjustments, on the attaining of skills, on career orientations based on societal trends and needs, indeed, on the survival of the colleges themselves, given declining financial resources and enrollment trends.

I shall call these bread-and-butter issues. But womankind does not live by bread alone—liberal learning seeks to provide more. I shall read from Dr. Brisbane's paper:

... the liberal arts, more than any other type of education, mold students' life attitudes, values, ideas, and personality, which, in turn, determine the quality of life in today's society and the country's role as a world nation. Colleges should provide an environment which encourages self-directness, moral responsibility, maturity of thought and behavior, and magnanimous thinking if human beings are to exist in a democratic society.

Is it the curriculum, per se, which molds attitudes, values, ideas, personality? I submit that there is something more, that undefinable—perhaps unidentifiable—something which does this. But Spelman was not born of unlimited financial resources, and is now an esteemed institution. It was born in a railroad car, but it was born with a mission. I submit it was that mission, that goal, that drive, which provided the esprit de corps, that impetus to achieve, despite seemingly insurmountable odds. That mission was grounded in moral, ethical, and spiritual values. Our society changed so rapidly that many of those enduring values have all but disappeared. We have lost our first love, our testimony is taken from us and our candle is dimmed.

But the societal trend now is in search of spiritual goals, moral values to guide us in our decisions, no longer just scientific-method infusion of value-oriented courses. The inauguration of a new college president comes at a propitious time. A number of new circumstances converge simultaneously—a new president, a college-wide self-study for reaccreditation which requires intensive self-examination, potential retrenchment of the College's financial resources. This is an opportunity for a "new beginning" (to borrow President Carter's theme); it is an opportunity, as our own president, Donald Stewart, put it, "To get back to basics." It is a time for renewal, for burial of unneeded and unwanted things and for resurrection of old things, long forgotten, but valuable and essential still.

In this time of renewal, I ask us to dream, to let our minds soar as we create the ideal women's college. What would it be? Someone might say, financial constraints will not allow for the ideal creation, but, remember, Spelman was born under financial constraints. Now look at your particular dream. Is Spelman merged with another institution? Is it coed? Is it

racially integrated? Is it private, or is it a state college? I have just cited some options proffered by Dr. Stewart in his Opening Convocation speech. Will Spelman be a liberal arts college or a vocational institute? Would its motto be "Our whole school for Christ?" (A number of our students want this resurrected. Personally, I want it, too.) Would it be nationally recognized for its uniqueness, its distinctively high standards of excellence and for the exemplary character of its students?

The song says, "Once to every time and nation, comes the moment to decide." Now is our time, our opportunity to mobilize our efforts for the future of our women's liberal arts college.

I close by quoting from Philippians 4:8: "... whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things."

We do not live by bread alone."

*Dr. Lois B. Moreland
Professor of Political Science
and Chair, Department of
Political Science*

"My presentation will merely be a rehashing of points already presented by my fellow panelists, but ones which need reiterating.

I would like to focus directly on the topic of discussion for today—the future of women's liberal arts colleges. As a student, I say with no reservations that the future of these schools is bleak unless some modifications are made in the programs now existing in this type of institution.

Before I get into the heart of my discussion, I would like to define and briefly discuss what a liberal arts education is. In 335 B.C., Aristotle opened a school called the Lyceum, which may be called the first liberal institution, for, unlike Plato's school (the Academy) that directly preceded it, the Lyceum was a broader-based institution which taught both arts and sciences. Prior to the inception of the liberal arts education of Aristotle, only philosophy, oratory, and rhetoric had been taught in the schools. Aristotle's Lyceum was the beginning of liberal arts education.

The definition of a liberal arts education that I have chosen to use has been taken from Dr. Jane Brown-ing's paper:

Today, as always, a liberal arts education can be defined as the course of instruction at a college that grants an academic degree in

the fine arts, natural sciences, social sciences, and the humanities. The liberal arts curriculum is historically described as the course of instruction that represents the art of the freewoman and the freeman and does not include instruction in technical skills. Thus, by definition, the liberal arts education excludes students interested in anything other than the academic liberal arts course of instruction.

Spelman, similar to many other liberal arts colleges, is faced with the conflicting enrollment and curricular issues that arise out of the exclusion of technical training in its course offerings. Today, administrators and faculty in liberal arts colleges realize that high school graduates are pragmatic and career oriented, and that, as a result, the liberal arts colleges will soon be confronted with a declining pool of applicants. The argument continues that students will not want to attend private liberal arts colleges because the courses offered do not prepare them for securing employment after graduation.

Again quoting Dr. Browning: "The issues of enrollment and curriculum are of such a nature that each time they appear they warrant serious analysis, primarily because students and courses of study offered are two of the main fibers of a college setting." The first and key factor that, in my opinion, will lead to the collapse of the women's liberal arts institution is the curriculum. Today, most of the jobs are being offered to people who have a degree in some kind of technical field. Students applying to liberal arts colleges are requesting programs which are not offered at these institutions, such as business administration, journalism, communications, and so forth. This is the situation here at Spelman.

Spelman must be realistic about planning for its future. To keep abreast of the fastly moving, constantly changing, never ending cycle of the technically advanced environment in which we live, a liberal arts institution must incorporate courses and majors in its curriculum that are more in tune with our fast paced world. Certainly, students attending liberal arts institutions receive a broad base of knowledge, including social sciences, natural sciences, humanities and fine arts, but just as we have core requirements at Spelman, other institutions, not liberal arts, have general requirements that are compulsory for all students and which prepare them better for the job market.

The aim of the liberal arts education is to develop well-rounded students with a broad academic base, ones who, upon leaving their respec-

tive institutions, will "think and act effectively in the many life situations they will encounter after leaving the halls of academia for the world of reality." But I believe it can be said that the aim of all universities and colleges is to develop well-rounded students; therefore, many people say why not then go to a state school which has the same aim for its students, but a wider curriculum and cheaper tuition.

The limited curriculum at women's liberal arts institutions leads directly to my second point of discussion—another detrimental factor in the livelihood of women's liberal arts institutions—the decline in the number of student applicants. There are many reasons for this decline, but the main one is the curriculum. There are many secondary factors, however, which play an important role. Dr. Kathryn Brisbane in her paper, *Facts and Prospects Facing Spelman College*, stated that among these secondary factors are (1) the fact that Americans believe in a practical education; (2) the economic slump prevents students from paying the high tuition costs of private colleges; (3) junior and community colleges are now major competitors for students who want an education that will prepare them for future employment; and (4) the recruitment of potential liberal arts students by state schools which have lower tuition fees.

Reverting to my second point—high tuition costs. In the past, it was felt that a liberal arts education was basically reserved for a small percentage of the population—the social elite. For a period, it was evident that attending a liberal arts institution was "the thing to do," tuition was not too high, and the quality of education was excellent. Today, the attendance at these institutions is declining and tuition has reached exorbitant levels due to the decrease in admissions. Now, with the lack of interest shown in a liberal arts education and the high tuition rates, the liberal arts institutions are reverting to their original status—that of being schools for the socially elite."

Ms. Teree Caldwell, '78

During the afternoon, subsymposia were held in various buildings around the campus in the areas of education, fine arts, humanities, natural sciences, and social sciences. Moderator for the subsymposium on education was Mrs. Evelyn Carroll, chair, Division of Education; panelists included Dr. Barbara Whittaker, '52, assistant superintendent for student and community

services, Atlanta Board of Education; Dr. Nellie Randall, professor of health, recreation, and physical education and chair of the Department; Ms. Dolores DaLomba, associate director, Citywide Coordinating Council, Boston, Massachusetts; and Ms. Judith Wood, '78. The education subsymposium was held in the Education Building.

Moderator for the fine arts subsymposium, which was held in the Green Room, Fine Arts Building, was Dr. Frederick Hall Jr., associate professor of drama and chair, Division of Fine Arts and Department of Drama. Panelists included Ms. Serelda Smith, '70, music teacher, Atlanta Board of Education; Dr. Arturo Machuca-Padin, assistant professor of drama; Dr. Thomas Pawley, dean, School of Arts and Sciences, Lincoln University, Missouri; and Ms. Iris Little, '79.

The humanities subsymposium was held in the Conference Room of the College Center and Dr. June Aldridge, '53, professor of English and chair, Division of Humanities, moderated. Dr. Roslyn Pope Glazerman, '60, chair, Department of Humanities, Bishop College, Dallas, Texas; Dr. Jacqueline Jones, assistant professor of English; Dr. Barbara Crockett Dease, chair, Department of Modern Foreign Languages, Jackson State University, Mississippi; and Ms. Shelley Staton, '79, served as panelists. Dr. Dease's speech and the recorder's notes follow.

Eve and the Two-Headed Serpent

And the serpent said unto the woman, Ye shall not surely die: For God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil.

Genesis 3:4-5

We women have come a long way, baby. And so has the serpent. While our eyes were being opened, the snake was growing two heads. As a result, here in the twentieth century, eons after the saga of Eve and the serpent, educators are all in a flap trying to determine where the venomous two-headed snake (in this paper the symbol of education) will sink its fangs next.

One head is the national economic factor exerted on education, the body of the snake; the other, far more deadly, is the public demand factor. The direction of education in the United States has always been responsive to public demand, and public demand has not always been based upon public need or collective wisdom. The two heads of the snake, of the species, "*economicus publicus*," are equally responsible for guiding the education-body into a fanciful flight away from the reality of what is

commonly called "tradition." The two heads are responsible for making education chase its tail, resulting in an ever-perambulating circle of bad students = bad teachers = bad students = bad teachers, etc.

The venom of the snake has a peculiar effect on education: it hallucinates into fads and fancies, experimental programs, degrees that are not worth the paper they are written on, a market glutted with job-seeking, degree-toting graduates, and, above all, into a proliferation of useless courses in the curriculum. It creates long, lovely, nondescriptive job titles, ambiguous new positions, and swells the egos of people having little to do with the actual educational process. The venom produces a depressive-maniac type of collective behavior among those who were the egoists a generation ago. Finally, the most destructive effect is on the individuals being educated: they are subjected to so much pressure from all angles that they emerge from it all still trying to decide whether they escaped the venom, or whether they are in a euphoric state induced by an intake of the venom.

What am I actually saying through this metaphor? Simply that education in general, and liberal arts colleges and universities specifically, must in some way get the courage to turn and face the two-headed serpent. They must come to grips with the economic factor and the public demand domain before they destroy the future potential of other students.

The inherent mission of Spelman College and other institutions of higher education is to make certain that the generation of tomorrow will be equipped to deal with whatever life brings to them. The institutions may question the "how," and it is their right to do so periodically, but never the "why." Unfortunately, the "how" is dominated by economics, the dollars and the cents. Let me give you an equation:

Money + Demand = Curriculum

The equation is **not**

Need + Interest = Curriculum

Do you, as students, know how a course comes to be offered here at Spelman? How it appears on the schedule of classes? The first step is to determine the demand. Now, a demand can come from it being a required course, but then you have to deal with how it became a required course; a demand can come from the reputation of the teacher teaching the course, but even then someone has said, "What that teacher is teaching is **re--le--vant**, and I want to take it;" finally, a demand can originate from students who argue that the course is

needed, that there is no other like it, and that they will profit much from it.

The second step is to have a teacher available, qualified, knowledgeable, proficient, competent, or otherwise, and here you enter into the human realm. Third, there must be a classroom available, which implies another entirely different set of variables. Fourth, or perhaps it should be second, the money has to be procured to pay the teachers, the janitors, the light bills, the supplies. Yes, education is a big business, encompassing all the talents exhibited by human beings thus far, plus some that have yet to be given a name.

Briefly, therefore, I have "justified" the first equation, Money + Demand = Curriculum. You know what happens without the money, and the money is not there if there is no demand, and sometimes even when there is a demand. This is how higher education is stacked against individual education, or education for the individual. This is why there is no university on earth that can fulfill the need to be everything to everybody.

Yet, an individual's education—your education—is more suited to the second equation, Need + Interest = Curriculum. You do not yet understand why you cannot be an aerospace engineer and a dogcatcher at the same time, if that's where your individual talents are. Would that equation be a perfect solution if it were enforced? It would, if you always remain as you are right now. But life and living do peculiar things to us, we do not remain static. Our needs and interests of today, 100 to 1, would not be so five years from now. Then where would our training as dogcatchers and aerospace engineers leave us? Either in a void, or an open animal grave, which, as Jean-Paul Sartre would have said, are existentially the same thing.

Could education, or the liberal arts college, or even Spelman evolve a perfect solution? In my opinion, yes, but only if this were Utopia, or only if we were robot-like beings.

As Jane Browning has said, Spelman is unique in that it had to develop a curriculum sensitive to the needs and interests of a special kind of student—you, who are black and female (which came first, the chicken or the egg?). I marvel that Spelman has succeeded, and I pray God that it will continue to succeed. But a word of caution to those of us who would like to make everything "relevant" and "different." What is here today is gone tomorrow, and I say that that applies to the career-education slant, which is fast becoming an educational syndrome right now. If there are no immediate rewards and dollar signs, plenty of them, attached to a major subject (not

to mention prestige and "news-worthy" fringe benefits), then it is not the area in which to study. It is said that you are wasting your time, money, and future if you are not in a "practical" discipline. That is what the public demands, that treacherous snake's head, says. But beware of the pitfalls of a discipline that is narrowed down to one track—you become locked into that track for years to come, maybe forever, no matter which new self you develop into five to ten years from now. The future looked apple-red rosy to Eve, too, remember! Gradually you become aware that there is a whole other world out there, getting along fine without the benefit of your presence or input; your mode of reasoning is locked in; your set of values is dictated; your spare time is narrowed down; your personality may be altered—all because you learned one single discipline and followed a restricted course of study, and you feel like a fish out of water away from it.

As you may have guessed by now, I am making a pitch for the survival of a liberal arts education. The United States will soon be a victim of its greatly swollen and completely unjustified ego. The United States thinks now that what it says goes, that the ultimate fate and direction of the entire world will be dictated by it, all in the ambiguous interest of "Freedom" and "Long Live the Republic." It first exerted pressure on the multi-cultural scene: all Americans must be alike, they must all jump into the white-hot heat of the melting pot, and be remolded into bona fide dyed-in-the-wool Americans. Now that is backfiring. The blacks, the native Americans, the Italians, the Greeks—all are searching back for their ethnic origins (I would say roots, but everybody who is anybody uses that word these days) and proudly proclaiming them, and, at the same time, remaining bona fide Americans.

Next, the United States tried the middle-class scheme. Everyone had to be in the middle class, either by using federal aid, or little-boy-get-rich-quick plots, or through guts and raw nerve fired up with ambition—not caring if lawful or unlawful. It has not succeeded, but we are all victims of the creeping phobia that everyone must live well.

Then, it tried to eliminate the influence of all languages except English, saying, tongue-in-cheek, that you ain't nothing or nobody if you don't speak English. Even though a battle was fought about which English, all kinds of Americans fell for, and are still falling for, this gimmick, simply because, in their opinion, it is too much trouble, takes too much time, uses up too much brain and

money to bother with another language when we can't even master English. This maneuver is still being aired, because every week brings news of another college dropping or modifying their foreign language requirements. So it is still an ongoing process, and our international friends will soon tell us to go jump in the river when they find the other prices they will have to pay in addition to having their language knocked off.

Then the United States said that teachers were warping whole generations of American boys and girls by insisting on discipline in the schools. At the same time, it virtually declared war on too much readin', writin', and 'rithmetic because our young people were not of the caliber to measure up.

Now, think back a little. Who were the first to cash in on each of these schemes, usually in the name of that big word, "innovativeness?" The blacks, all in the interest of doing whatever was needed to become "accepted." Now, the latest tactic is that everyone must pass standardized tests to exit from high school and, eventually, to get a college degree. (Don't be so surprised—Florida has already passed such a law for its high school graduates.) Who do you think will be hurt most by this latest development? You guessed it!

Spelman College, do not be too eager to join the mainstream of traffic in your future efforts at curriculum development as it affects black women in a liberal arts college. Look every which-a-way before you get on the road. An expressway has very few turnoffs, and most of them lead in circles to other little-known directions. In America, the fact that everybody is doing it does not mean it is right. Your students, Spelman, chose you for varying reasons, not the least of which was the influence of parents. For black females living in the late 70s, it is almost imperative that their education be broad, in the finest of the liberal arts tradition, yet periscoped enough to fulfill also their specific needs of the present as well as the future. The way things are going now in the United States, who knows what roles black females will be thrust into headlong during the next forty years, which is the average working period ahead of you who are in college now. The secret is, like the Girl Scouts' motto, "Be Prepared."

I have not had a chance to study your catalog, but I was very happy to see in Jane Browning's paper courses such as "Afro-American Art," "Images of Women in Literature," "Issues in Child Development," etc. This attests to Spelman's acknowledgment of the outside world. But Spelman must also stand witness to the accumulation of

generations of collective wisdom, and therein lies the conflict, especially for people who live for today only. I do not envy the presidents and principal administrators of today's universities, just as, I suppose, faculty members in business and economics do not envy me, a teacher of a foreign language and the humanities. I do not envy the blacks who are enrolled in universities in which they are outnumbered, like, by 30,000 to 1500, either. They also have their problems, not the least of which is finding a role model, male or female, by which to pattern themselves and to emulate. I do not envy you young people who must decide on the course of your lives, and who must abide by that decision, at least for an average of six to eight years, according to national statistics. Spelman College has a monumental task trying to retain the unique niche it has carved for itself, as have those who, contrary to public demand, are committed to a liberal-arts-humanities-based type of curriculum. You students also have a heavy duty, for there are so many avenues, which look practical and profitable. The green grass is there on the other side of the fence, all at once and without the fence. What is it they say, paraphrased?—Beware of he who comes bringing free gifts.

Honore de Balzac, a French writer noted for his acute observations of people, is quoted as saying, "A woman who is guided by the head and not the heart is a social pestilence: she has all the defects of a passionate and affectionate woman, with none of her compensations: she is without pity, without love, without virtue, without sex." I have not met too many Spelman graduates who exhibit these traits, and I am glad that I have not, for Spelman's greatest mission, in my opinion, is to ensure that you are exposed to everything that will fulfill you as a woman, yet that will leave your essential femaleness intact, visible, and ready to be used as an asset in whichever career option you choose to follow.

Watch that two-headed venomous snake very carefully, and remember what happened to Eve—because the serpent is very capricious, ill-mannered, quick to attack, devious, and, above all, deadly to the intellect. Eve's eyes were indeed opened, and she indeed was as a god, knowing good and evil, but look at the price she had to pay. And, it was all intentionally engineered by Brother Serpent. They tell me that a snake can hypnotize its victim, and if that be the case, hypnosis can work two ways—the eyes of the snake hold you motionless, but your intelligence and farsightedness can override that and you can, in turn,

hypnotize the snake into a state of inertia and inaction. Even if no one else does, we black females are aware of the extent of our power and we can influence that two-headed snake called education. Why not let's try it!

*Dr. Barbara Crockett Dease
Chair, Department of
Modern Foreign Languages
Jackson State University,
Mississippi*

Two panelists, Dr. Barbara Dease, discussing women and education in her presentation, "Eve and the Two-headed Serpent," and Dr. Rosalyn Pope Glazerman, discussing "Reaffirming the Value of the Humanities in Today's World in Career Options," reflected on the future of the humanities in liberal arts colleges in general, and specifically as to what that future holds for Spelman, a black liberal arts college for women.

Responding to the observations of Drs. Dease and Glazerman were Dr. Jacqueline A. Jones, assistant professor of English, and Miss Shelley Staton, '79, representing the Division of Humanities.

Viewing the various factors influencing education today, there was a discussion on the viability of humanities as a course of study and as an important component of education. If the times in which we live often seem to dictate, in Dr. Glazerman's words, an education that is "atomistic, value free, and without a common center," it is the task of the humanities to offer an education that is "wholistic, value oriented, and grounded in a common center." At best, this is what a humanistic education does; it instructs us in being human, in discovering ourselves, and in creating a truly human society.

Dr. Dease noted that education is dominated by economic and public demand factors: the former producing the equation: money + demand = curriculum, the latter yielding: need + interest = curriculum. The public demand factor has always been met but education has not always responded to public need.

The path to be taken lies in the decision about what is worth doing and how to accomplish it. The effort to flee tradition has often resulted in today's practical discipline becoming tomorrow's fad. It should be noted, however, that there are pitfalls in creating curricula which fall into the educational syndrome of making everything relevant and different. Making a curriculum so narrow as to lock students into one track and push-

ing them headlong down avenues which appear to be practical and profitable, restrict them to a single discipline.

Liberal arts colleges have the responsibility to equip their students with an education that is broad yet geared to fulfill their specific needs of the present and future. Effective study in the humanities requires respect for an attainment of factual knowledge and technical skills.

Dr. Glazerman noted that "One profound end of learning is the hope of becoming a better person. There are other motivations, less profound, perhaps: attaining a better life economically, securing a route to equality of opportunity. These motivations are more pragmatic and career oriented. Humanistic training is nonetheless needed, combined with an 'ounce of practicality.'"

To quote Dr. Dease: "It is important to acknowledge the outside world, but the greatest mission of a school such as Spelman is, 'to ensure that you are exposed to everything that will fulfill you as a woman, yet will leave your essential femaleness intact, visible, and ready to be used as an asset in whichever career option you choose to follow.'" Dr. Glazerman noted that the study of humanities "should help us to explore alternate ways of being human. It should be a signpost to a richer existence, provoking us to humane action, provoking us to explore pathways of becoming fuller, more responsive members of society, to live in fulfillment of our potential, to become and to be."

Dr. Glazerman concluded by saying: "Black women are firmly rooted in the humanistic tradition and, as recipients of the benefits of liberal arts colleges, they have both the means and opportunities to build a new world as agents of change."

*Mrs. Estelle Archbold, Recorder
Instructor of Spanish
Division of Humanities*

Tapley Hall was the location for the subsymposium in natural sciences; Dr. Etta Falconer, professor of mathematics and chair, Department of Mathematics and of the Division of Natural Sciences, served as the moderator. Included among the panelists were Dr. Josephine Dunbar Davis, '64, assistant professor of mathematics, Albany State College, Georgia; Dr. Rena Jones, assistant professor of biology; Dr. Luther Williams, Department of Biological Sciences, Purdue University, Indiana; and Ms. Charlotte Dobbs, '78. The recorder's notes follow:

Dr. Falconer made opening remarks on the occasion of this subsymposium and introduced the members of the panel, who gave their projections according to the program.

Dr. Davis gave statistics on employment of women in different areas and concluded that there are many areas in which women are still excluded. She discussed the changing characteristics of today's students, and the increasing availability of federal funds. Students now are taking more specialized training, which fact presents liberal arts colleges with problems.

Test items on medical college entrance examinations now greatly influence curriculum changes. With changes constantly being made, we must figure out a way to be at the wheels of command. A Bachelor's degree indicates some degree of competency, but most learning will be on-the-job training and the bulk of training will occur at the level where one starts. Women should prepare themselves for nontraditional jobs and perhaps should continue for professional training. Dr. Davis expressed the idea that since we have a working mastery of the scientific method, we should prepare our students to work with this method and instill in them the desire to persist at a task until it is completed.

Dr. Jones began her presentation by outlining factors that influence women to choose a natural sciences career. She discussed the improvements in the science program in the last few years which have resulted in a larger number of majors. This increase is predicted to continue.

Dr. Jones stated that curriculum offerings must be re-evaluated. At Spelman this has already begun. For example, a new major in biochemistry has been instituted without adding many new courses. Students continue to request certain technical degrees which seem to conflict with the College's purpose and goals.

In summary, Dr. Jones noted that it is essential for science majors to take courses outside of science. As far as society is concerned, the scientific method cannot be used to make moral or value judgments. Liberal arts colleges can survive and Spelman students must think of going beyond the Bachelor's degree level in order to become functional.

Dr. Williams focused on the role of liberal arts colleges in the contemporary world. In considering the future of the sciences in the liberal arts college in a changing world he said many questions must be addressed. To what extent is the nation addressing itself to the educational needs of its citizens? How? In what form? And, for what reason? What are the major

units in the present American society and how will they influence life over the next few years?

If we examine medicine, in every unit of the medical profession we find few or no minority women participating. Medicine will remain a vital part of the future American society and entry to the study of medicine is through science. The undergraduate education here is an important educational event of the future medical career of students. Here is a viable educational need and one worthy of consideration in the black liberal arts college for women.

Thus we might consider Spelman's role to be that of providing elite leadership of black women as leaders in all fields, and in particular in the sciences. As we consider the tremendous opportunities that exist for all American colleges, it appears that the black women's liberal arts college must continue to prepare a highly intellectual elite. Because of the scarcity of minority women in the sciences, the College should strive to produce a high quality science major.

Immediate following Dr. Williams's presentation, Ms. Dobbs responded to questions from a student's viewpoint. She pointed out that women today have a more positive attitude about themselves and want to feel that they can achieve—especially now that areas such as science are open to them. Ms. Dobbs's second observation was that women are seeking and will continue to seek good economic opportunities. Students feel that Spelman will continue to support the sciences and produce qualified students. Training students in the sciences can be valuable in other aspects of their lives. The scientific method and logical approach to problem solving carries over into many areas of human endeavor.

The session was then opened up for questions and comments from the audience. It was pointed out that the number of science students which intends to teach has dropped considerably. This is due, in part, to the availability of other jobs and higher salaries in other careers. Dr. Williams stated that it is extremely important that students have options and that there are so few minority women in every science-related job that students should be encouraged to choose from all options, rather than be steered into one particular one.

Another point brought out in the open discussion was that care must be exercised in the training of science majors to ensure that they retain contact with human values. The very nature of the scientific method and observation demands that scientists learn to concentrate on a part while

excluding the other parts of a whole entity. There is danger that this will transfer into the scientists' reactions in all fields of human endeavor. To counteract this tendency, the College must make sure that science majors receive a broad training in the liberal arts.

The question of whether Spelman should institute more technical, career-specific, scientific curricula, such as a degree in laboratory technology, was examined. It was concluded that with the type of student Spelman attracts, training in the sciences should be broad and geared toward graduate and professional school preparation rather than toward specific dead-end jobs.

In summary, because of the scarcity of black women in scientific and health professions, the new interest in the sciences on the part of black female students and the ability of Spelman to attract good students, Spelman should encourage able, interested students to pursue the sciences and should strengthen the science curriculum in order to produce high quality graduates with a broad education in the arts and humanities and a thorough grounding in the sciences and mathematics. The aim should be to prepare students capable of future study in graduate and professional schools rather than to prepare students for terminal careers. The future of the sciences at Spelman as a liberal arts college looks very promising and exciting.

*Helen S. Johnson, Recorder
Division Secretary
Division of Natural Sciences*

In the area of social sciences, the subsymposium took place in Giles Hall and was moderated by Dr. Kathryn Brisbane, '55, associate academic dean and chair, Division of Social Sciences. Panelists included Mrs. Mildred R. Madry, '49, director, Social Services for the State of Ohio; Dr. Oran W. Eagleson, Callaway Professor of Psychology; Dr. Jewel Prestage, chair, Department of Political Science, Southern University, Baton Rouge, Louisiana; and Ms. Betty Meshack, '79.

A recapitulation session was held in Sisters Chapel later in the afternoon.



**OCT.
22**

OPEN HOUSE

Seated: Dr. Sherman Perry, Temple University, guest; standing: Dr. Maurice C. Clifford, delegate and trustee of Meharry Medical College.



l. to r.: President Donald Stewart with Mrs. David McAlpin, honorary chairman, Spelman College Board of Trustees.



l. to r.: Ms. Iris Little, '79; Mr. and Mrs. Jerome I. Aron (Ms. Elizabeth McCormack, trustee, Spelman College); and Mrs. Asa G. Yancey, trustee, Spelman College.



l. to r.: Mrs. Martin Myerson; President Donald M. Stewart; Dr. Martin Myerson, president, University of Pennsylvania; and Mrs. Isabel Stewart.



l. to r.: Mrs. Isabel Stewart; Ms. Camilla Howard, associate professor of Spanish emeritus; The Reverend Martin Luther King Sr.; and President Stewart.



l. to r.: Mrs. Helen Barnett Humphrey, '45, president, National Alumnae Association of Spelman College; and President Stewart.



l. to r.: Carter and Jay Stewart find their own "Open House."



l. to r.: Mrs. Ann Stewart, Dr. Stewart's mother; President Donald M. Stewart; Ms. Ruth Ann Stewart, Dr. Stewart's sister; and Mr. Elmer Stewart, Dr. Stewart's father.



l. to r.: President Donald M. Stewart; Mrs. Alida O'Loughlin, director, Cambridge Adult Education Center; Dr. Eoin Trevelyan, trustee, Spelman College; and Dr. A. Richard Turner, delegate and president, Grinnell College.

On Campus

Opening Convocation, First Semester, 1977-78

A speech delivered by Dr. Donald M. Stewart, president, at the Opening Convocation, First Semester, 1977-78, held on Thursday, September 15, in Sisters Chapel.

It is a pleasure to welcome the Spelman family to the All-College Convocation as we open our 1977-78 academic year. I see from the program that I am giving an address entitled "The Challenge Before Us." I do want to discuss what I think are the challenges before us, but I want to change the format a bit and make my remarks relatively brief. Then, I want to have a group discussion, because I think this is a time for us within the Spelman family to be talking to one another about who we are and where we are going as an institution. In part, I am influenced by the title of last year's Yearbook, *Reflections*, which developed the theme, "A Search for Identity." I think this year in the College we will be talking about a number of things that will help us in the questioning that we are currently undergoing in the search for our "identity."

I am looking forward to this year. It should be an exciting one. We are filled to the rafters. We have approximately 1300 students. About 400 new students are entering this year, either as freshmen, readmits or transfer students. I am particularly pleased to welcome our Centennial Class, which we have been talking about a great deal. It is a very interesting class—one that is very diverse geographically and in terms of interests. About one half of the students is from the South. A good number is from the northeast, and the rest comes from across the United States. The largest number of this entering class seems to be determined to go into the natural sciences, with the social sciences running a good second. I had planned to say a bit more about the class, but perhaps we should get into the points that I hope we might discuss when I have finished.

I am now beginning my sophomore year at Spelman and as I look back to my freshman year I am sure that I was much like many of our freshmen today, that is, a bit bewildered, a little confused, and a little frightened, but also excited and stimulated by the prospect of meeting new people, making new friends, and facing the new challenge of learning and being exposed to ideas that challenged my own preconceived notions of how things should be. Such challenges made my first year one of growth and change as I listened and sought to learn as much about this place called Spelman as I could. I ended my first year with great respect and affection for Spelman and its many facets. I came to admire the able faculty we have and the stimulating students and the very dedicated staff. But I also ended my first year with a sense of unease, as I am sure others did, particularly on the faculty and in the administration.

Why my own sense of unease? It was brought on in part by a student forum that was held in two parts on our campus. My wife and I attended and we listened very closely to what students were telling us as faculty members and administrators about their set of disappointments at Spelman. I left the forum wondering what we must do. Is our educational life not stimulating? Are we not doing things in our student programs, our dormitories, our dining room, in the various clubs we have on campus that are trying to be responsive to student needs and demands? Is the physical plant really as bad as all that? Is our health delivery service not what it should be? The forum left me with mixed feelings and the impression that there was a cacophony and no real consensus about where we were and what we needed to do. On the one hand, I heard some students saying you are giving us too much work, or the work is not relevant. On the other hand, I heard students saying you are not giving us enough work, our minds are not being challenged, and we are worried about whether or not the

education we are receiving at Spelman College will prepare us for that competitive environment into which we must go. I think the forum was very timely, because, coming towards the end of my first year, when I had begun to develop a sense of the institution, if you will, it made me realize that there was an awful lot I just didn't know, and that, whereas as a faculty member and administrator I spent time with colleagues talking *about* students, I hadn't spent as much time talking *with* students as I should have done.

The second reason for my sense of unease as I finished my freshman year was the realization that the financial situation of Spelman College was not a good one. In fact, as I looked down the path not very far, I could envisage a worsening financial situation that indeed might threaten the very existence of our beloved college. So, I spent a summer of talking to others and thinking about what we should do. Frankly, I found that our problems at Spelman are not a great deal different from those at many private institutions of higher education and particularly of historically black institutions. The whole sector of private higher education is in trouble because of insufficient public support, rising costs, insufficient endowment, and inability to raise our prices much more before pricing ourselves right out of the market, and thereby, not being able to attract students. At the same time, justified demands for increasing salaries that need to keep pace with spiraling inflation, increasing costs of energy, increasing costs of maintaining a very expensive physical plant, have all contributed to my entering my sophomore year with a deep preoccupation with issues of institutional maintenance and enhancement as well as a conviction that we can no longer go about business as usual at Spelman. It must be time for a new ball game. While we are currently sound physically (and I wish to stress that Spelman is *not* on the brink of bankruptcy), we do anticipate a significant decrease in outside funding next year. When this takes place, we will suffer a

major deficit in our budget—a budget that, happily, is now balanced. We need to anticipate that, and, so, while we are physically sound currently, unless we significantly cut costs or increase revenue this year and the years immediately ahead, we will find our situation precarious indeed.

We face this interrelated set of problems at a time when we are moving to strengthen the educational quality of this institution while we still have a faculty-student ratio of 1 to 13, when we have excellent programs that have been developed and are being fielded in the college, at a time when I think morale is high, because we have a sense that even though we are still searching, we do know who we are and what we want to become by building on what we are. We have confidence that we can achieve even greater heights, but how sobering when we think about the financial situation in which we find ourselves. And, frankly, how unfair that, having been on a growth curve, we find ourselves facing a possible period of contraction or decline, largely due to circumstances beyond our control. All efforts are now being made to follow a dual strategy of, on the one hand, increasing our income or revenue, while, on the other, looking to see how we can tighten our belts.

Now let me tell you a bit about the two processes through which we are going. On the development side, we are working very hard to have a well coordinated and active development effort. We have increased the size of our development staff. I think we have a very good team that is beginning to reach out on Spelman's behalf and aggressively look for ways to enhance our external image as well as to identify possible sources of funds that we might have. The development office, however, is only as good as we as a faculty and students are in creating that sense of excitement and new ideas about the educational enterprise which can be taken by me and others (and I hope there will be students involved in this process) to the external world to find the kind of funding that we need. A great deal of energy therefore is being put into the development effort and it will increase.

The second part of the strategy is to begin a systematic, intensive study of the principal factors that make up the financial structure of the College. This means looking at enrollment, the cost of programs, the cost of everything we do, in order to try to make some determination, in a financial sense, as to what we do best, what we can afford to do, what we can afford not to do.

Yesterday, I launched what I think will be a three-part planning process to

bring us to a point where we can make realistic choices about our future direction in financial terms. A small committee of the administration will be looking at and making financial projections. It will bring in a report in the next two months, which will be made available to the entire College community and to our trustees, and will detail the present financial picture and a projection for the next five years for the institution. Once this report has been released to the community, I hope it will be widely discussed and criticized and challenged in every way.

I would expect from this process to have a second document emerge which would spell out the options facing the institution. At the moment, the options are rather grim. Should we think about merger with another institution, as many outsiders have tried to pressure Spelman to do? Should we think about becoming a public institution if the State would take us? Should we think about becoming a coed institution? Should we think about becoming an integrated institution along racial lines in the student body? All of these are very serious options which I, at the present time, reject. It is my aim to keep Spelman as it has been, and build on the strengths of the past as we move into the future. But I am looking to the options that fall out of this kind of analytical study that will take us to the point of a third report, which I hope to have ready after our trustees' meeting.

In the College community, we will be involved in looking at all facets of the College, from the faculty to how we organize and administer, to our research activities, to our student services. Every part of this is being looked at by various committees that are part of the self-study effort. Drs. Faulkner and Aldridge are the directors of this self-study, and an able steering committee is developing the process with them, which is simultaneously involving all parts of the community. It is important that these two efforts run parallel to one another, so that we are very sure at the end, when we have the very difficult decisions to make, that there has been full involvement and input by all members of the College community, and that educational decisions or factors, and not purely financial ones, have influenced the final decisions.

I ask your cooperation, since many of you here are being called upon to help in this effort and work with us as we try to move through what promises to be, on the one hand, for me, anyway, the very best of years but, at the same time, the very worst of years. The very best because I have had a good honeymoon, I have confidence in the institution and in our ability to

work through our problems; the worst of years, however, because it is going to be tough to bring all of this off in such a short period of time, to raise the new money that we need, to bring about the kind of savings internally that I am sure we will have to make and, at the same time, not alter, but strengthen, the character and programs of the institution.

While all of this is happening, other processes will be feeding into it. The Inauguration taking place on Sunday, October 23, will be preceded that Friday by a symposium that addresses the larger issue of the future of women's liberal arts colleges in this country. Papers are being prepared for this to which students and faculty and all of us can react. One has already been written by our associate dean and a Spelman alumna, Dr. Kathryn Brisbane. The second one, "What All of This Means for Black Women," is being written by Dr. Jane Smith Browning, also an alumna. Meanwhile, a Centennial Committee has been re-grouped and it will carry on a study of our freshman class. It will also look at a directory search of our alumnae so that, as we move towards the Centennial Celebration in 1981, we have a very good sense of what we do here at Spelman. We will know how our alumnae are functioning as a result of having had a Spelman education, and how the class that entered this September fares as it moves through its four years of education at Spelman. I discussed this study at some length at this past Sunday's joint Morehouse-Spelman Convocation [Freshmen]. I hope the speech will be published and that all of you will read it, because it was, as a former colleague said, a blueprint for my own blueprint of the education development for Spelman, and much of its success will depend on how we move and work with the class that entered in 1977. In all of this, our concern is for the academic, extracurricular, interpersonal, vocational, and religious life of our students.

While we have unleashed, so to speak, these processes, we have the ongoing concerns of our Educational Policy and Planning Committee that will be working closely with trustees and looking at programs across the College. We have an administrative committee that works closely with me on day-to-day matters of the College. And, of course, we have our regular faculty meetings at which issues and concerns of the College as a whole are discussed. We have our Student Government Association. All of these are the structural pieces that hold this College together and which, by working together, bring about the kinds of decisions that we need to

make to move us forward.

As I said, this means a year of hard work and uncertainty, as we search through for definitions and alternatives of how we do business at Spelman. As we search for an identity, or a new identity, or perhaps a strengthening of the identity I think we already have, there will be unhappy times, I fear, this year. I have seen this process take place across the country in colleges and universities and particularly private colleges and more particularly private black colleges. It is going to be a time when we may lose a sense of the institution and worry about our own particular self-interest, about our particular program, about our jobs. I would like the College community to understand the spirit in which we are moving in this self-study and analysis, which we are doing because of financial or potential financial difficulties. We are also doing it, because it is time to do it. We are almost one hundred years old and we anticipate at least another one hundred years and, I hope, far beyond that. So, it is a time to challenge and to think and to question openly what it is we are doing as we look, too, at the larger society into which we must place our graduates and in which we must be competitive with all institutions, black or white, public or private. The only way we can be competitive is by being strong and, as I have said to the faculty many times, by doing what we do very, very well. Because if we are not doing it very well, we should not be doing it at all. I wish we were entering this period talking about growth, but we are not. We are talking about, at best, a steady state, which means some changes within the present corpus of the institution. But I hope this process will release creative energies, because in the final analysis it is you—who are gathered here and those who are not here but are part of the community—it is you who will determine the future of this institution.

I happen to be a dedicated and deeply believing Christian, but I also believe that the Lord cannot do it all. It is going to be incumbent upon us to pull together, to try to understand our problems, to try to think new thoughts and new directions that will enhance the quality of the institution, that will make what we do more visible externally. It is not the time to be timid; it is the time to speak out and to think hard about everything that we do. I think it is going to be, although tough, exciting. I hope it will be a process in which all constituencies, including our trustees, will participate.

Maybe I should say something about our trustees. I have a feeling

that has been confirmed, based on some research I did this summer at the Rockefeller Archives up at Pocantico Hills in New York. I went back and read through every shred of paper I could find that had anything to do with Spelman College and its relationship with the Rockefeller family. (I think most of you are aware of the historical relationship.) Throughout Spelman's history, the College has had a series of crises. It has constantly fought for survival and, as it has moved onward from crisis after crisis, it has gotten stronger and stronger as an institution. The trustees are not going to bail us out, however, nor are the Rockefellers. Hopefully, there will be continued support and effort in that area, but, frankly, what is going to put Spelman over are the good ideas and the distinctiveness that we project as an institution. I have already found, as I have moved across the country visiting corporations and foundations and talked about Spelman, that because we are so unique as an institution (how many colleges dedicated to the education of black women of this quality exist in this country?—only one) there is support for our effort, but we have to go out after it, and we have to sell it. Foundations and corporations are tired of hearing, "Well, we just don't have enough money to support us and so we need help." That is not good enough. We have to sell our thoughts and our ideas as they relate to the College.

During this period, I would like to ask just for one thing—that this be a year of sharing and caring about our College. Sharing because it means moving beyond the one job that you have to do, or yourself as a student and just one person, to thinking about the whole community; caring about the total institution, even though it means in a particular instance that it might not be exactly what you want as an individual. Please think about the whole—and not just a part. I have seen here in my first year terrible things happen, just because someone got mad at somebody. For example, I found that something wasn't working in the College because two people were angry at one another and had been angry at one another for ten years or so. When I talked to them, they could not even remember why they were mad, but they still were, and it meant stopping a very important piece of work in the College. We cannot have that. This has got to be a year of sharing and caring. It has got to be a year of working together and of doing everything possible to strengthen this College financially. Administratively, it means being more efficient. It means working harder and it means that we have all got to work

harder and do it lovingly because an institution like this is like a person. If you do not care about it, it will die.

That is all I have to say. I appreciate your coming and listening to what I had to say. You will probably hear more of this in greater detail as we move through this process. We are moving to our Centennial year. It is my aim that we go into our second hundred years strong and viable and I do not think there is any question that we can do it if we share and care. I have talked too long. I had planned that there be questions, but as usual I talked too much. I don't want to hold you. It is hot and it is lunchtime and other things need to happen. I would be happy to just sit around after we end today's convocation and talk with whomever would like. There will be many occasions in forums and other things throughout the year when we can ask questions, but I have run over time.

Honors Day

The First Semester Honors Day was held on Thursday, November 3, in Sisters Chapel, during which the presentation of Honor Roll students, who carried at least 15 semester hours and earned a grade point average of B or above, with no credit earning grade below C, during the second semester 1976-77, was made by Dr. Kathryn Brisbane, associate academic dean. The Honor Roll included:

Seniors: Rosalind Banks, Denise Blue, Connie Boswell, Clara Brewer, Kim Bright, Cheryl Bronner, Lynn Crawford, Rochelle Davis, Annie B. Drain, Cornelia Edwards, Theresa L. Evans, Rochelle Flemister, Iris Gordon, Cheryl Graham, Deborah Hall, Shirley Henderson, Rhonda Hill, Sherry Holbert, Patrice Howell, Obot Inyang, Caron Jenkins, Carletta Jennings, Jewel A. Jones, Robin E. Jones, Avis Junior, Adesola Kujore, Karen Lockett, Marsha Lowe, Nelwin McDuffie, Barbara McNeely, Clara Mills, Joy Moore, Joanne Morris, Sherrell Morris, Margaret Mwendapole, Kathleen Patterson, Jacqueline Payne, Jennifer Peters, Lynn Pride, Donna Quinn, Vickey Saunders, Amanda Seward, Gina Sims, Sakiliba Sissoko, Daol Smith, Rose Sprott, Deborah Stewart, Juliet Stovall, Beverly Taylor, Roberta Taylor, Deborah Thomas, Regina Tolbert, Beverly M. Warner, Patricia A. Weston, Kelly Whitaker, Angela J. Williams, Deloris Wilson, Latreva Winford, Jeanette Wright, Karen Wright, and Patricia Wynn.

Juniors: Vertelia Askew, Jametta Boyce, Cherrie Boyer, Angela E. Brown, Angela R. Brown, Mary Brownlee, Sherolyn Burton, Teree Caldwell, Denise Campbell, Cassandra Clayton, Brenda Cleveland, Josette Cole, Kei Coombs, Angelle Cooper, Verdita Craft, Evelyn Davis, Tandra Dawson, Debbie Dockett, Youlita Duncan, Ava Echols, Millicent Eubanks, Brenda D. Evans, Yvette Forbes, Valerie Ford, Rochelle Foushee, Kimberly Freeman, Renee Hale, Delamrshae Haley, Beverly J. Hall, Andrea Hanna, Cheryl L. Harris, Lynne Hill, Monice Hodges, Jacqueline Holloway, Jean S. Hunter, Valencia Ishman, Gwendolyn Jackson, Jessie R. Jackson, Rita Jackson, Bridgette Jenkins, Angela Jett, Avis Johnson, Stephanie Johnson, Laura Juhan, Karen Kendrick, Joycelyn Landrum, Cynthia Leek, Camille C. Lewis, Evelyn L. Lewis, Maureen Lewis, Denise Marshall, Barbara Martin, Evelyn McBride, Alyson McCall, Jackie McLean, Marian Means, Kim Moore, Janet Myers, Cynthia Neal, Stephanie Nelson, Dorita Norman, Patrice Paul, Christie Pendergraft, Becky Peterson, Angela Phoenix, Jessie Reed, Deborah Reese, Portia Reid, Carole Riley, Althea Sample, Myrna Scott, Jacqueline Shaw, Marshalita Sims, Lynne Smith, Sharon Stansbury, Janet Sterling, Deborah Swain, Michelle Swift, Sherri Thompson, Valerie Trimble, Gail C. Trippett, Brenda Webb, Rosiland White, Sharon White, Brenda Williams, Judith Williams, Rhonda K. Williams, Debra K. Wilson, Judith Wood, Rose Mary Woods, Edna Woodward, Jocelyn Wright.

Sophomores: Vicki Ages, Eva Allen, Minerva Beasley, Ouida Bell, Judy Berry, Ouida Bridges, Edwina Brown, Fay Brown, Zelice Brown, Robin Claiborne, Vanessa Cullins, Beverly Dantley, Bonnie Davis, Ayakao Gallman, Adraine Gardner, Pamela Gary, Leslie Griffith, Patricia Hampton, Estelle Hare, Pamela Hawkins, Malrey Head, Ethel Henderson, Marsha Hicks, Michelle Jackson, Pamela James, Sheila E. James, Charis Johnson, Santresa Johnson, Carmen Kelly, Sharon Kirkland, Deirdre Landix, Terri Lowe, Meredith Lyda, Penny Madry, Sarah Matthews, Angela McClendon, Victoria McCray, Betty Meshack, Yvette Noble, Gail Phillips, Sheila Poole, Dora Redd, Sheryl Rice, Marcia Riley, Susan Shults, Antionette Stevenson, Sandra Stroud, Ellen Talbot, Constance Teague, Lorna Terrell, Latonya Thomas, Patricia Thomas, Soan Tran, Gloria Turner, Valerie Vance, Lisa Wagstaff, Yvonne Walker, Phyllis Ward, Camille Watson,

Clorinda Watson, Velda West, Denise Williams, Donna Williams, Jacqueline Williams, Sharon Williams, Talitha Willis, and Pamela Woodard.

Freshmen: Ava Bell, Cheryl Bickers, Jocelyn Bonner, Sherry Brooks, Sheila M. Brown, Michelle P. Bryant, India Burton, Minnie Brown, Linda Capers, Theresa Carter, Valerie Collier, Sylvia Collins, Janki Darity, Cecilia Dempsey, Eno Eduok, Stephanie Edwards, Dary Engram, Judith Erwin, Alice Falconer, Ylonda Fauntleroy, Dana Franklin, Marilyn Fuller, Peggy Fuller, Chloe Garth, Melva Gibson, Mary Gordon, Brenda Graham, Kimberly Harmon, Marla R. Harris, Karen Hayes, Cathy Henry, Brunetta Hill, Michelle D. Hill, Anita Holmes, Donna Horne, Nedra James, Patricia Jarvis, Valjeanne Jeffers, Joycelyn Johnson, Valeria A. Johnson, Abimbola Jolaosho, Roma Jolley, Josie Jordan, Marcia King, Michelle King, April Knight, Janice Langhorne, Rosetta Lawson, Sandra Lewis, Valerie Lindsey, Kimberly Lyda, Sharonetta McIntyre, Monteith Mitchell, Marsha Montgomery, Karen A. Moore, Kim Morris, Sharon Beal, Alisa Owens, Launice Paul, Lisa Perry, Gail Pugh, Valerie Rawls, Sandra Reed, Ira Reynolds, Hazella Rollins, Camille Scott, Rachel Sledge, Brenda Smith, Daphne Smith, Angelia Souder, Dawn Taylor, Veronica Veal, Alison Walton, Yolanda Wareham, Jessica Warren, Sheree Warren, Judith White, Theresa White, Jacquelyn Williams, Leona Williams, Ruth Williams, Karen Willie, Wendie Willis, Janet Wills, Ingrid Wilson, Patricia Wilson, Dana Wise, Phyllis Wright, and Sonya Wynn.

During the program, Dr. Joyce Johnson played the prelude, "Sleepers Awake" by Bach, and the recessional, "For All the Saints" by Vaughn-Williams; Rev. Dr. Norman Rates gave the invocation, and a special presentation by the Freshman Class was made by Ms. Terri McFadden. The Spelman College Glee Club, under the direction of Dr. Roland Allison, sang "Brother James' Air." Dr. Edward E. Riley Jr., academic dean, gave the address, "*Quo Vadis?*" which is printed below.

Quo Vadis?

All of us have experienced the occasion when a traveling stranger has driven up and inquired: "How do I get to place X or place Y?" Or, let us say, a person driving on Peachtree Street might come to a screeching stop and

ask: "How do I get from here to Spelman College?" I remember the time in the past when some pranksterous school lad such as I would have answered quite authoritatively, "You can't get there from here!"

Well, it doesn't require a person with a metaphysical mind to recognize the ridiculous nature of my answer, for, if one is going anywhere, he must obviously start from where he is at any given moment. The same relationships between time, space, and locus that existed in the first century still hold in the twentieth. Thus, for one to be in a different place from where one was previously, of necessity, implies **movement**. Each of us realizes the attributes of movement, such as speed or rate, sequence, mode, and backward, forward, and lateral movement. In the journey of education—and journey it is—only one kind of movement meets with success, and that is forward or progressive movement.

Now this brings me back to my earlier statement in the form of a simple question: Can **you** get where you want to go from where you are **now**, or to relate my subject, *quo vadis?*—whither goest thou? Each of you chose Spelman College some four years or less ago for the collegiate portion of your educational journey. I am sure that your choice was not based solely upon a superficial and pragmatic notion, such as, "I want a college education in order to get a better job." Rather, I am sure that you came to Spelman for its quality educational program in terms of its stated objectives and its reputation as a liberal arts college.

Quo vadis?—whither goest thou? Where are you going and can you get there from where you are now, if you are apathetic towards your course work? Apathy and lethargy beset students, in that they go nowhere—they make no progress. What are some elements of academic success as honor students utilize them? They know that teachers can only present subject matter before you and honor students accept the responsibility to absorb and assimilate it. The old adage that "you can lead a horse to water but you can't make him drink" is a good statement for students to remember. And, in this regard, honor students keep their desired educational goals clearly in front of them at all times, and continually guard against the beclouding of their sights with extraneous issues. This should obtain for all students. We simply do not put the cart before the horse at Spelman!

It is common knowledge that individuals must be doing one or very few things at a time; therefore, I would say that in the apportionment

of your time, whether by day, week, or month, give most of it to study. In the educational journey, there is no substitute for hard work and the time for it is now.

Some questions for thought: Why is it that many students devote time and energy to evasive maneuvers in just trying to "get by" in classwork and class attendance? Why is it that many students display manifestations of intellectual prejudice by not taking full advantage of the cultural opportunities offered in the College community? Oh, yes, I've heard, time and time again, students on campus say, for example, "I don't like this type of music"—referring to classical music or music of the theater. Because of this, I have carefully watched for several students who made such statements at concerts and recitals and talked with them individually about such views. In each instance, without exception, I have found that such persons were not stating honest opinions on matters of personal taste (to which everyone is entitled); but, instead, they were expressing intellectual prejudice, if not sheer ignorance. I take the position that one of us can make an intelligent decision about our dislikes or likes in an area where one knows little or literally nothing. Teachers have heard some students make statements, such as "I don't like Picasso," when it turned out that the students could not distinguish between a Picasso masterpiece and "Mona Lisa."

The point is, simply, that intellectual honesty/self-honesty is the "name of the game" leading to academic success. Indeed, many of the students whom we honor today recognize the credence of this statement. To grow intellectually is to seize every opportunity to learn something each day on this campus.

Throughout the school year speakers from this platform and elsewhere on campus talk to you about the virtues of life, the challenges of your generation, the enabling qualities and value judgments, character and personal development; you are sometimes admonished out of the context of wisdom and experiences that have been perpetuated throughout the ages; you are prodded and cajoled to lift yourselves from the shackles of apathy and complacency. You are reminded also of your responsibilities as citizens and students in the American democratic system; you hear discussions of the normalcies and abnormalcies of our society as compared to other societies.

From the great literature of the world—fiction, nonfiction, the Holy Scriptures—you come face to face with the gripping problems, the goals,

trials, and tribulations that have spelled success or failure for individual men and women throughout the years.

You hear the great sonorities of the magnificent chapel organ and the Glee Club perform the great music of the entire world—compositions written by the musical giants of centuries past. In the art exhibits on campus and in the community, you perceive visually the results of inspired creative genius. In the classroom, you listen to inspiring and scholarly lectures which take you on a journey through the labyrinth of your respective disciplines. In sum, you are college students in 1977, the late twentieth century, the century of progress.

Now, you may pose the question as to why I cite this vast multiplicity of experience that comes before your eyes, ears, and total being on the Spelman campus? What does it all mean? If we could take the data surrounding all the aforesaid experiences; compile all that has ever been written in the arts, in literature, in the professions; catalog all that has been written about the physical universe from its beginning millions of years ago up to now, and take all that has been written about life both from the biological premise and from the philosophical; now place this totality of information in an analog computer and ask what does it mean—what does it mean to the Spelman student? If my prediction be correct, the answer would come from the computer in the form of one word—that world would be **expectation**.

If history teaches us anything, anything at all, it teaches us that all that has ever happened in the past millions of years in the physical universe and in the more-recent millions of years in the history of mankind, is only the prologue; the prologue is the beginning for your fine minds and, therefore, your **expectations** are built on the past, but they are, and must be, of the present, also. What do you expect of yourselves now is the question that I ask of you? *Quo vadis?*—whither goest thou?

Somehow, I know that for many of our students expectations are too low, much too low. How is this justified in our age when everything is going up—prices of food and wear, petroleum products. New space ships, missiles and rockets are sent up every day. So I ask why should not your expectations and your academic achievements rise also? (The only things I know which are going down are hemlines and the stock market.)

Aristotle, in writing on ethics, stated that excellence is of two kinds—intellectual and moral. Intellectual excellence owes its birth and growth mainly to instruction and so requires

time and experience, while moral excellence is the result of habit or custom. These are the two prime virtues of humankind, I would say.

One sees plainly that none of us has been implanted by nature with intellectual excellence, for it comes only and is attended with good instruction, intense study, high motivation, and a strong sense of dedication. Intellectual and moral excellence must be developed and worked at—it is not implanted by nature.

A stone naturally tends to fall downward, and you could not train it to rise upwards of its own accord. Neither could we train a river to flow up hill. The virtues of intellectual and moral excellence, therefore, come neither by nature nor against nature, but nature gives the capacity for acquiring them, and this is developed by training.

We learn an art by doing; we become builders by building; teachers by teaching; musicians by performing; painters by painting; and good students by studying. But habits, such as good study habits, or types of character not only are produced and preserved or destroyed by the same occasions and by the same means, but will also manifest themselves under the same circumstances. This is the case with palpable things such as strength. Strength is produced by taking plenty of nourishment and doing plenty of hard work, and the strong human being, in turn, has the greatest capacity for these. And the case is the same for the virtues of intellectual and moral excellence: by abstaining from pleasure we become temperate, and when we have become temperate we are best able to abstain. And so with courage: by habituating ourselves to dispose danger, and to face it, we become courageous, and when we have become courageous, we are best able to face danger.

In the quest of truth in a college such as ours, our first commitment is to be courageous, courageous in the understanding of one's self physically and mentally, courageous in the attempt to understand the attitudes and appreciations and qualities of others, and above all to be courageous in the quest of a broad body of knowledge which will dispel the veil of ignorance so attendant upon the lives of all persons who are not free.

Carl Van Doren has said that "the real purpose of liberal arts education is to tame the animal within and conquer the enigma without." To state this another way, liberal education at Spelman seeks to strengthen the student internally so that she can cope effectively with the external stresses and strains of modern society. It means also that you should develop foresight-

edness and the ability to clearly make judgments and decisions, even if they prove to be wrong. In essence, I mean avoid confusion. In this matter of the pursuit of truth in liberal education, I am always reminded of a statement made by the philosopher, Francis Bacon: "Truth comes out of error much more rapidly than it does out of confusion." There is a wonderful verity in that statement. Next to being right in this world, the best of all things is to be clearly and definitely wrong, because you will come out somewhere. If you go buzzing about between right and wrong, vibrating and fluctuating, you come out nowhere; but, if you are absolutely and thoroughly and persistently wrong, you must, some of these days, have the extreme good fortune to knock your head against a truth or a fact, and that sets you all straight again. This is a part of education. If one perceives one's self to have intellectual gaps, gulfs or deficiencies—do something about it! In this regard, I quote Robert L. Stevenson:

You cannot run away from weakness

You must sometimes fight it out or perish;

And if that be so, why not now and where you stand?

I suppose many of you thought you were not going to be given "homework" or assignments this morning, but I have a little surprise for you.

My assignment for you is to try for one week to surround yourself with the best in life. Read an excellent poem. Begin the biography of a distinguished man. Study a painting of a great artist. Listen to a good record. Go to a symphony. See an uplifting play. Hear a stirring speaker. Meet an inspiring personality. See a sunrise and a sunset. Surround yourself with the world's excellence, and you can live like a queen.

My assignment for you is not only for tomorrow, but one that you might work on for some time to come. This is an assignment which has meant a lot to me, although I don't know who wrote it:

Life each day to the fullest. Get the most from each hour, each day, and each age of your life. Then you can look forward with confidence and back without regrets.

Be yourself—but be your best self. Dare to be different and to follow your own star.

And don't be afraid to be happy. Enjoy what is beautiful. Love with all your heart and soul. Believe that those you love, love you.

Forget what you have done for your friends, and remember what they have done for you. Disregard

what the world owes you, and concentrate on what you owe the world.

When you are faced with a decision, make that decision as wisely as possible—then forget it. The moment of absolute certainty never arrives.

And above all, remember that God helps those who help themselves. Act as if everything depended upon you, and pray as if everything depended upon God.

In this day of ever-expanding horizons, we hear much about the size of the world or universe and the technological advances that have seemingly made it smaller. I would say to you as Spelman students that the world or the universe is smaller in time only, but larger than ever before in opportunity! It should be larger in your expectations for yourselves.

Quo vadis?—whither goest thou—to wastefulness and intellectual slavery, or to opportunity and freedom? The Stoic philosopher, Epictetus, said long ago that "Man has said that only free men shall be educated, but God has said that only educated men shall be free!"

Quo vadis?

Spelman Students Attend Business Forum

On November 18, thirty-five Spelman students participated in a Business Career Forum for Undergraduate Students held at the Peachtree Plaza Hotel in Atlanta. The conference was sponsored by Citibank, the Council on Opportunity for Graduate Management Education (COGME), and Morehouse College.

John Cunningham, assistant vice president, Citibank, and moderator for the forum, stated that because of changes in attitudes and the growing need for blacks with adequate preparation in business, opportunities are increasing dramatically for blacks in business. Because of these changes, many black students have little awareness of what a business career actually entails, or how they can prepare successfully for one. The purpose of the forum, therefore, was to ensure that black undergraduates have an opportunity to learn more about the realities of business careers.

The forum addressed issues such as, "The Need for Blacks in Business and the Challenges of a Business Career" and "Preparing for Careers, Career Options and Graduate Business Schools." The highlight of the forum

was the keynote address given by Barbara Proctor, president, Proctor and Gardner Advertising, Inc.; her topic was "Expanding Career Opportunities for Blacks in Business."

Spelman students who participated in the forum were: Kyle Bridges, JoAnn Brunner, Theresa Carter, Stephanie Catron, Stephanie DuMoil, Gina Elliott, Yvette George, Nancy Hite, Deborah Hunter, Patricia Jarvis, Novice Johnson, Sara Matthews, Betty Meshack, Gail Moody, Diane Rowe, Ramona Sanders, Myrna Scott, Natalie Simmons, Daphne Smith, Jennifer Thompson, Phyllis Ward, Denise Williams, Judith Wood, Hazella Rollins, Nedra James, Renee Hale, Reva Wright, Andrea Cooper, Kim Shephard, Judith Williams, Melodye Means, Sylvia Moon, Maureen Lewis, Michelle Smalley, and Indra Niles. Mrs. Barbara Brown, acting director, Career Planning and Placement, and Mrs. Anne Hornsby, acting chairperson, Department of Economics, also attended the all-day session.

Spelman Receives KRCHE/KELLOGG Dissemination Grant

The Institute for Teaching and Learning at Spelman College is one of twenty-two consortia which is participating in a professional development dissemination project coordinated and funded by a grant of \$10,000 from the Kansas City Regional Council for Higher Education (KRCHE). This project was made possible by a grant of \$348,137 to the Kansas City Regional Council for Higher Education by the W. K. Kellogg Foundation of Battle Creek, Michigan. The Kellogg Foundation makes grants in support of projects in health, education, and agriculture. Last year the Kellogg Foundation provided financial assistance to 968 programs on 4 continents, including 652 new commitments.

The grant, announced by KRCHE President Lloyd J. Averill, will assist twenty-two groups of colleges and universities across the country to utilize the knowledge gained by four Kellogg-assisted models for professional development. As the term is widely used, professional development refers to a variety of means—individual consultation, internships, formal training and retraining, and personal and scholarly activities—which assist teachers and administrators to achieve more effective levels of professional performance.

The Kansas City Regional Council for Higher Education developed one of the Kellogg-assisted models with an earlier grant of \$202,150 over the period 1974-77. Other models have been developed by the Cleveland Commission on Higher Education, the Independent Colleges and Universities of Michigan, and the New Hampshire College and University Council. The grant to KCRCHE will provide funds to share what these four groups have learned, and to encourage other clusters of colleges and universities to develop their own professional development services.

Participation in the KCRCHE/Kellogg Dissemination Project provides an opportunity for the schools in Spelman College's Institute for Teaching and Learning to organize instructional development teams. Each campus team, consisting of three to five faculty members, will emphasize the following approaches to the improvement of teaching and learning: (1) the evaluation of instruction; (2) the diagnosis of instruction; (3) the use of various teaching methods; and (4) the use of instructional technology.

The Kansas City consortium will provide administrative coordination for the dissemination project, with John Russell Wilson, KCRCHE vice president, as project director. Participation by the Spelman Institute for Teaching and Learning in the dissemination project will be coordinated by Dr. Pauline Drake, director of the Institute.

The Institute for Teaching and Learning at Spelman had its beginning in 1974, when Spelman received a grant from the Danforth Foundation for the establishment of a center for teaching and learning in which the following thirteen historically black institutions would participate: Bethune-Cookman College, Clark College, Fort Valley State College, Jackson State University, Lincoln University (Missouri), Miles College, Morehouse College, Morris Brown College, Rust College, Spelman College, Stillman College, Tougaloo College, and Xavier University (Louisiana).

Summer Workshop in Humanities

Spelman College initiated a new program, "An Interdisciplinary Approach to a Study of Human Values," during a summer workshop held on the campus. The program, funded by a \$200,000 grant from the

National Endowment for the Humanities, consisted of a series of upper-division, interdisciplinary courses focusing on human values and value conflicts in various types of institutions and professions. One of the primary aims of the courses was to sensitize students to the interaction of aesthetic, moral, social, and scientific issues as they will relate to their lives and future careers. Guest lecturers representing various institutions and professions were invited to participate in the sessions.

The purpose of the workshop was to develop four new courses which will be offered during the second semester of 1977-78. These upper-division courses, which will be open to all students in the Atlanta University Center, are "Value Reflections in the Arts," "An Approach to Values in a Changing Society," "Value and Value Conflicts in Education," and "Images of Women in the Media."

Participating in the workshop were twelve faculty members from the Divisions of the Humanities, Fine Arts, Social Sciences and Education. Among the consultants participating in the workshop were Professors Gene D'Amour, West Virginia University; Peter Dowell, Emory University; F. Russell Hart, University of Massachusetts at Boston; William G. Pickens, Morehouse College; and Jack R. Fraenkel, San Francisco State University. Consultants assisting in developing the courses included Professors Delores Aldridge, Emory University; Jack A. Fraenkel, San Francisco State University; William Turner, Duke University; and Huel D. Perkins, Southern University.

Spelman faculty members are enthusiastic about the program and hope that students will take advantage of this unique opportunity to take the courses which have been designed to assist them in working and living in a society in which institutions will have significant effects upon their lives. Brochures giving more information about the program will be available during preregistration in January 1978 for the second semester.

The program, which will involve faculty members from all divisions at Spelman, is directed by Dr. June M. Aldridge, chair of the Division of the Humanities, and codirected by Dr. Martin Yanuck, chair of the Department of History.

Career Planning and Placement Annual Graduate and Professional School Recruitment Day

On Friday, October 28, Spelman College hosted the annual Graduate and Professional School Information and Recruitment Day. The program this year involved representatives from some seventy graduate and professional schools. The dual purpose of the program was to disseminate to students information about graduate and professional school programs, application procedures, admission requirements, financial aid, etc., and to provide graduating students opportunities for personal contact with representatives from a broad variety of graduate and professional schools.

International Diplomats Entertained at Spelman

On Sunday, November 6, the Spelman campus assumed a truly exciting international flavor; Dr. and Mrs. Stewart entertained a group of twenty-four foreign diplomats for luncheon at Reynolds Cottage. Following a buffet-style meal, with tables set up in rooms on the ground and lower level of the residence, discussions were held on international affairs in general. The party then left to view the art exhibit in the foyer of the Fine Arts Building and to watch a rehearsal of *Picnic* then in progress in the theater.

The list of diplomats included: His Excellency Hans S. Moller, Ambassador to Germany from Denmark, who was accompanied by his wife; His Excellency Ambassador Nabil El-Araby, Ambassador, Ministry of Foreign Affairs, Egypt; His Excellency Farouk Abdelrahman, Ambassador, Deputy Permanent Representative to the United Nations, Sudan; The Honorable Charles R. Maunsell, Senator, Australian Parliament, who was accompanied by his wife; The Honorable Eugene de Facq, Senator, Belgian Parliament; Mr. Joseph K. Munyao, Member of Parliament, Kenya; Mr. Luhut Wan, Member of Parliament, Malaysia; Mr. K. B. Shahi, Member of Parliament, Nepal; Mrs. Majbritt Theorin, Member of Parliament, Sweden; Mr. David Goss, Consul General in Chicago, Australia; Mr. H. A. Nimah, Minister, Head of the Political Department, Ministry of Foreign Affairs, Jordan; Mr. Praesert Masoodi, Chief, International Conference Division, Ministry of Foreign

Affairs, Thailand; Mr. J. Van Dijk, Delegate to the General Assembly of the United Nations, the Netherlands, who was accompanied by his wife; Mr. B. J. Fernando, Delegate to the General Assembly of the United Nations, Sri Lanka; Mr. Erkki Maasalo, Delegate to the General Assembly of the United Nations, Finland; Mrs. Ida S. Simukwai, Delegate to the General Assembly of the United Nations, Zambia; Mr. Andre Luow, Counselor Washington Delegation, European Economic Community; Mr. Hernan Rios, Counselor, Ministry of Foreign Affairs, Chile; Mr. Augusto Villarreal, Counselor, Permanent Mission to the United Nations, Panama; Mr. Bernard Garancher, Deputy Secretary, Ministry of Foreign Affairs, France; Mr. Kunio Kamoshida, Assistant Director, Political Division, Ministry of Foreign Affairs, Japan; Mr. Charles O'Hanlon, First Secretary, Australian Embassy in Washington, Australia; Mr. David Horley, First Secretary, Canadian Embassy in Washington, Canada; Mr. Flemming Pedersen, First Secretary, Ministry of Foreign Affairs, Denmark; and Dr. Riad Siage, First Secretary, Ministry of Foreign Affairs, Syria. At the present time, these diplomats are serving in one capacity or another either as permanent delegates, tem-

porary or deputy delegates, observers, or counselors/consultants in their respective missions to the United Nations and its General Assembly.

Members of the faculty and students were invited to meet the diplomats and serve as their on-campus hosts and hostesses. Faculty present included: Dr. Roland Allison, professor of music and chair, Department of Music; Mr. Ralph Allen, assistant professor of economics; Dr. Kathryn Brisbane, associate academic dean and chair, Division of Social Sciences; Dr. Frederick D. Hall Jr., associate professor of drama and chair, Division of Fine Arts and of the Department of Drama; Mrs. Jenelse Holloway, assistant professor of art; Mrs. Millicent Dobbs Jordan, assistant professor of English; Dr. Arturo Machuca-Padin, assistant professor of drama; Ms. Doris McLittle, director, Family Planning Program; Ms. Norah McNiven, former director, Office of Information Services and Publications; Mrs. Mexico Mickelbury, librarian and assistant professor of education; Dr. Lois B. Moreland, professor of political science and chair, Department of Political Science; Mrs. Mozel Spriggs, coordinator, Dance Program, and assistant professor of physical education; Mr. Hans Trutzschler, performing-artist-in-res-

idence; and Dr. Martin Yanuck, assistant professor of history and chair, Department of History.

Students invited included: Ericka Fredericks, Leslie T. Hill, Pamela James, Novice Johnson, Camille Lewis, Iris Little, Paula Mans, Betty Meshak, Helen Nicholson, Lisa Perry, Paula Spence, Janet Sterling, Fay Van Hook, Donna F. Williams, and Judith Wilson.

Also invited to meet the international guests of Dr. and Mrs. Stewart were Dr. and Mrs. Walter Young and family, Ms. Aulfa Bouchiba, Mr. Glenn Dowell, Bureau of International Affairs, City of Atlanta, Ms. Muriel Smith, Bureau of Consumer Affairs, City of Atlanta, and Mrs. Janet Douglass, Atlanta University.

The tour of Atlanta and environs was arranged by Travel Program for Foreign Diplomats Inc. of New York; all on-campus arrangements for the visitors were made by Dr. Martin Yanuck, chair, International Affairs Committee.

Lifelong Learning/ Continuing Education Courses Offered At Spelman

Spelman offered late afternoon and evening courses for credit and non-credit during the first semester, 1977-78 to women seeking the Bachelor's degree and to those wishing to enrich their lives. Courses offered included: "The Non-Western World: Introduction to Africa and the Middle East"; "Twentieth Century Philosophy"; "Urban Economics"; "Family Planning and Population Education"; "Creative Writing"; "Science Fiction"; "Spanish Conversation, upper level"; "Introduction to Sociology"; "Western Civilization"; and "Introduction to Afro-American Art." One-hour noncredit courses were offered in tennis and bowling twice a week.

Conselors Conduct Seminars

During October and November, the Counseling Office staff conducted special developmental seminar/workshops to help students increase their skills in certain areas. They included:



Luncheon and discussion at Reynolds Cottage for 24 foreign diplomats and their wives.



l. to r.: Senior Iris Little; Mr. Joseph K. Munyao, Member of Parliament, Kenya; Mrs. Mozel Spriggs, coordinator of dance; Mrs. Ida S. Simukwai, Delegate to the General Assembly, United Nations, Zambia.

A Career/Life Planning Seminar: The workshop employed a systematic process for helping each student who participated to take an active role in examining her present and future plans and career options, getting to know herself, and choosing and finding her place in life. A series of sessions was held covering three modules.

A Decision-making Skills Seminar: During sessions of theory and practice in decision-making skills, students were assisted in examining their attitudes toward women, clarifying individual values, setting goals, collecting and using information and learning how to take action. Students learned the basic decision-making process to apply to all types of decisions.

An Academic Survival Workshop: Selected freshmen were invited to participate in this workshop to help them maximize their chances of becoming academically successful students. The workshop provided for assessment of the students' study skills and tips on improving them, general tips on survival and development of a plan for academic success during the present academic year.

A Goal-setting Seminar: Students of all classifications were invited to participate in a session on goal setting. The purpose of this session was to communicate goal-setting techniques and a method of planning activities to the students who participated, in order to help them increase their chances of having direction and purpose after graduation.

Senior Adrienne Callaway Receives UNCF Regina Peffly Scholarship



Ms. Adrienne Callaway, a senior majoring in Biochemistry/Nutrition, Division of Natural Sciences, was awarded a United Negro College Fund Regina Peffly Scholarship amounting to \$2000 for the 1977-78 academic year. Dr. James R. Smothers Jr., director, Educational Services of the UNCF, said that the credentials of all candidates nominated for consideration were very impressive, which reflects credit upon the institutions evaluating students for the various scholarships administered by the UNCF.

One of the conditions of the Peffly Fund requires that priority consideration be given applicants who are Michigan residents; Ms. Callaway's home is in Detroit.

Woodrow Wilson Visiting Fellow At Spelman During October

During the week of October 2 through 7, Mrs. Dorothy Butler Gilliam, assistant editor of the *Washington Post*, was a guest on the campuses of Spelman and Morehouse Colleges as a Woodrow Wilson Visiting Fellow. Mrs. Gilliam, who was a reporter with the *Post* from 1962 to 1967, now serves the paper as editor of the Style Section, which concerns lifestyles, personalities, civil rights, political figures, changes in society, minority affairs, and cultural events. She has had articles published in *Redbook*, *McCall's*, and *City Magazine*, and was an instructor in the history of the black press at Howard University and the American University, Washington, D.C. from 1970 to 1971. Her book, *Paul Robeson, All-American*, a biography, was published in December 1976 by the New Republic Book Company.

The Visiting Fellows program attempts to broaden young people's understanding of American society by bringing college students face to face with successful men and women from business, journalism, government, diplomacy, and the professions. One hundred and sixteen colleges, including Spelman and Morehouse, have so far been included in the Visiting Fellows Program; the participants are predominantly small liberal arts institutions.

During Mrs. Gilliam's visit to the Spelman campus she shared with students and faculty her concerns about issues, such as public and private

morality, the role of the press in public affairs, and the ability of an economic system to deal with the problems of society.

Dr. Stewart Receives Check on Behalf of UNCF



In October, President Stewart received from Mr. Jim McCann of the Atlanta Office of H. B. Fuller Co. a check for \$1100 made payable to the United Negro College Fund. The H. B. Fuller Co., whose corporate headquarters is in St. Paul, Minnesota, makes industrial adhesives, coatings, printing inks, etc., and has approximately 1500 employees. The Community Affairs Committee of the company, which is composed of all segments of its workforce, annually gives 5 percent of the firm's pretax profits to worthy agencies. This year's check for \$1100 to UNCF represents a 10 percent increase over the amount of last year's gift.

IIE Atlanta Staff Members on Campus

Two members of the Atlanta staff of the Institute of International Education were on campus on September 29 to discuss opportunities for overseas education with interested students. The Misses Anne Curtis and Audrey Harney gave information on scholarships, grants and stipends for study in other countries and said that the Atlanta branch of the IIE would be glad to aid students in making application for assistance.



Mrs. Sadie S. Allen, dean, Student Affairs, is shown here (center) receiving a plaque from Ms. Mae Marrion, consultant, Donor Resource Development Department, American National Red Cross (left), in recognition of Mrs. Allen's donation of one gallon of blood to the Red Cross Blood Bank. On the right is Adele Newson, president of the Biology Club. The Biology Club sponsored a blood drive which took place in the Manley College Center on Friday, November 11.



From July 25-30, Spelman College had an exhibit at the "Stay and See Georgia Week," sponsored by the Georgia Chamber of Commerce Travel Council and held in the mall at Lenox Square. This year's show was the largest ever, with sixty-two exhibitors and thirty-three live shows; it was attended by a record 511,000 people. Helping at the exhibit were (l. to r.): Mrs. Frances Bailey, administrative assistant, Office of Alumnae Affairs, and Ms. Rodney Spottsville, former secretary, Office of Information Services and Publications. Ms. Norah McNiven, former director, Office of Information Services and Publications, was in charge of the arrangements for the Spelman entry.

High School Scholars Program Continues

The High School Scholars Program, which was reactivated last year, is sponsored by the Department of History and comes under the direction of Dr. Richard J. de Pagnier, professor of history. The philosophy of the program is to give young high school students an opportunity to hear new ideas and new ways of looking at old ones and to interest them in entering college upon graduation from high school. Members of college and university faculties in the Atlanta area contribute their time free of charge to lecture to the approximately sixty students who are enrolled in the program.

The lecture series opened this academic year with a lecture by Dr. de Pagnier, "History Can Be Fun!" on October 5. On October 12, Dr. Martin Yanuck, assistant professor of history and chair of the Department, discussed "The Religion of Hinduism"; Mr. Robert B. Raphael of Oglethorpe University spoke on "The Beginnings of the Universe" on October 19; and the last lecture in October was "The Economic Approach," given by Dr. Eric Anderson, assistant professor of economics. During November, Dr. Phil Palmer of Oglethorpe University discussed "Victimless Crimes: The Privacies of Life" on November 2; Dr. Ira Robinson of the University of Georgia followed on November 9 with a lecture on "A Typological Approach to the Study of Poverty"; on November 16, Mr. Edward Brazil, assistant professor of political science, discussed "Using a Poll to Predict Election Results"; and Dr. George Garrison, assistant professor of philosophy, took as his topic for discussion "The History of the Black Liberation Movement" on November 30.

The lecture series will continue to the end of the first semester and reopen again at the beginning of second semester.



Mendelssohn, Gian-Carlo Menotti, Strauss, Leoni, Spross, Boatner and two arrangements of spirituals by Margaret Bonds. Her two most popular songs were "Steal Me, Sweet Thief" from *The Old Maid and the Thief* by Gian-Carlo Menotti, and "Adele's Laughing Song," from *Die Fledermaus* by Johann Strauss.

Ms. O'Neal received her Bachelor's degree from Spelman in 1974, majoring in music. She has given concert performances for colleges, churches and professional organizations since the age of seven, and has sung in Austria, New York, Chicago, Louisiana, Michigan, Pennsylvania, Tennessee, North Carolina, Florida, and many places throughout Georgia. She was a guest soloist for four consecutive years for the National Congress of Colored Parents and Teachers during their annual conventions. For one season, she performed with the Atlanta Symphony Chorus under the direction of Robert Shaw and spent one season with the Boston Symphony Chorus. She has also appeared as a guest soloist with the Atlanta Pops Orchestra under the direction of Albert Coleman, and included in her several television appearances has been a one-half hour special on WSB-TV (Channel 2) featuring her in the "Sound of Youth."

Although Ms. O'Neal was born blind, she has never attended a school for the blind. Her excellent academic background includes not only her Bachelor of Arts degree from Spelman, but a Master of Music degree in voice from the New England Conservatory of Music, Boston, Massachusetts and additional study in Europe at the Pedagogische Akademie, Graz, Austria. She has studied with the late Byron Warner, a trainer of Metropolitan Opera singers; Dr. Roland Allison,

Spelman College; Ms. Betty Boone, Georgia State University; and was a special student of Ms. Mattiwillda Dobbs. She is presently a voice instructor at Reinhardt College, North Georgia, in addition to being a private voice tutor.

It was a most enjoyable concert, for Ms. O'Neal has a beautiful, well-trained, sensitive voice and an extremely gracious stage presence.

Spelman Senior Spends Summer at Wright-Patterson AFB, Ohio



WRIGHT-PATTERSON, AFB, Ohio — Sharon Coleman, right, public information specialist in the ASD Information Office, interviews two flight test engineers on the 4950th Test Wing flight line.

Senior Sharon Coleman participated in the Aeronautical System Division's Cooperative Education (Co-op) program held at Wright-Patterson Air Force Base in Ohio during the summer. Ms. Coleman, an English and mass communications major, who is training to be a public information specialist, wrote stories and articles for release to local media, Air Force publications and technical journals. To get the information for her assignments, Ms. Coleman found she had to go where the action is—be it the flight line, flying a simulated C-135 aircraft, or attending top-level staff meetings. Asked about her second session in the Co-op program, Ms. Coleman said that she now has a better understanding and appreciation of what the people within Air Force Systems Command elements do. "I enjoy my work and my work makes my writing assignments back at Spelman easier," she added.

Postinaugural Concert By Lynn O'Neal '74

Hardly had the Inaugural activities died down on campus, when Sisters Chapel was again filled to capacity for a concert given by Ms. Lynn O'Neal, '74, soprano, on Monday, October 24. Mr. Myron Munday, instructor of music, was her accompanist. Her soli included works by Handel, Haydn, Porpora, Gabriel Faure,

The ASD program of cooperative education was initiated in 1946 and confined exclusively in the beginning to the University of Cincinnati. Over the past few years, the program has broadened to include 37 colleges and universities. Currently, 158 students are enrolled; in their sophomore or junior years, they elect to alternate their classroom study with job experience. They attend classes for one semester and then spend the next semester working on the job. They repeat this procedure until graduation, when educated and job experienced "Co-ops" find it easier to gain employment.

The College has offered cooperative education to its students for several years.

Ms. Toni Cade Bambara Writer-in-residence for Academic Year 1977-78



Ms. Toni Cade Bambara, well-known poet and author, was appointed writer-in-residence at the College for the 1977-78 academic year and is attached to the Department of English in the Division of the Humanities.

In connection with her course, "Black Women in Literature and Films," Ms. Bambara showed a series of films during the beginning of November; the first was *Lucia*, a Cuban film that depicts the development of the national will of Cuba through the dramas of three women of specific historical periods. Following was *Aluta Continua*, which was filmed by Afro-Americans who were in the frontline of Mozambique's struggle to liberate that country from Portugal and its colonial supporters; *Bush Mama*, produced by Hailie Gerima, an

Ethiopian filmmaker-in-residence at Howard University, which depicts the status, condition, and growing consciousness of a welfare mother; and *Battle of Algiers*, which focuses on the attempt of the National Liberation Front to resist France's attempt to perpetuate colonialism in Algeria. Ms. Bambara conducted short discussion sessions following the showing of each of the four movies.

Ms. Bambara, a graduate of Queens College, where she majored in theatre arts and English literature, earned her Master's degree at the City College of New York, specializing in modern American literature. She has trained with the Katherine Dunham School of Dance and with the Clark Center for the Performing Arts, and has performed with the South Jamaica Players, Queens College Players, and the Etienne Decroux School of Mime in New York in 1960 and 1963, and in Paris in 1961. She has also studied theater arts at the Commedia dell'Arte, University of Florence and of Milan, and filmmaking with the Studio Museum of Harlem Film Institute. Her arts training also includes weaving, pottery, water color, oil, acrylics, and basketry at the Clark Craft Center, and at the Neighborhood Arts Center, Atlanta, during 1975.

Ms. Bambara's writings include "Mississippi Ham Rider," published in the *Massachusetts Review* (Summer 1964), "The Hammer Man," "Playin' with Punjab," "Toad and Donkey," "Gorilla, My Love," and "Blues Ain't No Mockin' Bird." Her latest collection of short stories, *The Seabirds Are Still Alive*, received excellent reviews in the *New York Times*, *Washington Post*, *Chicago Tribune*, *Essence*, *Publishers Weekly*, and *The Amsterdam News*. During the summer of 1977, Ms. Bambara was an arts consultant to the University of Missouri Black Arts Summer Festival Committee, and received a Certificate of Appreciation from the Black Arts Missouri Program. In May 1977, she gave the keynote address on "Craft and Consciousness: The Black Writer as Cultural Worker," at the National Congress of Black Writers, Institute for the Arts and Humanities.

Ms. Bambara is teaching a course, "Role, Image, Choice and Change: A Theme in Writings by Black Women," which follows a workshop/seminar format. The two components are, one, regular classes of reading and discussions; two, open forums of student panels, guest speakers, and film screenings.

Ms. Bambara's residency at Spelman has been made possible by funds and support from the City of Atlanta Bureau of Cultural and International Affairs.

Renowned Clarinetist Gatlin Performs at Spelman

Dr. F. Nathaniel Gatlin, renowned clarinetist and professor emeritus, Lincoln University, Jefferson City, Missouri, appeared in concert in Sisters Chapel on Thursday, November 10.

A professor of music and former chairman of the Department of Music at Virginia State College in Petersburg, Virginia, Dr. Gatlin is nationally recognized as a clarinetist, clinician, adjudicator, educator, lecturer, and conductor. He has performed as a concert clarinetist with the late Leopold Stokowski, Hans Kindler, and Vladimir Golschmann, and with many American orchestras, including the St. Louis Symphony Orchestra. He has given recitals in schools and colleges throughout the eastern half of the United States, and as a conductor has appeared from Florida to Canada.

Dr. Roland Allison, Department of Music, made the arrangements for Dr. Gatlin's concert.

Sophomore Shirley Marshall Participates in Summer Cooperative Education Program at Union Carbide



Sophomore Shirley Marshall of Tampa, Florida participated this summer in a special "pre-cooperative" educational program at Union Carbide Corporation's Nuclear Division facilities at Oak Ridge, Tennessee. The program, supported by the Energy Research and Development Administration, is designed to encourage black students to pursue studies in engineering.

Ms. Marshall is enrolled in the Spelman College/Georgia Tech dual degree program in electrical engineering; at the end of five years' study, she will receive the BS degree in liberal arts from Spelman and a BS degree in engineering from Georgia Tech. After her freshman year, Ms. Marshall will be allowed to participate in the regular cooperative education program sponsored by the Nuclear Division of Union Carbide. Under this program, students work and attend school on an alternate quarter or semester basis, complementing classroom theory with practical laboratory experiences.

Alvin Ailey Dancers Rehearse at Spelman

For three weeks prior to their performances at the Atlanta Civic Center on September 28 through October 2, the Alvin Ailey Dancers rehearsed in Read Hall and the Fine Arts Theatre on campus. The Ailey dancers were preparing two new pieces to be presented during the five performances at the Civic Center, and held open rehearsals on several occasions. The open rehearsals were a means of allowing faculty, students, and members of the community to become closely involved with the progress of the dancers and to learn firsthand how new pieces are incorporated into the repertoire of a professional company.

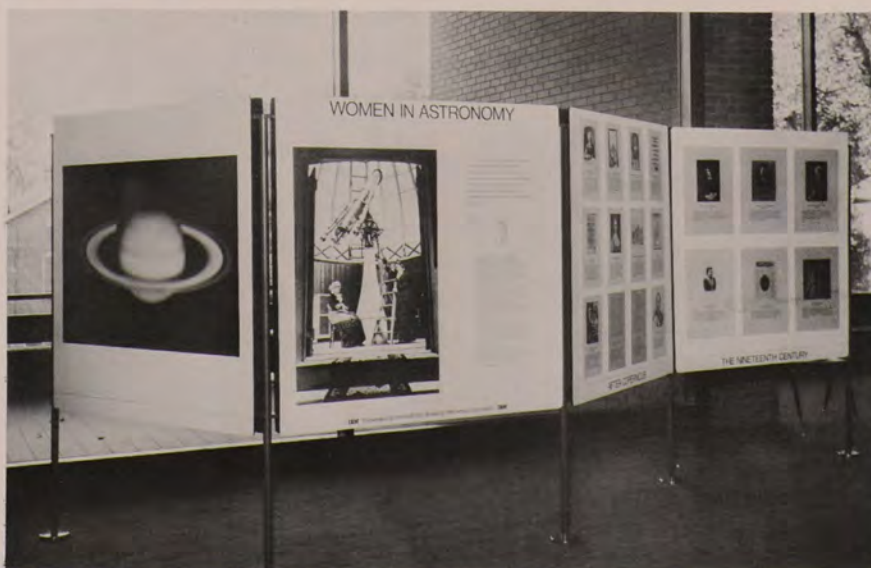
l. to r.: Spelman College students, Andrea Battle, Verdita Craft, and Karen Kendrick, all seniors; Dennis J. Grosh, systems supervisor, Atlanta Office, Burroughs Corporation; and Dr. Edward E. Riley Jr., academic dean. The three Spelman College seniors received a renewal of their Burroughs Corporation Scholarships, each amounting to \$1000, for the 1977-78 academic year.

Brazilian Musicians In Concert

Through the interest of Dr. Joyce Finch Johnson, professor of music, in Partners for Progress and her good offices, a group of eight musicians from Recife and Pernambuco, Brazil, gave a concert in Sisters Chapel on October 13 as part of the College Program series. "Esquema Nova," founded in April 1976, is composed of college and university professionals whose hobby is music and whose motto is "To make music for youth, from eight to eighty years old."

Using fourteen different musical instruments, the group played a variety of beats and rhythms to show the wealth of Brazilian folklore music. Included in the program were "Forro de Dominginhos," "Frevo do Vassourinhas," "Xaxado," "Maracato Imperial," "Aquarela do Brasil," and "Ciranda." The director of the group, who also sang and danced, was Fernaldo Borges; other performers were Jose Maria, Jose Carlos, Amaro Rocha, Sergio Kyrillos, Antonio Carlos, Adelson Pereira, and Camilo Souza.

The College Program Committee entertained the musicians for lunch in the Presidential Diningroom; language proved to be of little handicap, for there was a Spanish-speaking person at each of the tables and several people spoke Portuguese.



The "Women in Astronomy" exhibit loaned to Spelman by International Business Machines Corporation, which was on display in the Manley College Center from September 12 to October 3.



l. to r.: Mr. Peter White, president, Southern Council on International Education, and Director, Southern Council on International and Public Affairs; Mr. Hal Gulliver, editor, Atlanta Constitution; Mr. Joseph Duffey, former assistant secretary of state, Cultural and Educational Affairs, Department of State, now chairman, National Endowment for the Humanities; President Donald M. Stewart; and Dr. Martin Yanuck, assistant professor of history and chair of the Department, and chair of the International Affairs Committee.

INTERNATIONAL FORUM SERIES

The International Affairs Committee, which is chaired by Dr. Martin Yanuck, assistant professor of history and chair of the Department, presented a series of excellent programs during the first semester. Entitled the "International Forum Series," its main objectives were to heighten awareness of international affairs among Spelman students, faculty and staff, to promote critical thinking about world affairs, to develop an appreciation of foreign cultures, philosophies and methods, to promote an interest among Spelman students in employment opportunities overseas and to present major problems affecting American participation in the world, with special reference to the Third World.

First in the series was a panel discussion on "The Role of Public Opinion in the Formulation of U.S. Foreign Policy," which was held on September 27 in Sisters Chapel. The

main speaker was Mr. Joseph Duffey, at that time Assistant Secretary of State for Cultural and Educational Affairs, Department of State, and Director-Designate of the National Endowment for the Humanities. Other speakers on the panel included Mr. Hal Gulliver, editor, *Atlanta Constitution*, and author; Mr. Peter White, president, Southern Council on International Education and director, Southern Council on International and Public Affairs; and Mr. Michael Lomax, Commissioner of Parks, Libraries, and Cultural Affairs, City of Atlanta.

During his remarks, Mr. Duffey said that "public opinion is not always related to our national ideals or even to an accurate perception of reality. It is formed in relation to the information about or interpretation of events made available to the public. The exercise of reason and judgment and the interplay of the public and decision makers is absolutely dependent upon the processes of information and upon honesty, forth-

rightness and openness in processes of government. This is why certain principles of academic freedom, freedom of speech, freedom of the press, for all their inconveniences and despite the fact that they are subject to abuse, are essential to the democratic process."

Referring to his new position with the National Endowment for the Humanities, Mr. Duffey said that the agency was created twelve years ago to fulfill the government's responsibility for the development of resources of knowledge and learning which are essential to a democratic society. "The National Endowment seeks to encourage work in particular disciplines: history, philosophy, the study of language and culture, among others, but the humanities constitute more than simply a section of the offerings listed in a college catalog. The humanities represents a dimension of all knowledge. . . . The goal of the humanities is understanding, perspec-

tive, and judgment."

During a luncheon for Mr. Duffey and the panelists, which was held in the Presidential Diningroom, Manley College Center, and to which members of the faculty and administrative staff, and students were invited, there were lively discussions on a variety of subjects, not limited to foreign policy or the humanities.

Mr. Kofi Annan, director of personnel, United Nations, was the guest speaker in the second of the series held on October 6; his topic was "The Impact of the Third World on the United Nations." After his speech in Sisters Chapel, Mr. Annan answered questions from the floor.

Mr. Annan, a citizen of Ghana, is widely traveled and was for two years the managing director of the Ghana Tourist Development Company in Accra. He has also served as a personnel officer at the United Nations Office in Geneva, Switzerland and at the United Nations Economic Commission for Africa in Addis Ababa, Ethiopia. Special assignments of Mr. Annan have included negotiating host government agreements between the United Nations and the governments of Ghana, Nigeria, and Tunisia.

After a luncheon, at which Mr. Annan was the guest of honor, members of the International Affairs Committee and interested faculty members and students gathered in the Board Room of the College Center to discuss with him various international issues, including, in particular, the question of the Panama Treaty.

Third in the International Forum Series was Dr. Niara Sudarkasa (nee Gloria Marshall), professor, Department of Anthropology and Center for Afro-American and African Studies, University of Michigan. She delivered a lecture in Howe Hall on October 24 on the subject of "The Changing Role of Women in Africa and the Third World."

Last in the series for this semester, but certainly not least, was Dr. Albert E. Manley, president emeritus, Spelman College, who lectured on "China Today" on November 17 in Sisters Chapel. Dr. Manley, who now resides in Washington, D.C., was one of a group of lawyers, educators, and medical doctors which visited China during the past summer studying legal, medical, and educational organizations and associations. A luncheon in the College Center followed the morning's program, during which members of the faculty, staff, and students had the opportunity to talk to Spelman's former president.

The International Forum Series will be continued during the second semester.



l. to r.: Mr. Joseph Duffey; chairman, National Endowment for the Humanities; Ms. Marilyn Leonard, instructor in history; Mrs. Jeanne Meadows, instructor in political science; Mrs. Estelle Archibold, instructor in Spanish; and Mrs. Claudia Jones, instructor in sociology.



l. to r.: Mrs. Jeanne Meadows, instructor in political science; Mr. Kofi Annan, director, Personnel, United Nations; and Mrs. Millicent Dobbs Jordan, assistant professor of English.



Mr. Joseph Duffey, chairman, National Endowment for the Humanities.



Dr. Albert E. Manley, president emeritus, Spelman College.

The Messenger Interviews

Lois Rice



M: You know, of course, that Spelman is a women's college—rather a unique species in this day and age. I believe you went to Radcliffe, so you must have some fairly strong feelings about women's colleges. Could you tell us why you made that decision?

LR: Well, I think that I had a great sense of the value of colleges that were single sex. Each of my four older brothers had gone to Bowdoin College which was for men only. In fact, the family did not know quite what to do with me, since Bowdoin did not accept women at that time. I applied to three women's colleges, all in New England (since I lived in Portland, Maine): Radcliffe, Smith and Wellesley. And I believe I selected Radcliffe primarily because, while it was a women's college, it had a unique relationship with Harvard and I thought also that the Cambridge and Boston communities had a great deal to offer as well, as I'm sure Atlanta has for Spelman College. A women's college, I think, in an urban environment has a particular set of qualities to recommend.

I got to Radcliffe, I think, by happenstance, simply because a brother of mine had been a graduate student at Harvard. I think the role of women's colleges certainly has changed. I was a trustee at Radcliffe while we were trying to devise a new and revised relationship with Harvard and, for all intents and

purposes, most of the administrative services and the faculty has been a Harvard faculty. We are joined, with meshed housing accommodations, libraries, food services. Nevertheless, I think that Radcliffe has made a decision of late to retain its separate incorporation, its separate identity, which, of course, means raising its own money, and being in the Harvard complex as another tub on its own bottom, and to devote much of its energies to research on women and making certain that the lives of Radcliffe women within Harvard University run as smoothly as possible and that the atmosphere can foster and nurture some of the peculiar strengths that women can bring to any environment. There's a tension, clearly, in the country at the moment (I think it started less than five or six years ago) about the role of single-sex institutions. I think the tide has reversed a bit in that fewer single-sex colleges are now becoming coeducational, and I think there may well be a return as time goes on, with the founding, perhaps, of still more single-sex institutions to meet the demands of this society and of the sexes at a given time in history.

M: And how about liberal arts? Radcliffe is not specifically liberal arts, is it?

LR: We concentrate on the liberal arts. We would consider ourselves a liberal arts institution, particularly

since I think I would define liberal arts very broadly. We did not have, as you do not have here, I gather, very specific vocationally-oriented programs. Most students, a very large percentage of students even in my day and a larger percentage now, certainly went on to graduate school for any type of specialization or distinct career-related programs. For example, we didn't even have a teacher training program at the undergraduate level. I myself majored in the history of literature—neoclassic and romantic period. I think that alone attests to my interest in the humanities, and aspects, too, of the social sciences and their interrelationship. Then I went on to graduate school in English literature. I think it's extremely important, with the surge of interest currently in the economic return from higher education and the new stress of career education, to foster and bolster those institutions which do cater to the liberal arts, because those are the institutions which have the greatest chance of providing the education of the whole person.

M: You've spoken about single-sex institutions, you've spoken about liberal arts institutions. As we get more specific and talk about black, liberal arts, single-sex institutions, what do you think their role is now, or how do you think they will be as we move into the future? Do you think they will survive the future, specifically Spelman, or a college like Spelman?

LR: Well, I wish I knew more about the history of Spelman to comment specifically on Spelman. This may not be the most popular response. I think one of the things that, certainly in other places in other parts of the country, has prompted either joint education or coeducation has been very much the economic demands and constraints that every institution of higher education, and particularly predominantly black institutions, faces. Sometimes, the decision to change from liberal arts to other programs or to change from single-sex to coeducational institutions is much more prompted by budgetary problems than it is by philosophical or social reasons. I hate to see decisions made on those grounds, although sometimes one certainly has to be practical and expedient. The unpopular comment that I might make is that, while some strides have been made here to create a greater cooperation and unification down the pike, the various black institutions in the Atlanta University Complex, the institutions in this vicinity, although they each play a unique role, may well find it necessary and also extremely beneficial to give up a bit of their identities for a larger and broader educational purpose. This does not mean that Spelman and Morehouse and the others need to *lose* their identities. A great many compromises can take place. But I think there are some examples elsewhere of institutions that have joined forces to assist with their financial problems and also to improve their educational offerings.

M: We'd like to talk about your work with the College Entrance Examination Board for a moment. From your vita, we see that you have been with the organization for quite a while. You started with them very early in your career. As you have moved upward in the structure of the CEEB, were you perhaps the only black or only black woman in the kind of administrative position that you now have and did you encounter any problems in making your move through the ranks of CEEB?

LR: I was, for a good while, the only black professional, male or female. It was always a little bit easier, probably, in the late fifties at least, and certainly before then and even a while after that for organizations to consider employing a black woman at the professional level than a lot of black men, for all the rather stupid

reasons of the past that we know about.

I came into the College Board as their first assistant director helping to develop what became known as the College Scholarship Service, the arm of the College Board that assists colleges in the amount of financial assistance they might provide to given students. I had a very fortunate and pleasant and good experience with the College Board between 1959 and 1962, when I left to go to Nigeria for a few years—fortunate enough so that when I returned and was pregnant and not living in New York any longer (where the main office of the College Board was located) they asked me to work on a part-time basis to consider the feasibility of establishing an office in Washington, D.C., which would be kind of an extension of their president's office in New York. They are to be commended for their treatment of not only me, but other women—and I may have been particularly fortunate—providing flexible working arrangements when my children were extremely young, part-time employment on either a two-fifths or three-fifths basis, gradually moving up to four-fifths, and then I said at that point, "I might as well work full time again," because I really was working full time. But that was an enlightened approach, not simply an enlightened employment policy, it seems to me. I would say that, within the organization itself, I have experienced very little blatant discrimination.

I think that probably had I been a man and had worked full time and consistently over the years that I probably would have reached the vice presidential level earlier. But I was indeed pleased when I did, and was among the first senior officers of any of the major higher educational associations, and may still remain one of the few. The College Board has, since then, made great strides in the employment of black men and women and other minorities. We still don't have enough; we had Dr. Stephen Wright, who was a fellow vice president and former president of Fisk and just recently retired. So there were two blacks among the senior officers of the organization.

M: What do you do?

LR: Essentially, I am in charge of the Washington Office, which, again, because of permitted flexibility, I was able to establish the activities of that office. I helped to establish that office, so I was able to establish the direction of the activities of that office. I was very concerned, after spending about one year on sabbatical at Brookings Institute and getting to know a little bit about policy research and research analysis, that the Congress of the United States in particular was making far-reaching educational decisions for the nation without adequate and needed data on which to base their decisions. Proposals would emerge and they had very little notion of what the impact of those programs, proposals, if implemented, would have on students, different kinds of students, students from different economic backgrounds, different geographic locations, or different kinds of institutions—public, four-year, multiuniversity, small liberal arts colleges, predominantly black colleges. So I started in 1971 a small research activity in policy and analysis, developing and anticipating what certain data requirements of the Congress would be and getting analysts and consultants to develop papers and reports that I think helped a great deal in the decision-making process.

So, our office is primarily dedicated to policy research in the whole area of financing of higher education. We do get into a lot of other issues, like privacy issues, and regulations that cut across a number of higher education programs and activities of the federal government.

We are very much interested at the moment and

doing a major study of the interaction of federal and state policies as they relate to financing of students in particular. We also monitor Washington activities, both of the Executive Branch and of the Congress, as well as educational associations, that affect or impinge upon the general College Board services and activities. And, of course, as an officer of the College Board, I participate in the policy and managerial decisions of the organization as a whole.

M: I read something in the paper about two or three months ago, about September, I guess, an article about the college-bound students who are coming out with lower scores on the College Board exams, and some people attribute this to the fact that more blacks are taking College Board exams and are lowering the scores. What do you think about that?

LR: Well, there are several possible reasons to account for this score decline which has received an enormous amount of publicity. As the Wertz panel, a special blue-ribbon panel that we appointed to look at the whole issue, reported, there actually were two score declines, and regrettably the press has not played up both. There was one that occurred in the sixties, and one during the early seventies. Indeed, during the sixties, the population going to college dramatically changed. Admittedly, there was an increase and some progress toward the end of that decade, but certainly not in the early part, of the participation of black students in higher education, a much broader participation by children of blue-collar workers and children from farms and poorer families around the country. And also a great development of community colleges, which drew in populations which hitherto had been denied or didn't have ready access to a postsecondary education. So there was a great emphasis in the panel, as they discussed the first score decline, to talk about the "new populations," with blacks being just one. One thing that we certainly found, over time and consistently, has been that there has been an extremely high correlation between the results that one makes on our tests and one's economic status. I don't think the panel stressed quite as much as it might have, and the press did very little, the very distinct correlation between being black and being poor. And you can see there is a straight line—the more wealthy you are, the higher the scores. That's a natural progression, based upon economics. Admittedly, too, I think in all fairness I must say that from the limited studies we have done, looking at the performance of black students on the SAT, even if we take into account the economic differences, there seems to be some persistent lower scoring among black students and I think the panel very rightly pointed out that, perhaps, more than anything else, this represents poor schooling and the hazards of discrimination for generations.

The second decline, in the seventies, cannot be accounted for by changes in the population, for the population in the seventies really didn't change from the population of the mid-to-late sixties. It was then, in the seventies, that we found a decline occurring even among the most able students. That was true in the sixties as well. So we have not been able to explain—by changing populations—the second decline, and the panel came up with a number of hypotheses, and requests for further study to try to explain the second decline.

M: Do you think a different set of tests, or a different way of scoring, should be administered to students who come from that lower socioeconomic background? I mean, those tests are geared towards a certain kind of student, aren't they?

LR: It is assumed frequently that they are designed for a different kind of student, designed initially, but they have changed, and the people who make up the tests have changed over time. This panel, of course, spent an enormous amount of time looking at the tests themselves, looking at potential problems of bias within the tests, looking at the performance of different groups of individuals—women, north, south, black, white—on the test. It found no inherent problem within the tests themselves and certainly not with the scoring—at least, the scoring by the machines. Rather than change the tests, which were designed for a very specific purpose (not to assess the performance of secondary school teachers nor to assess the achievement of students, because they are not achievement tests of students), that is, to predict how one will fare in a specific higher education institution, and the tests continue to perform that function very well, and that was the function they were designed to perform.

I think for minority students, rather than have a separate test, a new test—which many of us have tried and experimented with, we have to improve the use that colleges and universities make of what they now have. I think that this is part of the relevance and interest of the Bakke case at the moment. There are several dimensions to that that we don't have time to go into now, but I think one has certainly got to put test scores in relation to the individual, to his background, his educational experience, his social experience, his motivation, those personal qualities that can also help to predict success. The panel also urged much further work in some of those areas to develop new and broader predictives of success. But I think that how tests are used is far more important, to improve the use is far more important than making actual changes in the tests, which haven't yet been demonstrated to have any inherent problems.

M: Just to change the subject for a moment, I would like to ask you about being a career woman. How does it feel managing a career, a home, being a wife, mother, and all those kinds of things?

LR: It's complicated. I perhaps have checked the female careers, or the lifestyles, of most career mothers around. I started early and had my children late. I had worked for nearly eight years before my first child was born, so the time for me to work was perhaps easier than for those women whose childbearing came immediately after college or professional school—although they are doing very well, too. I think there are two essential ingredients—no, three. One is stamina, which I find I am losing as the years go on. The second is flexibility. As I noted earlier, I was very fortunate to work for an organization which provided the needed flexibility during the years my children were at school. And, the third, is certainly the ability to have some good household help. I think the latter is perhaps the most crucial ingredient for somebody who is working outside of their home. I have been fortunate in that over the years. I have someone who has been with me for a long time; in fact, two or three people, each of whom has spent long spans of time and have been extremely helpful with the children. I asked my daughter, when she was about nine, she is now thirteen, how she felt about her mother working. And she looked at me and said, "Well, Mummy, I am not sure that I know any mummies who don't work." I think that is a great change in the attitude of young children. She went on to say that even those mothers who don't work for pay, but have a full-time job or do volunteer work seem to be away from their children or as involved and as busy as mothers like me who are fully employed.

M: I wish we had more time. . .

Faculty and Staff Notes



Dr. George Garrison, assistant professor of philosophy, received a grant amounting to \$4300 from the EXXON Foundation to incorporate a new teaching methodology into his freshman course, Philosophy 150, "Moral Values and Contemporary Issues." The grant was the result of a proposal developed by Dr. Pauline Drake, director, Institute for Teaching and Learning, and follows an earlier Institute program during which the moral values course was designed.

The new pedagogical technique to be applied to the course is called "Guided Design." It emphasizes the development of responsible decision making through a focus on specific problems which students solve under the guidance of the instructor. Both printed feedback and small group discussions are utilized.

The funding provides Dr. Garrison with one-fourth release time during the fall semester of 1977-78. His fall semester course, "Introduction to Philosophy," will be taught by Mr. James Kiersky, a doctoral candidate at Emory University and a part-time lecturer in philosophy at Spelman during the fall semester.

Following his work on this new course, Dr. Garrison will be available

as a resource person for other faculty members who wish to incorporate elements of the Guided Design method into their own courses.

Dr. Garrison, with Dr. Edward H. Madden of the State University of New York, Buffalo, had an article, "William James: Warts and All," published in the Summer 1977 issue of *American Quarterly*. The article, based in part on a chapter of Dr. Garrison's doctoral dissertation on William James, is an attempt to counter the claim by Ralph Barton Perry and Kay Allen Wilson that James—one of America's most eminent philosophers and one of the formulators of the Theory of Pragmatism—was a significant social reformer during the last half of the nineteenth century. Their article traces James's attitudes toward and contributions to some of the major issues and movements during this time, such as slavery and racism, British imperialism, lynching, and women's rights.

At the November 2 meeting of the Atlanta Press Club, Dr. Garrison was one of five panelists discussing "The Citizen and the Right to Know: The Press and the Courts." The program which was cosponsored by the Southern Center for Studies in Public Policy at Clark College, contrasted the rights of citizens to know with the rights of individuals participating in court procedures. This question was widely considered in discussions of gag rules, but the program also considered the effects of publicizing both civil and criminal trials through the televising of proceedings and through the more traditional press coverage. Other panelists were: Ms. Nellie R. Dixon, Department of Mass Communications/Journalism, Clark College; Judge R. Keegan Federal, State of Georgia, Superior Courts, Stone Mountain Judicial Circuit; Ms. Barbara Nevins, News Correspondent, WAGA-TV (Channel 5), Atlanta; and Mr. Joel Stokes, president, Stokes and Associates. The Press Club meeting was held in the Riviera Hyatt Hotel in Atlanta.

Dr. Joyce F. Johnson, professor of music and college organist, performed twice as a guest soloist with the Atlanta Symphony Orchestra during the summer. At the Stone Mountain Coliseum on June 12, and at Piedmont Park on June 19, she performed Mozart's *Piano Concerto in A Major*, K.488; on both occasions, Robert Shaw conducted. On July 11, she gave an organ recital to a large audience at Fort Valley State College, Georgia, during which she performed works by Bach, Reger, Alain, and other composers.

On July 11-16, Dr. Johnson attended an organ workshop held at the Westminster Choir College in Princeton, New Jersey. The workshop centered primarily around the study of French baroque music; however, considerable attention was given to a re-examination of concepts relative to articulation in the performance of Johan Sebastian Bach's music, and the registration of German romantic music.

Dr. Dickenson Taliaferro, assistant professor of mathematics, received his PhD degree in mathematics from Emory University, Atlanta, at the June Commencement Exercises.

Dr. Geneva G. Mosby, who received her Master of Arts degree in education from Atlanta University in 1968, was awarded the Doctor of Philosophy degree in guidance and counseling from the University at its Summer Convocation held on August 5. The subject for her dissertation was "A Study of the Consistency of Vocational Choices and Interests of Black Women Graduates of a Local Liberal Arts College, 1970-1974."

Dr. Mosby was appointed acting director of Freshman Studies at Spelman at the beginning of this academic year.

Dr. Rena T. Jones, assistant professor of biology and chair of the Department, coauthored with Dr. William B. LeFlore, *General Biology Laboratory Manual*, published by the Burgess Publishing Company, Minneapolis, Minnesota.

Dr. William B. LeFlore, professor of biology, with coauthor, Dr. Rena T. Jones, has had published by Burgess Publishing Company of Minneapolis, Minnesota, a *General Biology Laboratory Manual*. Two articles by Dr. LeFlore, one coauthored by Mrs. Betty R. Jones, a doctoral candidate at Atlanta University and the other by Dr. Barnett Smith, have been accepted for publication in a British scientific journal, *Microbios Letters*; they are entitled "Scanning electron microscopy of the scolex of the cysticercus of *Hydatigera taeniaeformis*" and "Scanning electron microscopy of the bladder of the cysticercus of *Hydatigera taeniaeformis*."

Dr. LeFlore, with Dr. Barnett Smith, presented a paper entitled "Immuno-histochemistry of *Cysticercus fasciolaris* using Fluorescein and Horseradish Peroxidase-labeled conjugates: a comparison of two techniques," at the 52nd annual meeting of the American Society of Parasitologists held in Las Vegas, Nevada on August 14-19.

Mrs. Jeanne H. Allen, registrar, has been included in *Who's Who of American Women, Tenth Edition, 1977-1978*, "inclusion in which is limited to those individuals who have demonstrated outstanding achievement in their own fields of endeavor and who have, thereby, contributed significantly to the betterment of contemporary society."

At the July meeting of the Georgia Association of Collegiate Registrars and Admissions Officers held in Savannah, Georgia, Mrs. Allen was elected a member-at-large of the Association's Executive Committee.

Dr. Zelma Payne, director of the Biochemistry/Nutrition Program, was selected to participate in a summer program, "Hypertension Training for Faculty and Students in Minority Institutions." Emory University School of Medicine, Atlanta, received a grant from the National Heart, Lung, and

Blood Institute, National Institutes of Health, Manpower Branch, to conduct the summer training program.

The program was designed to stimulate the interested participants to experience research from both a clinical and basic point of view. The nine-week training sessions consisted of one week in a comprehensive workshop in basic science and in the clinical aspects of hypertension. The next seven weeks consisted of training at designated sites. During the final week of the program, there were presentations of the research investigations conducted by the various participants. The papers presented will be published in the professional journals of the various disciplines represented.

Dr. Payne's project for the training program involved "Folk Medicine Practices in the Control of Hypertension." Folk medicine encompasses certain beliefs, practices, home remedies or recipes, and over-the-counter therapies. Her major concerns in the project were that, because of the variations in health beliefs and folk medicine practices, the latter may operate to counterbalance current efforts and progress in hypertension management, and that there is a need for the range and types of folk medicine self-treatment used by hypertensive patients to be clinically researched as to the composition and effects of the chemicals in root teas and other remedies used to alleviate hypertension symptoms. As a foundation for her research, Dr. Payne analyzed three leading folk medicines: yellow root, watermelon seeds, and yellow root tea, to determine the blood-pressure lowering effects of the specific chemicals.

Little is known about how many of the folk medicines actually alleviate symptoms which patients attribute to hypertension and no specific theories have been advanced that the various root teas, garlic, and honey and vinegar have or have not specific anti-hypertensive effects. Also, no specific biochemical parameters have been investigated.

In view of the potential implications of her research, Dr. Payne plans to continue with her investigations.

Ms. Peggy White, head counselor, and Mrs. Joyce El-Amin, counselor, attended a nine-day Student Development Workshop for Student Affairs Professionals in the Department of Counseling and Human Development Services, University of Georgia, Athens, on July 5-15. The sessions focused attention upon the student development facilitation model

established by the Tomorrow's Higher Education Project of the American College Personnel Association which is presented in a recent Jossey-Bass publication, *The Future of Student Affairs: A Guide to Student Development for Tomorrow's Higher Education*. The workshop coordinator, Dr. Theodore K. Miller, coauthored this publication with Dr. Judith Prince, who was a visiting lecturer at the workshop.

In addition to the workshop goals of aiding participants to develop both an indepth understanding of the student development model and the fundamental skills and competencies essential to its implementation, the workshop was designed to aid the participants in developing concrete program proposals and strategies to use in their own institutions.

Key workshop functions and strategy content areas included: (1) goal setting for student development; (2) individual assessment and program evaluation for student development; (3) instructional strategies for student development; (4) consultation strategies for student development; (5) environmental (milieu) management strategies for student development; and (6) integrating student development approaches into "back home" institutional models.

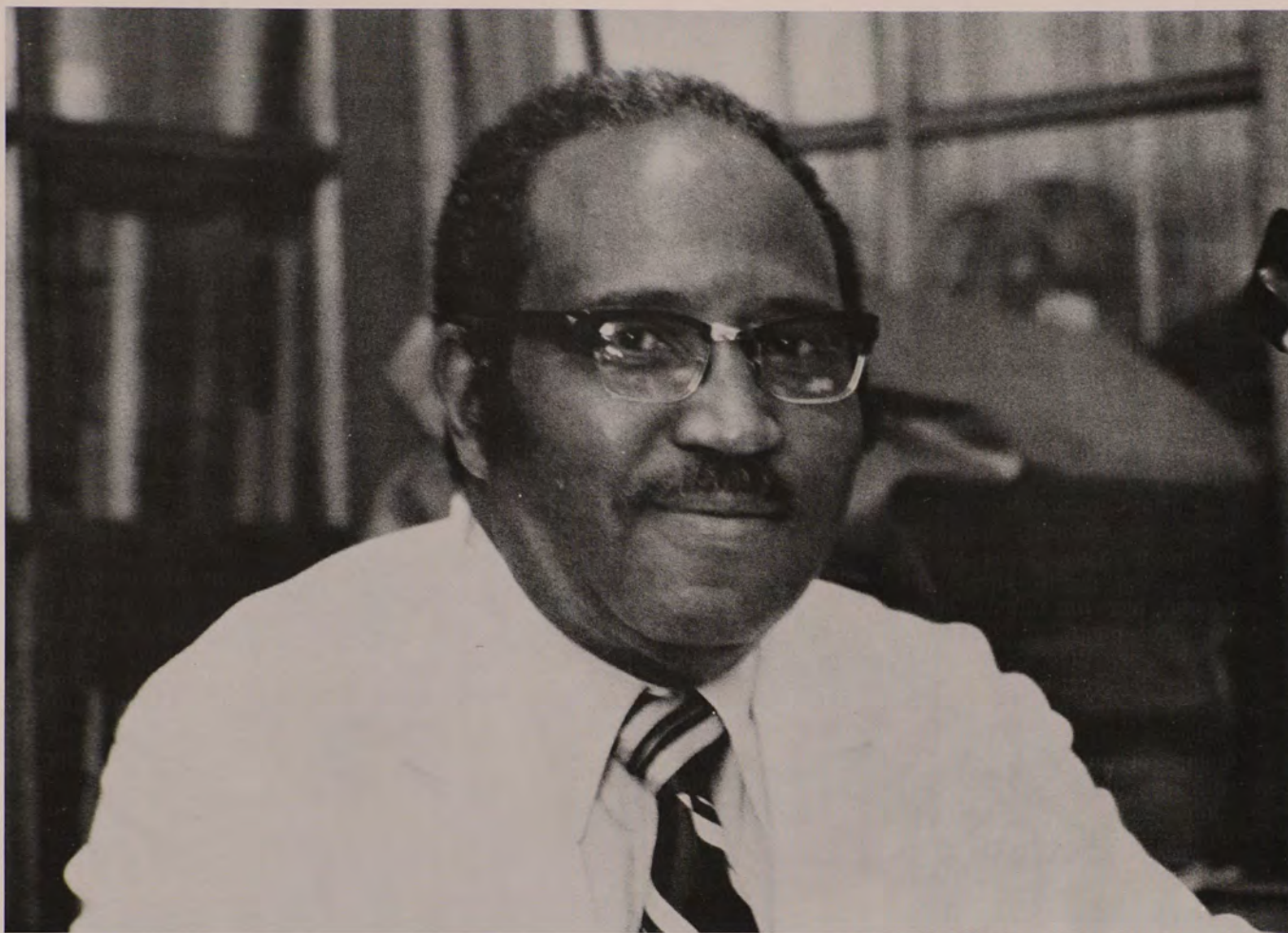
The workshop was attended by thirty-two participants, including counselors, deans of students and student affairs, assistant deans of students, deans of women/men, and an associate academic dean. The Spelman counselors felt that they received valuable information, skills, and strategies, which they will be implementing during the coming year.

Dr. Nagambal D. Shah, associate professor of mathematics, has had two reports published recently: one, co-authored with Sandra L. Owen of the Georgia Heart Association, "Some Data on Student Reported Blood Pressure Readings (preliminary report), was published in the *Institute of Mathematical Statistics Bulletin*, Vol. 6, 6:274 (New Delhi: November 1977). The second, "The Impact of Population Shift on Patient Care in a Changing Community in a Metropolitan Southern City in U.S.A.," co-authored with Nelson McGhee and Shahani A.K. and Hirji Taj, appears in the 41st Session of the International Statistical Institute *Information Bulletin* (New Delhi: December 5-15, 1977), 33.

Dr. Barnett F. Smith, professor of biology, with Dr. William LeFlore, presented a paper entitled "Immunohistochemistry of *Cysticercus*

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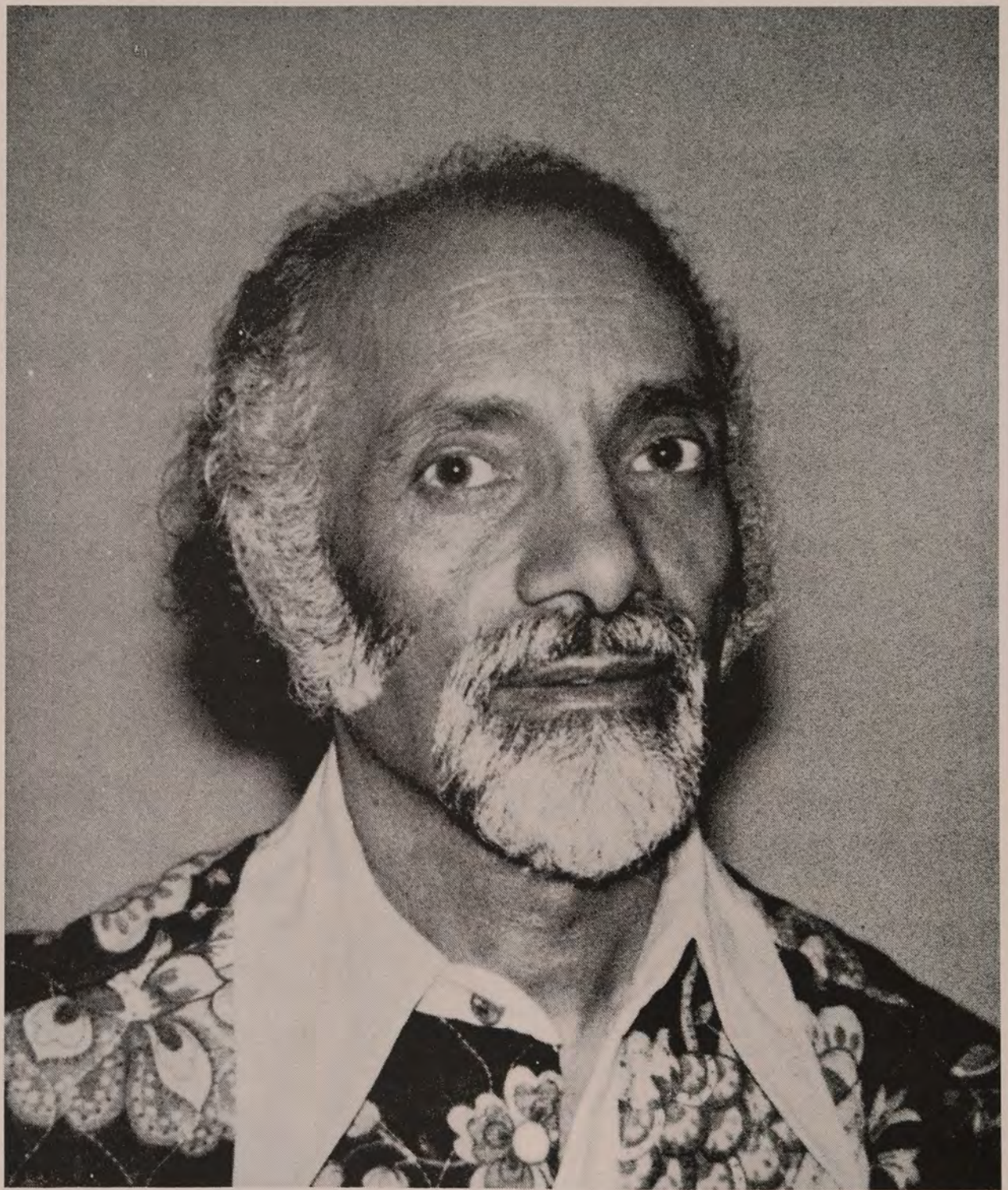
Dr. Donald M. Stewart, president, has been elected a member of the National Academy of Public Administration in recognition of his achievement as a scholar in the field of public administration. News of his election was received from Frederic N. Cleaveland, chairman of the National Academy.

The strength of the Academy resides in the competence and expertise of its members and their informed judgment about government and public administration, and the goals of the Academy are dependent upon the direct involvement of its members in the program through service on study panels and participation in the collegial activities initiated on behalf of the Academy by its Board of Trustees. Each year, the Academy members elect additional persons to membership; this year, twenty-four members were elected, including Dr. Stewart, bringing the active membership of the Academy to two hundred and thirty-three.

Dr. Stewart received his Master's and Doctor of Public Administration degrees from Harvard University in 1969 and 1975, respectively.

Mrs. Barbara A. Brown, acting director, Career Planning and Placement, attended a five-day institute for novice career counseling and placement officers at North Carolina Central and Duke Universities in Durham, North Carolina on October 10-14. The institute, sponsored by College Placement Services, Inc., provided background information in both the theoretical and operational aspects of the field of career counseling and placement. The institute focused on procedures essential to the operation of an effective service and how these services are related to needs of the students, the college setting, and labor market trends.





HANS BHALLA: 1927-77

IN MEMORIAM HANS BHALLA

1927-77

A Memorial Service was held in Sisters Chapel on December 1 for Professor Hans Bhalla, associate professor of art and chair of the Department, who passed away on Tuesday, November 22. The Reverend Dr. Norman Rates, college minister, gave the invocation and benediction; Dr. Joyce F. Johnson, professor of music, played the organ for the prelude by Durufle, the interlude by Schroeder, and the postlude by Seth Bingham; and the Spelman College Glee Club, under the direction of Dr. Roland Allison, professor of music and chair of the Department, sang "O Jesu Sweet" by Bach-Geer and a traditional, "I'm So Glad Trouble Don't Last Always."

Tributes to Mr. Bhalla were given by Mr. Alan Reddick, '78, Morehouse College; Mrs. Jenelsie W. Holloway, '41, assistant professor of art; Dr. Edward E. Riley Jr., on behalf of President Stewart, and as dean of the College; Dr. Everett W. MacNair, former dean of the chapel, Talladega College; and Dr. Albert E. Manley, president emeritus, Spelman College. The tributes of Drs. Riley, Manley and Stewart follow:

As dean of the College, I want to express the sympathy of the entire faculty and staff to Professor Bhalla's family.

To us, he was an inspiration in his efforts to make the human experience more beautiful—both by his example as an individual and by his creative work.

All of us share the great loss, but we also express our gratefulness for having known Hans Bhalla and for the privilege of being a part of his sphere of influence—an influence which will be perpetuated throughout the decades to come.

Edward E. Riley Jr.

A division or department is organized that it may be administered, and it is administered that it may be instructed. Hans Bhalla was a good teacher, counselor, and administrator. As teacher, counselor, and administrator he was methodical, conservative, and

logical. I remember a comment about his ability as a teacher made by Yasmin Rajan, Class of '76 and a chemistry major, practically an A student, and now in her second year as a medical student at Meharry Medical College. She came to Reynolds one day and said she really appreciated Mr. Bhalla because he was always, fair, exacting, and demanding as a teacher. He had just reminded her in class that, even though she was a brilliant science student, she should not neglect to study for her art course, because she would develop more humaneness as a result of having taken this particular course seriously. That was quite an accolade from Yasmin, for she did not compliment her teachers often and knew how to evaluate their performance. Hans took a personal interest in his students and, as a good counselor, he often sent for them to discuss their personal and academic problems. He was a good counselor for another reason—he never discussed with anyone what his students told him in confidence.

He was an excellent administrator, and this is a rare trait in a good teacher, for, during my stewardship at Spelman, I found that few able classroom teachers wish to deal with administrative problems. It did not matter what Hans happened to be doing, whether packing paintings for an exhibit to be sent to another college or city, he did whatever his hands found to do well and with dispatch. Hans was so good in organizing and packing art works for display that many other artists recognized this as one of his unusual qualities. Edna Manley, the Jamaican sculptress, for example, recognized this rare skill and, when she was invited about three years ago to display her works at one of the best galleries in London, she thought of Hans and wanted him to do this chore for her. Unfortunately, he had other commitments and could not comply with her request.

It is my impression that Hans never got to do at Spelman and the Center the one project he wanted to do most. He had always wanted to organize all of the art works, including his own, in the member schools of the Center and share them with the other institutions. A wealthy supporter of Spelman

College was convinced by Hans that this should be done and agreed to put up the money. Hans was denied what he wanted to do most, because we could not convince one of the presidents in the Center to cooperate with Hans and the prospective donor in this project.

In the late 60s and 70s during the student rebellion, there were some faculty members and students who stated openly that Spelman, as a predominantly black college, should employ only black teachers in the art and other departments. Hans was very calm during the entire crisis. He never criticized his black brothers and sisters concerning their views, but instead he arranged a series of exhibits featuring outstanding black artists.

In the procurement of art works for the College, Hans was the expert and my traveling companion on trips to the Caribbean and other islands—Aruba, Curacao, Barbados, Haiti, Trinidad, and Jamaica. In dealing with art dealers and artists he exemplified a natural wit, decisiveness, and initiative. He expressed his views to them concerning their works with candor and inoffensively. They liked his way of dealing with them and, often, whether he bought their works or not, many of them would invite him to their homes for refreshments or dinner in the evenings.

Before delivering my final words of goodbye to Hans, I want to say that he was my friend. He would often come by my office and we would talk about the Art Department, its needs, and his hopes. In all our discussions, he was always rational and objective. For these reasons, I liked him, and considered him my friend. His abrupt death has cast a cloud over Spelman and over me, which I hope will be dispelled by the tomorrows we hope to experience.

Enough of the biography of Hans. As the late William Ernest Hocking of Harvard put it. . .

Biography is baffled unless a life, limited like a work of art, becomes in some sense the song of its own time, having indeed an epoch of its own, and a limited output into the public treasury. It is with the death of an artist that his work first begins to find its valuation and its historic emplacement.

The vessel which contains a life remains plastic and unfinished, until death, having its whole contents—rounds—in its end; then one can speak of the quality of that life, and of the shape of that vessel; and these become the meaning to the work of that personal name. Perhaps we may say that the thing we call individuality is not a pre-existing fact, but rather a possibility until death finishes the definition. Then alone is the person a complete qualitative fact, distinct from every other.

Now that Hans's death has finished the definition, we can say with objectivity and sincerity that he was a man of integrity, of high quality—a beautiful individual.

In concluding my brief comments on Hans Bhalla, I cannot avoid another reflection of Hocking, and would like to share it especially with Tami and their two sons: "Death when it comes should be the glad remembrance and celebration of love."

Albert E. Manley

It is with great regret and sadness that I pay tribute today to our fallen colleague, Professor Hans Bhalla. Were it not for a long-standing commitment to attend an Atlanta University Center Study Group meeting in New York City, I would be in Sisters Chapel at this time to join with the friends, beloved family and colleagues to pay tribute to his memory.

Born in what was, at the time, an English colony, India, and today, Pakistan, Hans Bhalla became an American citizen and trained at Talladega College and the Cranbrook Academy of Art, where he specialized in graphics, painting, and design. A member of Talladega's faculty from 1963 to 1967, Mr. Bhalla distinguished himself as a practicing artist and teacher. Joining the faculty of Spelman College in 1967 as an associate professor and, subsequently, assuming the responsibilities of chairman of the Department of Art, Mr. Bhalla continued to distinguish himself as artist, teacher, and scholar. Participating in numerous exhibitions and art shows across the country, Professor

Bhalla brought to himself and to Spelman College, the recognition and high esteem of the art world. His passing has left a deep hole in our faculty and in our hearts.

My personal regret is that I did not have the privilege and pleasure of knowing him better. During my short stay at Spelman, I found Professor Bhalla a hardworking and creative member of our faculty. It is with pleasure that my wife and I welcomed Mr. Bhalla into our home and worked with him so very closely in the acquisition and selection of art pieces for Reynolds Cottage. We are proud to have one of Mr. Bhalla's own paintings in our livingroom.

I had no idea how sick Mr. Bhalla was until so informed by my distinguished predecessor and Mr. Bhalla's friend, Dr. Albert E. Manley. It was with great personal pain that I followed the news of his final days. To my colleagues at Spelman and to Mr. Bhalla's friends and family, I express deepest sympathy. Our world and our College have lost such a fine human being.

Donald M. Stewart

IN MEMORIAM

Ms. Gloria A. Starks, a former member of the faculty, passed away in October. She was assistant professor of physical education at Spelman from 1951-56 and from 1958-76. Ms. Starks graduated from Spelman with a AB degree in 1943, and received her MA degree from Teachers College, Columbia University.

Alumnae News

Fulfilling The Spelman Dream

During the last few years, the alumnae of Spelman College, and foundations, corporations, friends, and the government have been approached for funds by a part of the College called the "Development Office."

Many alumnae probably wonder what this strange office is that sends reams of letters, brochures, return envelopes, pledge cards, and so forth. Some, no doubt, think of it as the "Gimme Office" that sends out all those "gimme letters." Others view it as an office to which they send donations and presto! a receipt with a thank-you letter comes back.

The concept for a development function can be traced back to the founders of Spelman College. Both Miss Packard and Miss Giles saw the necessity for raising money to carry out the dreams they had for the College and its students. They saw that the gap must be closed between what they wanted for the students and what they could do with the resources at their disposal. As the aging documents in the Spelman archives show, these women would sit down at the end of a long day and, by flickering candlelight, take pen in hand to write to their friends. Their letters would explain the exciting progress the College and its students were making and the potential that existed, and stress that there just was not enough money to do all the things they wanted to do. The letters usually closed with pleas to their friends to support the College with gifts. The eloquence and effectiveness of these early development efforts are reflected in the growth of the College.

There is an old adage which says, "The more things change, the more they stay the same." Spelman College has grown by leaps and bounds, and the student body is larger and brighter than ever before. The potential for these students is unlimited. Yet the gap between what we can do and what we want to do still exists, just as it did in the days of Misses Packard and Giles. The effort to close the gap now centers in this place called the Development Office.

The Development Office is staffed by dedicated employees who collectively have over a quarter of a century of employment with the College. Its goal is to approach the various constituencies that form the Spelman family in a professional but sensitive manner in order to solicit funds which will enable the College to maintain its high standard of excellence while helping the students reach their greatest potential.

In its approach to the alumnae, the Development Office works hand in hand with the Director of Alumnae Affairs, Kathleen Jackson, to ensure that the alumnae are given the opportunity to share in the ongoing support of the College. There are several avenues for giving open to the alumnae. At times, these multiple options create some confusion, so perhaps a brief explanation would be in order.

There are three broad approaches in the solicitation of alumnae—the National Campaign, Annual Giving, and Deferred Giving. The National Campaign, which was conducted in the early 70s, was an intensive effort to solicit gifts that would be placed in endowment to provide income for future years. The alumnae responded to this campaign with enthusiasm and dedication—which is their hallmark. Many made substantial pledges which they agreed to honor over a period of two to three years. A good number of these pledges has been paid in full and others are in the process of being completed. A national campaign is such a huge undertaking that it is launched only at a few selected times during the history of a college.

Another approach, Annual Giving, is, as its name implies, a yearly effort. Annual giving is the solicitation of unrestricted funds (i.e., funds to be used as needed by the College) in the hope that dedicated alumnae will contribute on an annual basis to the College. Under this broad approach of annual giving, the alumnae have several options of contributing. Among these options are:

FOUNDERS DAY: This is the traditional time of giving for many alumnae. Historically, they send their donations for the April 11 Founders

Day Celebration.

REUNION: Many alumnae commemorate the anniversary of their graduation with a gift, as individuals or as a class, at the time of Reunion (late May or early June).

CENTURY CLUB: Composed of alumnae and friends who make an annual contribution of \$100.00 or more to support the College, the Century Club is the most recent form of making annual contributions.

PARENTS CLUB: Parents whose daughters are currently enrolled at Spelman also provide financial support for the College. In the case of second- or third-generation students, mothers may make contributions via the Parents Club.

BUSH FOUNDATION CHALLENGE GRANT: Supporting all of the above options of annual giving is the Bush Challenge Grant. The purpose of this grant is to increase both the amount of alumnae giving and the number of alumnae who contribute. The Foundation will give one dollar for every dollar the alumnae contribute over and above last year's amount. In addition, the Foundation will award the College \$3000.00 for every forty new alumnae donors. In effect, any unrestricted dollar donated to the College through any of the above annual giving options will be doubled. The potential impact of the Bush Challenge Grant on closing the gap first identified by the Misses Packard and Giles is significant.

The third possible method of supporting the College is commonly called Deferred Giving. Deferred giving involves gifts to the College of which it does not take possession until a later date. An example of this approach is gifts written into the wills of alumnae, designating the College as the recipient. Another approach is to name Spelman as beneficiary of a life insurance policy. These types of giving have a very positive long-range impact on Spelman's financial status.

One of the purposes of the Development Office is to present all the various options to alumnae and friends of the College. The staff of the Development Office stands ready and willing to answer questions or assist the alumnae in their efforts to support

the College financially, and they should feel free to call upon the Development Office for assistance at any time.

The various giving options open to Spelman alumnae are directed toward providing a strong financial base for their alma mater. Only with active support from its alumnae will the College be able to maintain the dream of Sophia Packard and Harriet Giles. That dream still lives today and is stronger than ever before.

A. Toy Caldwell Receives Doctorate

A. Toy Caldwell, '73, completed requirements for her Doctor of Philosophy degree in the area of clinical psychology. Her dissertation was entitled, "Comparison of Assessment Modes with Low Assertive Men and Women." During her four years of doctoral work at the University of Georgia in Athens, Georgia, she was involved with minority recruitment and was chairperson of the committee during her last year of study. She also served on the admissions committee and was student representative to the departmental faculty. During Toy's first two years at the University, she was supported by a United States Public Health Grant and during her final year she received Southern Fellowship funding and was a teaching assistant.

In 1976, Toy completed her clinical internship at Brown University Medical School/Butler Hospital in Providence, Rhode Island. During that time she developed an interest in social skills deficits and obsessive compulsive behaviors. Much of her extended research has been in those particular areas. In August of 1977, she participated in a symposium on Behavioral Approaches to Treatment at the annual convention of the Association of Black Psychologists in Los Angeles, California. In December of this year she will cochair a workshop on Behavioral Treatment of Women at the Association for Advancement of Behavioral Therapy annual convention in Atlanta. She will also present a paper in the area of social skills deficits.

Currently, Toy is employed by the University of Manitoba in Winnipeg, Manitoba, Canada. She is an assistant professor in the Psychology Department. Her home address is 114-140 Ulster Street, Winnipeg, Manitoba, Canada R3T-3A2.



LaTanya Richardson Tours With Broadway Play

Since October, LaTanya Richardson, '74, has been touring with the road company of *For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf*. The famous Broadway show has toured in Washington, Chicago, Milwaukee and Boston and will continue to move west, ending in Los Angeles.

In March, LaTanya leaves the road and heads back to New York where she will take a leading role in the play, *Unfinished Women*, produced by Joseph Papp's Shakespearean

Theatre. The play was performed around the city of New York during the summer and during the winter will be opening off-Broadway.

LaTanya is familiar to many Atlanta theatergoers. She began her theatrical career as a member of the Morehouse-Spelman Players. She also was a member of the New Cosmos Cultural Theatre, Atlanta's first professional black theatre group. In 1976, she toured with *The Best Man*, starring E. G. Marshall and Victor Jory. This year she was named "Woman of the Year in the Arts" by the Trinity AME Church in Atlanta, Georgia.

The *Messenger* congratulates LaTanya and wishes her the best of luck as her career blossoms.

Valarie Greene King Receives Doctorate

Valarie Greene King, '67, received the PhD degree in counseling psychology from American University in Washington, D.C. in August of this year.

She is currently employed by Bethune-Cookman College in Daytona Beach, Florida, as director of the College Counseling Center. She and son, Steven Randolph, are at home at 838 N. Kottle Circle, Daytona Beach, FL 32014.

Spelman Alumnae Receive Graduate Degrees From Atlanta University

During Atlanta University's Summer Convocation, which was held on August 5, six alumnae received graduate degrees. Two received Master of Science degrees: **Robin Brown Conyers**, '75, in biology, and **Sheila Marie Smith**, '76, in mathematics. **Desiree Carol Sias**, '71, received the Master of Social Work degree; **Merchuria Chase Williams**, '69, received the Master of Science in Library Service (MSLS) degree. In the field of education, **Joann T. Johnson**, '75, received the Master of Arts degree, and **Joyce Anne Ferrell Clark**, '64, received the Specialist in Education degree.

Lost and Found Department

We are happy to report that we have "found" the persons listed below:

'76
Jennifer M. Harper

'75
Fragelia P. Pittman

'73
Denise Barefield-Pendleton
Verona N. Foggy
Stephanie Gill
Marilynn Jackson
Angeline Miller
Emmie D. Roberts
Ann F. Simmons

'72
Dorothy M. Atwater
Rita Hector
Lauretia Henderson
Rica L. Miller
Sibyl Sims Carley
Melva Wilder Sloan
Debra R. Smalls
Gwendolyn Ward Williams

'71
Brenda Burress Patrick
Gail Y. Charleston
Sharon B. Jones
Mary "Tina" McElroy

'70
Glorious Leatherwood
Julia Ross Dye
Elsie E. Wimbush

'69
Alice McKinney
Johnnie Woolfolk Griffith
Sharon Pierro Burks

'68
Phyllis A. Curry
Janice W. Friend
Joan Gaillard Fambrough
Patricia Hill
Diana Wilson Clark

'67
Mary J. McMullen

However, although "you find some, you lose some," to coin a phrase, we are still saddened that we have not found more of those alumnae for whom we do not have correct addresses. Again we ask you for help. If you know any of the persons listed below, would you please send us their address? Or, if you prefer, would you ask that person to drop a note to us giving her whereabouts? Write to the Alumnae Office, Spelman College, Atlanta, GA 30314.

'76
Leah L. Bass
Josephine Bryant
Cynthia J. Curinton
Jacquelyn Jackson Lee
Vickie Franks Reed
Teri D. Johnson
Deborah G. Ligon
Carol T. McClendon
Karen L. Ross
Jeta Lynn Edwards
Carole Fireall
Jill Haywood Allen
Belinda Neal
Diana Scott
Rosalyn Shelton

'75
Sheila M. Bailey
Frances E. Bullock
Jacquelyn R. Hall
Amelia K. Hamilton
Sheila L. Jack
Ramona I. Jones
Debra L. Mills
Cynthia Obleton
Maxine E. Rucker
Adena Smith Wright
Sheree Stephens
Fannie P. Swain
Sheila S. Turner
Georgette Woodward Jones
Lindsey S. Word
Clarissa D. Bethel
Debra E. Blaylock
Marian L. Cobb
Adrienne L. Dumas
Joan Dean Edwards
Yvonne Ellis
Marialaine Hardy
Hilda Holloman West
Caroline Njuki
Donna Porcher
Elaine Ross Thomas
Lydia Shiyabola
Myrtis D. Thomas
Avis Topps
Janice Warner
Eva Washington

'74
Ayana R. Abdallah
Anita Beeks
Renee M. Board
Trojanell Bordenave
Audrey L. Bradley
Tresa A. Brown
Denise J. Champion
Frankie Gray Cummings
Lanell E. Delco
Marcia A. Dewberry
Melette A. Dickens
Alycia M. Dixon
Carol A. Foster
Johnetta Gregg Gaffney
Irene Derry Gibson
Diane Henry Jackson
Valeria L. Howard
Beverly A. Johnson
E. Ginger Johnson
Myrna Williams Johnson
Pamela K. Lewis
Xanthene E. Loyd
Donna L. Martin
Neva McGhee Richardson
Norma M. McMillan
Mattie Clark Nelson
Jacqueline Paige Green
Audra P. Pender
Fay A. Peters
Diane F. Raysor
Sylvia Glenn Simmons
Tyra Bennett Simmons
Lisa V. Stamper
Ethel L. Stewart
Ernestine Walker
Cassandra Wiggins
Maria Williamson Johnson

Fracenia Zanders
Linda Adkins
Gwendolyn Broughton
Margaret Colley
Hermita K. Dees
Michelle Hicks Zackry
Barbara Leonard
Ivy Prout
Deborah Robinson
Katherine Tutt
Denise White

'73

We are especially anxious to reach members of this class, as they will celebrate their fifth reunion year in May 1978.

Debra A. Allen
Daren M. Anderson
Linda C. Anderson
Cheryl Brooks Maddox
Andretta C. Bryant
Doris J. Cato
Anita E. Dabney
Andressa M. Davis
Brenda Davis Stone
Audrey Diggs
Myra U. Dubar
Dale M. Evans
Margaret Franklin Craig
Joan C. Hagood
Dotty M. Hampton
Sandra R. Harris
Darlene B. Henderson
Paula Hicks Hudson
Constance I. Johnson
Kathy Y. Loman
Fleda M. Mask
Janet McCall Milton
Lelia B. Menefee
Mona Norrell Mallory
Jacqueline Nutt White
Anita Riddle
Mary Lundy Robinson
Bernadette A. Shade
Bernice Steptoe
Patricia Walker
Beretta L. Ward
Lundia B. Williams
Linda P. Willingham
Carolyn York
Janice Cross
Patricia Davis
Marna Hale Gaston
Earnestine Hammett
Darnell Ivory
Patricia Mayo
Shirley Miller Jackson
Audrey Richards
Melanye White

'72

Earlene Abrams
Wanda E. Brown
Diane M. Campbell
Glenda L. Cloud
Wynelle K. Coleman
M. Diane Desmond
Judy Dorsey Davis
Cora L. Flynt

Jacquelyn Henderson Wilson
Janice A. Heyward
Deborah V. Hughes
Victoria A. Jackson
Zenobia Johnson
Nannette Y. Jones
Vernetta B. Lamar
Phyl R. Macon
Kathleen McGhee Jordan
Barbara Nicholas Mitchell
Shirley A. Moore
Carole O'Neal
Cheryl Stuart Owens
Barbara Phillips Smith
Linda G. Quillian
Judith E. Ransom
Carol Rawls Davis
Josephine Reed Taylor
Karen Roberts Kelley
Gloria Robinson Ford
Donna Simmons Davis
Jerrilyn B. Thornton
Valeria A. Vann
Joquetta S. Wells
Pamela T. Whitehead
Carolyn Williams Brock
JoAnn Williams
Brenda J. Wood
Bettye B. Wynn
Sydney Bush
Lorraine Glover
Lillie Simmons

'71

Bessie Campbell Henderson
Ava I. Chatman
Edna L. Crenshaw
Vera L. Driver
Geraldine Durrah
Claudia Edwards
Sharon P. Fennell
Carol Foston Turpin
Lenda Gaillard
Veronica Glass Wright
Sheilah Graham Black
Anita Graves
Portia Griffin
Thelma Hallman
Vanessa Hamilton Thomas
Gloria L. Hendricks
Joyce Horton Dial
Gwendolyn Jones West
Carmen B. McClure
Vivian Mallory
Margaret Mills Williams
Anita O'Neal
Carmen J. Owens
Janice Peters Townes
Lois Pettiford Griffin
Regina R. Roberson
Judith A. Sells
Teia Sinkfield Bryant
Gloria L. Smith
Lisa M. Strait
Sharon T. Strong
Wanda W. Truesdale
Pamela Weston
Sylvia E. Wideman
Veronica Carter
Charlyn Harper-Bolton
Sandra Hendrix Penn
Karen Hughes

'70

Mollie Allen Marshall
Betty Anderson
Alicia L. Arnold
Kathy Bailey Smith
Luella Nichols Brown
H. Yvonne Bryant Thomas
Fredna Burnett
Earnestine Butts
Geraldine Colvin
Earnestine Jackson Compton
Bettie L. Cox
Natalie E. Dickerson
Linda Fowler McNeil
Ernestine Steward Gray
Dorothy Baker Grisham
Mary Hatcher Maddox
Jeannette Hughes Whittenburg
Barbara L. Johnson
Joanne Johnson
Elsie Key
Carole A. King
Deborah Leavenworth Carter
Carole A. Lofton
Jacqueleen Micheal
Sandra J. Mincey
Carmen F. Moody
Cheryl Morgan McWhorter
Sylvia E. Murrell
Delphine V. Nelson
Theresa J. North
Janis Parkmon
Pearlie M. Perkins
Bernice Scales
Daisy W. Smith
Virginia L. Smith
Trudy M. Spears
Gwenelle M. Styles
Brenda Y. Sutton
Laraine Alexander Vance
Angela M. Veale
Barbara Whited Washington
Brenda Williams White
Gail L. Williams
Wilma Williams
Sara N. Williford
Carolyn Wise
Charlesetta R. Woodard
Phyllis M. Davis
Octavia Smith Hale
Wanda R. Henry
Dorothy J. Marbury
Jacquelyn Marks
Sarah Nelson
Cynthia Newton
Ethel Richardson Alston
Mae Carter Smith

'69

Elizabeth Ammons
Carolyn Arnold Mitchell
Alma Battle Grier
Betty A. Coleman
Barbara Dancy Gaffney
Mildred Ingram Dean
Sharon Fears Redding
Phyllis Gray
Cynthia Hall
Beverly Alexander Harris
Zelma Harris
Jacqueline Howard

Wilhelmina Howell
 Marilyn Hunt Lewis
 Mamie Jackson
 Betty Johnson Hatcher
 Avonia Lemons
 Sandra Lewis
 Miriam McReynolds
 Edna L. Martin
 Anna Miller Williams
 Ivy Tembo Mwamba
 Cheryl Parsons
 Jeanette Pitts Fambro
 Gloria Ricks Drayton
 Marita Robinson Brown
 Margaret Ware Reid
 Mattie Carroll Ingram
 Ernestine Clowers Edwards
 Faith George Douglas
 Evanda McDowell
 Cynthia J. Smith
 Katie Weaver

'68

We are especially anxious to reach members of this class, as they will celebrate their tenth reunion year in May 1978.

Rosie L. Alexander
 Carmen G. Anthony
 Kathleen V. Billips
 Barbara L. Clark
 Clara Durant Tyler
 Agnes A. Foy
 Adreane Thompson Gordon
 Marsha Harris Clement
 Carlene Henderson
 Janice Holloway Nixon
 Carolyn L. Hughey
 Carolyn B. Johnson
 Sandra J. Johnson
 Carolyn Jones Henderson
 Rose Belle Jones
 Saundra Kirk Williams
 Lillian P. Kotovsky
 Delores R. Lanier
 Beverly Leaphart Pitts
 Elaine Martin Freeman
 Carolyn Marzette Bolivar
 Ruth V. Mason
 Eloise E. McCoy
 Cynthia F. McElroy
 Sarah Merritt Finley
 Linda Paramore Ford
 Faith Pugh Henderson
 LaNora Reddix
 Olivia Nesby Robinson
 Phyllis Rutledge Jones
 Jacqueline Sanders Sampson
 Rebecca C. Shaw
 Mary Potts Sinclair
 Beverly Smith Dore
 Cynthia J. Smith
 Elizabeth Spraggins
 Sandra P. Stansell
 Patsy E. Stephens
 Dianne Stevenson
 Cassandra Taylor Savoy
 Gwendolyn Taylor Boyd
 Joan S. Taylor
 Alexis Walker Bolden
 Ruby Walker Davis

Marva D. Williams
 Vivian L. Williams
 Alberta Wright Clark

'67

Ruth E. Baety
 Adrienne M. Barksdale
 Constance Burton Scott
 Saundra Chisolm Austell
 Jeanie Dixon
 Faye L. Glover
 Verna J. Grier
 Debra Houston Walker
 Barbara J. Jackson
 Arlene Johnson Phillips
 Martha Jones Welch
 Mary Jones Smith
 Rose L. Marion
 Anna Porter Hamilton
 Patricia Ricks
 Thelma Rollins Mason
 Yvette Savvoir Bradford

'66

Gloria Matthews Bailey
 Jo Anne Bethel
 Marie Biggers Valentine
 Claire R. Brooks
 Jacqueline Burgess Chatmon
 Anita Burnette Houser
 Carolyn Clarke
 Geraldine Davis
 Audrey Harrison Swann
 Marilyn Holt Sende
 Michelle Hood Pendarvis
 Dianne C. Irving
 Angela King McCloud
 Barbara Lakes
 Barbara Shropshire Leggett
 A. Madeline McClellan Williams
 Scheryl Morgan Mitchell
 Sheryl R. Moss
 Joe Anne Owens Williams
 Esther Pennymann
 Juanita L. Price
 Vernitia Sharpe Terrell
 Shirley R. Simpson
 Martha K. Sims
 Ester L. Smith
 Ralphine Thompson Hammett
 Barbara J. Varner
 Elynor A. Williams
 Ruth E. Williams
 Sarah L. Williams
 Marilyn Wilson Willis

'65

Clara M. Bates
 Blanche L. Carter
 Myrtle D. Coppedge
 Tama Davis Douglas
 Gloria J. Dennis
 Patricia Dixon Pillow
 Barbara Durrah Fletcher
 Alberta Foster White
 Millicent Gamble Jackson
 Delores Griggs Royal
 Charlotte Harris Owens
 Mary J. Hendrix
 Barbara Henry Ferguson

Jeanne Holloway Carter
 Anna Jefferson Woodard
 Barbara L. Jinks
 Mary F. Johnson
 Yvonne Kyles Hammonds
 Sylvia Lawrence Norman
 Bettye Lynn Dixon
 Gloria B. McCants
 Shirley A. Myers
 Sylvia Pindle Taylor
 Georgianne Sanders
 Mary Smith Thompson
 Cecelia Tucker
 Audrey J. White
 Dorothy Wideman Washburn
 Emilie Williamson Allen
 Debra Woods

'64

Laura Akridge Morgan
 Johnetta P. Anderson
 Elinor Atkins Fowler
 Lugenia C. Beasley
 Sadye Beasley
 Shirley Bullard Talley
 Willienor Caruthers Eaton
 Jacquelyn Dennis Wilder
 Carolyn Foley Lockhart
 Sarah Freeman
 Betty J. Gibbs
 Ophelia Gilbert Richards
 Jo Ann Groves
 Betty Hall
 Barbara J. Henry
 Georgene Jackson
 Annette Jones
 Anette Jones White
 Faye L. Jones
 Marcelite C. Jordan
 Charlotte Mize Johnson
 Pearlle Orr Sanders
 Mildred Roberts Anderson
 Barbara Rogers Luttery
 Jessie Stith
 Bettye R. Stokes
 Alice R. Washington
 Geneitha D. Welch
 Frances H. Williams
 Valjean E. Williams
 Yvonne Woodard

'63

We are especially anxious to reach members of this class, as they will celebrate their fifteenth reunion year in May 1978.

Jennifer Adhiambo
 Lula B. Arney
 Jean Berrien Rogers
 Ora Bruno
 Katie Coleman Rayford
 Dorothy R. Dalton
 Bettye Darden Pegues
 Barbara A. Freeman
 Vera Gilham
 Beatrice Hargrove Clemons
 Estrelita Holloway Smith
 Betty Howell Dunaway
 Lessie Jackson McMillian
 Loretta Boyce Mathews
 Sonya Mixon Goldsboro

Catherine Morris Ferguson
 Marecia Moton Smith
 Agnes Orbert Nelson
 Barbara Prather Johnson
 Mary J. Reid
 Earline Robinson
 Adye Sampson Evans
 Dorothy N. Sampson
 Elinor Smith Tootle
 Naomi L. Springer
 Mary E. Watts
 Loretta E. White

'62

Barbara Arrington Day
 Barbara Barnett Petty
 Sadie Brinson Brooks
 Joyce L. Cash
 Clarella Y. Cooke
 Emily R. Cuby
 Patricia Ingersoll Turner
 Edith Irvins
 Martha B. Jones
 Joella Marshall
 Jacquelyn M. Pertilla
 Martha E. Randall
 Juanita Rhodes McElroy
 Quinnette Rhodes Brown
 Miriam E. Robinson
 Genevieve Rucker Teagney
 Maudestine Simmons
 Gwendolyn Wales Hathaway
 Frances Wyatt
 Barbara Young Coles

'61

Gloria Banks Ewings
 Evelyn Sterling Bennett
 Yvonne Carey
 Bennie Phelps Cost
 Bette Davis Courtney
 Joan Dixon Johnakin
 Theoria Y. Evans
 Willie Gardner Pettis
 Henrietta Greene
 Betty Houston Brown
 Emmie J. Jackson
 Lois Johnson
 Madelyn E. King
 Gwendolyn Lawson
 Rose Levant Cannida
 Barbara J. Price
 Jeannette L. Reid
 Bertha M. Singleton
 Joy Stewart
 Angel Williams
 Bettye J. Williamson
 Norma Wilson Davis

'60

Mattie Bembry Sims
 Gloria Braswell Cole
 Clay Cannon Days
 Virginia Clark
 Teena Scott Delgado
 Mary E. Dockett
 Rozell Douglas
 Mary F. Heard
 Bobbie Irvins Bailey
 Clara L. Johnson
 Grace King Poitier

Shirley Liggins Hall
 Barbara Marks Eberhardt
 Theresa Morris Williams
 Judith Owens Poindexter
 Bettye Saunders
 Betty A. Smith
 Joycelyn H. Walker
 Barbara Wright Hamilton
 Ann E. Wyatt
 Katie P. Young

'59

Minnie L. Alderman
 Joan Anthony Gresham
 Dorothy Carithers Henderson
 Dorothy Coleman Peay
 Lillie Dennis Hobbs
 Isabel Dyer
 Geneva Evans Bishop
 Shirley Graham Wallace
 Geneva Hood
 Sylvia Howard
 Jamie Johnson White
 Virginia Johnson Ponder
 Anna Jones Harris
 Helen Kerr Hall
 Barbara King Peek
 Corinne Long Amey
 Gloria Miller Hudson
 Irene Stokes Johnson
 Jeanell Stovall
 Roedean Strong Anderson
 Dorothy Thompson DeRamus
 Arie L. Washington
 Theresa Wiggins
 Ara Yates Patridge

'58

We are especially anxious to reach members of this class, as they will celebrate their twentieth reunion year in May 1978.

Helen Barlow Pace
 Mary L. Bolden
 Marion Bottoms Alfred
 Louistine Cobb Jackson
 Renelda Cross Belcher
 Rosa Jones
 Shirley Knott Washington
 Barbara McBeth Hanton
 Winona P. Marshall
 Eurtistine Martin
 Frances Peterson Jones
 Saralyn Ricks Fribley
 Ida Simmons
 Nona E. Smith
 Shirley Starnes Drew
 Carol Stewart
 Betty J. Stone
 Betty A. Walton
 Frances D. Ward
 Elizabeth G. Waters
 Dorothy R. Worthly

Chapter News

Atlanta

In July, members of the Atlanta Chapter of the NAASC met at Friendship Baptist Church, where Spelman was founded. Among those present was Mrs. **Annie Alexander**, a former student whose grandmother was one of the eleven students in the first Spelman class on April 11, 1881. Mrs. Alexander is 100 years old.

Elizabeth Dawson, '52, hosted the chapter's meeting in August, during which plans were outlined for the remainder of the year, including the participation by Atlanta alumnae in the inauguration activities (see pp. 23-25).

Detroit Chapter Hosts Great Lakes Regional Conference

From Friday, September 30, until Sunday, October 2, members of the Detroit Chapter of the NAASC were hosts to alumnae from throughout the midwest area at the annual Great Lakes Regional Conference. The conference was cohosted by the Detroit Morehouse College Alumni Association, which held its annual Midwest Regional Conference at the same time. The joint event was held at the Michigan Inn in Southfield, Michigan.

The agenda was as follows:

Friday, September 30, 1977

5:00 p.m.
 Registration and Hospitality
 Cocktails

Saturday, October 1, 1977

8:30-9:00 a.m.
 Registration
 9:00 a.m.
 Breakfast
 9:30 a.m.
 Welcoming Remarks
 1. Ansonia Walls, President, Detroit Spelman Chapter
 2. Bill McGill, President, Detroit Morehouse Club
 9:35 a.m.
 Introduction of Guest Speaker
 Dr. Charles Morton (Speaker)
 10:00 a.m.
 Business Meeting
 12:00 noon
 Coffee Break

2:00 p.m.

Luncheon

2:45 p.m.

Acknowledgment of Representatives from Schools with Accompanying Greetings

Acknowledgment of National Alumnae/Alumni Presidents with Accompanying Remarks

Acknowledgment of Regional Vice Presidents

3:30 p.m.

Business Meeting

4:30 p.m.

Meeting Adjourned—Hospitality Suite Reopens

9:00 p.m.

Annual Fall Dance

Latin Quarter

3067 E. Grand Blvd.

Detroit, Michigan

During the business meeting, **Ansonia Walls**, '45, president of the Detroit Chapter, welcomed all present. **Fannie Dukes Bryant**, '45, chaired the meeting. Presidents of each of the chapters in the region made reports: **Ansonia Walls** for Detroit; **Pamela Lewis**, '70, for Cleveland; and **Florine Rattliff**, '63, for Chicago.

Members of the region voted upon and accepted bylaws for the Great Lakes region. The bylaws were based, in structure, upon the bylaws of the NAASC.

After the luncheon, the business meeting continued. **Manya Carter**, '41, was presented a plaque in recognition of her service as the first coordinator of the Great Lakes region. **Ruth Yarbrough**, '49, also received a plaque for her service as first secretary-treasurer of the region.

The host for the 1978 regional conference will be the Cleveland Chapter.

Saturday evening, Spelman alumnae joined Morehouse alumni for the annual fall dance of the Spelman and Morehouse chapters. The festive event was held at the Latin Quarter in Detroit.

Business continued on Sunday morning. Members voted to increase the size of the region's executive committee by adding three at-large members: **Joyce Bennett**, '71, **Cheryl Graham**, '77, and **Carol Upshaw**, '74. Other members of the region's executive committee are: **Fannie Bryant**, **Frieda M. Hampton**, '51, secretary-treasurer; **Dr. M. Clyde Bennett**, '61, vice coordinator; **Eloise Warrick**, '49, vice secretary-treasurer.

Presentations were made to the alumnae from two College administrators—**Theresa Chandler**, '70, acting

director of admissions, who spoke on alumnae involvement in recruiting, and **Kathleen A. Jackson**, '73, director of alumnae affairs, who brought information on the College and alumnae programs. Between the two presentations from the College, a slide show was presented to bring the alumnae visually up to date on the campus.



SCHOLARSHIP RECIPIENTS RECEIVE CORSAGES FROM LOS ANGELES CHAPTER: (l-r) Ronee McLaughlin is pinned by chapter president Jacqueline Ormes, while Mei Ling Seward receives her corsage from scholarship committee chairperson Laura Odem.

Los Angeles

Freshmen and returning students were special guests at a recent Installation Luncheon of the Los Angeles Chapter of the NAASC. Mei Ling Seward and Ronee McLaughlin, who are both freshmen, were the recipients of scholarships totaling \$1,000. The young ladies were the top candidates recommended by the chapter's Scholarship Committee, which is headed by **Laura Burton Odem**, '68.

Jacqueline Ormes, chapter president, made the presentation of the scholarship awards. The featured speaker at the luncheon was Mr. Fred Jackson, president of the Los Angeles Morehouse Club, who praised the achievements of Spelman alumnae in business, education, medicine, law, and national affairs.

Following the installation of officers for the Los Angeles Chapter by Mr. Jackson, **Callie Herndon Satcher**, '63, graciously responded to rounds of applause from members, guests, and students for her outstanding performance as chairperson for the installation-scholarship luncheon.



NEW AND RETURNING SPELMAN STUDENTS HONORED RECENTLY BY THE LOS ANGELES CHAPTER: seated (l-r) Youlita Duncan, Carlotta Trammell, Nancy West. Standing (l-r) Tracey Willard, Marian Means, Betty Meshack, Helen Nicholson, Karen Kendrick, Ronee McLaughlin, Danette Anderson, Mei Ling Seward.



OFFICERS OF THE LOS ANGELES CHAPTER, NAASC: seated (l-r) Dianne Anderson, Jacqueline Ormes, Callie Satcher; Standing (l-r) Barbara Bell King, Augusta Holiday, Lucille Pulliam, Thelma Southerland, Vivian Johnson, Edith Beavers, Laura Odem, Glenna Hayes.

New officers for the chapter are: Jacqueline Ormes, president; Callie H. Satcher, vice president; Dianne Anderson, recording secretary; Edith Henry Beavers, '42, assistant secretary; Norma Payton Reid, '45, corresponding secretary; Thelma Southerland,

treasurer; Laura B. Odem, financial secretary; Augusta Holiday, '36, parliamentarian; Lucille Pulliam, HS '22, chaplain; Barbara Bell King, '44, public affairs; and Myrtle Thomas, '62, historian.

New York

Ida Curry, '32, and Virginia McCoy, '44, represented Spelman at a College Conference held in the spring at Riverside Church in New York City.

The chapter recently hosted a dinner for Dr. Donald Stewart, Helen Humphrey, 45, and Kathleen Jackson, '73, who were in New York to attend the annual fall meeting of the Spelman College Board of Trustees. The evening proved to be enjoyable and interesting for all present as presentations were made by Dr. Stewart, Mrs. Humphrey, and Ms. Jackson, and alumnae asked indepth questions of each. The affair was held at the elegant Top of the Sixes restaurant in New York.

Ida Curry is president of the New York Chapter.

Northern California

Members of the Northern California Chapter of the NAASC have elected new officers for 1977-78. They are: Jacquelyn Kirby Boyette, '67, co-vice

president; Jean Blackshear Harris, '57, co-vice president; Kay Suthern Rachel, '65, recording secretary; Gussie Turner Steele, '45, corresponding secretary; Julia L. Dixon, '60, assistant corresponding secretary; Gloria Davis Dent, '48, treasurer; Sandra Holliday, '68, college recruiter; and Margaret Woodard Woods, '63, parliamentarian.

Washington, D.C.

Members of the chapter are sponsoring an \$1800 scholarship to the College this year. Meeting at the home of Mrs. Susie Foshee in November, Washington alumnae recapped the 1977 Northeast Regional Conference, which they hosted, and made plans for the remainder of the year, which include worshipping together at a church for Founders Day and a trip to the races. Chapter members also decided to make the dance held during the recent regional conference an annual event.

Dorothy M. Pleasant, '52, is president of the chapter.

Class Notes

'17

Cora Howard McGhee recently wrote to the College. She is now retired after having had a teaching career that lasted more than forty years. She did additional study at Hampton Institute, and State Teachers College in Montgomery, Alabama and at Tuskegee Institute.

Cora's career began as principal of the War School in Muscle Shoals, Alabama, from 1917-18. In the years that followed she was a school superintendent of City Schools in Montgomery, Alabama for eight years. She was a grade school teacher with Rockford Elementary Schools in Rockford, Alabama for seventeen years and also taught in Birmingham, Alabama.

Her current address is P.O. Box 31, Livingston, AL 35470.

'26


Congratulations to Mrs. Hattie Cotton Hurse, who recently celebrated her fiftieth wedding anniversary. She and husband, Alexander, commemorated the happy occasion in July by touring the entire state of Florida.

'31

Florence Morrison Hogan was one of seven panelists on a medical forum on "Child Abuse" held in October at Wheat Street Baptist Church in Atlanta, Georgia. She is treasurer of the National Alumnae Association of Spelman College, and resides at 2825 Chaucer Drive, SW, Atlanta, GA 30311.

'42

Evelyn Ebbs May became a member of the Delta Sigma Theta Sorority, Savannah Alumnae Chapter, in September. She is president of the Savannah Chapter of the NAASC and resides at 630 East 36th Street, Savannah, GA 31401.


'48 

Dr. June Dobbs Butts is now in private practice in Washington, D.C. Her new address is 11700 Old Columbia Pike, #1414, Silver Spring, MD 20904.

'52

The Alumnae Office is happy to have an address for **Bess Nixon Reynolds**, after many years of no communication. She lives at 86-91 Palo Alto Street, Holliswood, NY 11423.

Dorothy Mapp Pleasant recently attended the American Business Women's Association convention in Salt Lake City, Utah. Approximately 3600 women from across the country attended the meeting. Dorothy was selected "Woman of the Year" by the Washington Chapter of ABWA. She was also the chapter's delegate to the convention, at which 1000 of the women attending were "Women of the Year" designates from their local chapters. (See *Spelman Messenger*, Vol. 93, No. 4, 39.)

'53 

Carolyn Heath Primus is now on exchange for the 1977-78 school term at Chadway Junior School, Lichfield Road, Wednesfold, Wolverhampton, West Midlands, England. The exchange is sponsored by the *Hays-Fulbright Act* and is directed by the U.S. Department of International Teacher Exchange in Washington, D.C.

Carolyn, a teacher of multiage-level family grouping at Twin Peaks School in San Francisco, will return to her school in September 1978. Her home address is 72 Camborn Drive, San Francisco, CA 94132. Her address in England is 3 Mount Drive, Wombourne, West Midlands, England.

'55

Essie Jewell Eason received the MED degree in early childhood education from Georgia State University in Atlanta on August 20. With husband, Alfred, she resides at 3186 West Manor Circle, SW, Atlanta, GA 30311.

'57

Ernestine Miles Mann was named "Teacher of the Year" at the L.O. Kimberly Elementary School in Atlanta, Georgia, where she teaches 5th-grade language arts. She was voted upon by faculty members of the

school to represent them in the city-wide "Teacher of the Year" competition. Each candidate had to meet certain educational, professional, and civic criteria to be selected. In November, the Atlanta Association of Educators honored Ernestine and all other TOTY in the city.

Ernestine is coordinator of the Southeast Region of the National Alumnae Association of Spelman and is also parliamentarian of the NAASC.

'61


Congratulations to **Dr. M. Clyde Bennett** who was recently elected as the new president of *Phi Delta Kappa* fraternity. The fraternity is a national organization composed of persons in the fields of education and research.

Clyde should also receive laurels for receiving the PhD degree in December 1976 from the University of Michigan; her area of study was educational administration.

The vice regional coordinator of the Great Lakes Region of the NAASC, Clyde makes her home at 8373 Miller Road, Swartz Creek, MI 48473.



Dr. M. Clyde Bennett

'63 

Brenda Hill Cole recently passed the Georgia Bar examination and is now working in the Office of the Attorney General of the Georgia State Law Department. She handles items relating to charitable trusts and bankruptcy law.

During the summer, Brenda received the JD degree from Emory University School of Law, Atlanta. She also holds the MSLS degree which she obtained from Atlanta University in 1967. While at Emory, Brenda was elected to the Honor Court and the Student Bar Association, and received an Earl Warren Legal Scholarship to aid in her studies.

With husband, Thomas, and children, Kelley and Thomas III, Brenda resides at 1669 Laurens Drive, SW, Atlanta, GA 30311.



Brenda Hill Cole

'64

Deborah Dorsey Mitchell and husband, Edward, are proud parents of a daughter, Maria Danielle, who was born on May 15, 1977. The Mitchells live at 3041 Dodson Drive, East Point, GA 30344.

Congratulations to **C. LeJeune Hickson Ellison**, who received the EdD degree on August 13 from the University of South Carolina in Columbia; her field of concentration was special education administration. She was recently appointed assistant professor of special education at the University of Arkansas in Pine Bluff. In addition to teaching duties, she serves as part-time coordinator of a mainstreaming project.

Previously, LeJeune was assistant

professor of special education at Prairie View University in Prairie View, Texas. She has taught speech and English at Paine College in Augusta, Georgia, and holds the MA degree in mental retardation from Atlanta University.

LeJeune lives with her children, Ingrid and Cyrus, at 701 Wisconsin, #16, Pine Bluff, AR 71601.

'65

Velma Charles Shannon visited the campus on October 28 for the first time since graduation and stopped by the Alumnae Office. She is currently chair of the Division of Natural Sciences at Livingstone College in Salisbury, NC 28144. With Velma were husband, Lorry, and son, Herbert Norris.

Leronia Stokes Josey received both the JD and the MPA degrees from the Syracuse University College of Law and the Maxwell School of Citizenship and Public Affairs on May 15, 1977. She is presently working with the Legal Honors Program at the US Department of Housing and Urban Development, Office of the General Counsel. She also holds the MSW degree from the University of Maryland.

Leronia was a national finalist in the White House Fellowship Program this year. Since graduation she has worked as a social worker for the Baltimore City Department of Social Services, as an elementary school-teacher, as director of the Neighborhood Center of the Baltimore Community Action Agency, and as a planner for the Baltimore City Department of Planning. She also served as advisory specialist to the School District of Philadelphia for a year.

Her address is 2845 Gatehouse Drive, Baltimore, MD 21207.



Leronia Stokes Josey

'67

Frances Dyer Cooke recently opened a law office at 505 South Duke Street, Suite 307, Durham, NC 27701. She is a 1976 JD degree recipient from North Carolina Central University. (See *Spelman Messenger*, Vol. 93, No. 4, 42.)

'68

Delores Epps Horton recently became an Atlanta resident, having moved from West Palm Beach, Florida. Her new address is 2080 Campground Road, SW, Atlanta, GA 30331.

Marsha Harris Clement is currently finishing her last year as a dental student at the University of Michigan in Ann Arbor. Prior to beginning her dentistry studies she was a pharmaceutical representative and a science teacher. In 1970, Marsha received the MS degree in biology from Peabody College in Nashville, Tennessee.

With son, Wesley, Marsha resides at 1322 McIntyre, Ann Arbor, MI 48105.

Veta Smith Jonas and husband, Edward, are proud parents of Edward Delano III, born February 26, 1977. Veta, who is anxiously awaiting her 10-year Reunion celebration in May, lives at 2635 Landrum Drive, SW, Atlanta, GA 30311.

Joan Gaillard Fambrough is an art teacher at Roosevelt High School in Atlanta. She lives at 4555 Washington Road, #13-1-C, College Park, GA 30349.

Henrietta Turnquest was recently featured as one of three "Essence Women" in *Essence* magazine. Henrietta received an Earl Warren Fellowship in 1974, which was a creation of the NAACP Legal Defense Fund, and which provides intensive civil rights training and monetary assistance to young lawyers who then agree to set up practice in Southern towns that have few or no black attorneys. Henrietta interned in Savannah, Georgia, and later set up practice in Columbus and LaGrange, Georgia.

Recently, Henrietta opened her offices for private practice in the Atlanta area. Her offices are located at 2252 Brannen Road, SE, Atlanta, GA 30316.

Shirley Barber James and husband, Robert, are proud parents of their third child, Rachelle Elizabeth, who was born on July 4, 1977. Shirley recently became a member of *Delta Sigma Theta* Sorority in Savannah. In

October, she was in Houston to watch the installation of her husband as president of the National Bankers Association.

The Jameses reside at 4761 Sylvan Drive, Savannah, GA 31405.

'69

Congratulations to **Johnnie Woolfolk**, who was married to Lucius Griffith on November 12. The Griffiths recently visited the Alumnae Office. Johnnie has become the first Spelman alumna residing in the State of Utah. Her address is 525 Park Boulevard, #107, Ogden, UT 84401.

'70

The Alumnae Office has a new address for **Glorious Leatherwood**. She now resides at 44 Judson Street, #9B, Edison, NJ 08817.

Brenda Lewis Primus recently wrote to the Alumnae Office to say she had obtained a Master's degree in regional and city planning from the University of Oklahoma in 1974. Currently she is a T&A planner for ORU Development Corporation in Oklahoma City, Oklahoma.

With husband, Arthur, and daughters, Heather and Kathryn, Brenda resides at 201 NW 34th Street, Oklahoma City, OK 73118.

Yvonne Jackson Watson is the affirmative action manager for Sears Roebuck and Company in the New York area. She and husband, George, live at 377 North Broadway, Yonkers, NY 10701.

'71

Maria Sims Lay gave birth to her second child, Charlton Etrick Josh, on July 20, 1977. The Lays also have a four-year-old daughter, Jachiel, and reside at 645 Aubrey Drive, Bogart, GA 30622.

Eugenia Davis was one of seven blacks and two black women out of a class of 160 candidates who received MD degrees from the University of California in Los Angeles on June 3. She is presently interning at the Martin Luther King Jr. Hospital in Los Angeles in internal medicine.

'72

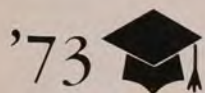
Freddie J. Abney has joined the faculty of Morehouse College as an instructor of accounting. She resides in the Atlanta vicinity at 1815 Stanton Road, #2, East Point, GA 30344.

Lauretia Henderson is currently matriculating at the Atlanta University School of Social Work. Her new address is 577 Westmeath Drive, SW, Atlanta, GA 30310.

Jeanne Dowell Burris gave birth to a daughter, Sasha Jeanne, on May 14, 1977. With husband, Charles, Jeanne and daughter reside at 646 Atwood Street, SW, Atlanta, GA 30311.

Barbara Buckley Washington paid a visit to the Alumnae Office in November and brought with her little Lynn Michele Buckley-Washington, her daughter, who was born on March 22, 1977. Barbara recently joined the Georgia Power Company in Atlanta as an information specialist. Previously, she had been a reporter for the Associated Press Wire Service for more than four years.

With husband, A. Michael, an attorney, Barbara and Lynn reside at 1501 South Gordon Street, SW, Atlanta, GA 30310.



Congratulations to **Rita Benton Gibson** who gave birth to a son, Christopher, on October 5, 1977. With husband, Elwood (Morehouse '73), Rita and the new addition now reside at 4611 Dawn Court, Columbus, GA 31907.

Stephanie Zoe Gill is working as a medical sales representative for Ayerst Laboratories, a division of American Home Products Corporation of New York. She recently traveled to Washington to attend the Northeast Regional Conference. Stephanie lives at 39 South Munn Avenue, #4, East Orange, NJ 07018.

Warmest congratulations to **Veloisa Tate** who became the bride of Attorney Merton Marsh on August 20 at the Butler Street CME Church in Atlanta, Georgia. The Marshes honeymooned in Barbados, West Indies, and currently reside in Brooklyn, New York.

Michele D. Clark wed Glen A. Holmes on May 7, 1977. The Holmes currently reside at 312 Reynolds Street, #2, Blacksburg, VA 24060.

Gwendolyn Harris Everett gave birth to a son, Jason Gordon, on October 17. Little Jason weighed in at 6 pounds, 12 ounces. Gwen, her husband, Ralph, and their new addition make their home at 2246 Mary Baldwin Drive, Alexandria, VA 22307.

Congratulations to **Zandra (Renee) Ross Porter** who gave birth to her first child, Tanya Tennille, on June 5, 1977. With husband, Eric, Zandra and daughter reside at 3225 Drexel Lane, #3, East Point, GA 30344.

Ingrid Y. Hall is a sales representative with Proctor and Gamble in Atlanta. Her current address is 3310-D Abbey Road, East Point, GA 30344.

Edith Bennett writes that she is now back in Florida at 315 NW 6th Avenue, Delray Beach, FL 33444.

Denise Mickelbury received rave reviews for her portrayal of SueBell in the drama, *My Sister, My Sister*, presented in November by the Clark College Players. One newspaper article said that the play, "creates an unusual study in sibling rivalry and multiple personalities, which makes *The Three Faces of Eve* and *Sybil* seem like Sunday School picnics."

Gwen McAfee Silver and husband, Joel, are proud parents of Joi Michelle, who was born on July 8, 1977. The Silvers reside at 48571 I-94 Service Drive, #207, Belleville, MI 48111.

Helen M. Woody married Frederick Daniels on July 16, 1977. The newlyweds reside at 2425 Dyke Circle, #L, Marietta, GA 30067.

Congratulations to **Bobbie Jo Thornton** who was married to Walter Barker on October 15, 1977. Bobbie was in Atlanta during the Inaugural activities in October.

The newlyweds reside at 13 158th Place, #10, Calumet City, IL 60409.

'74

Terrye Barron was wed to Raymond Yizar on June 19, 1977, at Warren Memorial United Methodist Church in Atlanta, Georgia. The newlyweds reside in Berkeley, California, where Terrye is pursuing a doctorate in black music at the University of California, Berkeley campus. (See *Spelman Messenger*, Vol. 93, No. 4, 46.)

Adoria Glass Williams has been traveling around the country as a background singer with popular artist Marvin Gaye. The group recently gave a highly acclaimed performance in Atlanta.

Karita Stroud Evans and husband, Clinton, are the proud parents of Ahmed Clinton, born on August 19, 1977, and weighing in at 7 pounds,

12½ ounces. The Evanses reside at 1475-C North Van Dorn Street, Alexandria, VA 22304.

Brenda Bryant recently attended the Great Lakes Regional Conference in Detroit, Michigan. She resides in Cleveland, Ohio, at 3944 East 154th Street, 44128.

Jerodene P. Johnson has been selected as one of the country's Outstanding Young Women of the Year. She is currently completing her final year of study at Meharry Medical College in Nashville, Tennessee.

Her address is 2612 Heiman, #31, Nashville, TN 37201.

Ethel Watts was in Atlanta recently and visited the Alumnae Office. She is an employment development officer for the State of California, and determines eligibility of persons for unemployment insurance. Ethel has also worked as a teacher's aide in teaching an educationally-handicapped class of elementary school children. She lives at 1551 5th Street, Sacramento, CA 95814.

Valencia Carter Kenner and husband, Steve, are the proud parents of a son, Steven Ra'mon, who was born on February 21, 1977. The Kenners reside at 4594 Santa Fe Trail, SW, Atlanta, GA 30331.

Diane O. Powell became the bride of Dr. Gareth E. Murray on July 9, 1977, at the Morning Star Baptist Church in Baltimore, Maryland. The Murrays reside at 5449 Village Green, Los Angeles, CA 90016.

'75

Fragelia P. Pittman is a reporter for WJCT television, Channel 7, in Jacksonville, Florida. Previously, she was with WCTV television, Channel 6, in Tallahassee. She resides at 5350 Arlington Expressway, #3202, Jacksonville, FL 32211.

Sharon Michelle Watson recently received the MA degree in political science from Northwestern University. She is now enrolled in a doctoral program in that field at Northwestern. Sharon's current address is 538 Michigan Avenue, #F-1, Evanston, IL 60202.

Carla Curtis recently received the MSW degree in social planning from the University of Michigan in Ann Arbor. Her home is at 5539 Cantara Place, #2, Columbus, OH 43227.

Deborah Prothrow Stith is working hard to organize a Boston Chapter of the NAASC. She recently attended the conference of the Northeast Region of the NAASC. A medical student at Harvard, Debbie's new address is 40 Ellison Avenue, Boston, MA 02126.

Terry E. Cornwell is an account representative with the Xerox Corporation. She resides in Washington, D.C. at 1685 Myrtle Street, NW, 20012.

Norma J. Ferguson is currently enrolled in the law program at Howard University Law School. She is a member of the faculty of Northern Virginia State College in Alexandria. (See *Spelman Messenger*, Vol. 93, No. 4, 46.)

'76

Newlywed **Debra Gardner Morris** is now an Atlanta resident. She and her husband reside at 1440-H Southland Vista Court, NE, Atlanta, GA 30329.

Sheila A. Johnson is currently matriculating at the Atlanta University School of Library Science. Her new address is 986 Greenwood Avenue, NE, #8, Atlanta, GA 30306.

Jann Washington has been named one of the Outstanding Young Women of America for 1977. She is development director at the Texas Association of Developing Colleges/United Negro College Fund office in San Antonio. (See *Spelman Messenger*, Vol. 93, No. 3, 35.)

Her new address is 4700 Stringfellow, #514, San Antonio, TX 78223.

Joycelyn D. Cornelious, a flight attendant with Delta Airlines, is now based in Atlanta. Her new address is 1449-D Village Green Drive, College Park, GA 30349.

'77

Shirley H. Allen is matriculating at the University of Michigan in Ann Arbor, studying toward the PhD degree in social work.

Pamela Bentley is working toward her MS degree in biology with a concentration in zoology at Atlanta University. She resides at 80 Walnut Street, SW, Atlanta, GA 30314.

Kim Bright received an Earl Warren Scholarship for her studies at George Washington University in Washington,

D.C., where she is concentrating on law. Her address is 201 I Street, SW, #506, Washington, DC 20024.

Cheryl Bronner has married Robert Buffalo Jr. Currently, she is attending the University of Pittsburgh, working on a Master's degree in communications. The Buffalos reside at 340 Craft Avenue, Pittsburgh, PA 15213.

Gloria Burr is a TSPS operator with Southern Bell Telephone Company. She resides at 2115 Belhaven Lane, SE, Atlanta, GA 30315.

Carol J. Chappell is in a PhD degree program in political science at Brown University. She received a Camden County, New Jersey, American Association of University Women Award to aid in her studies. She also received a Brown University Fellowship and a scholarship from the Shumann Foundation.

Carol's current address is P.O. Box 7009, Graduate Residence Hall, Brown University, Providence, RI 02912.

Lei S. Charlton is a medical student at Meharry Medical College in Nashville, Tennessee.

Phoebe A. Dawson is matriculating at Howard University in a Master's program in guidance and counseling.

Annie Drain has married Rodriquez Jones and is a claims representative trainee for Crum and Forster Insurance Companies. The Joneses reside at 2571 S. Candler Road, #K-4, Decatur, GA 30032.

Mercilina Ezuma is a student at the Howard University Dental School, receiving a scholarship from the Federal Government of Nigeria for her studies. She lives at 5606 Chillum Heights Drive, Apt. 301, Hyattsville, MD 20782.

Rochelle Flemister is a flight attendant for Pan American Airlines and is based in New York. Her current address is 123-33 83rd Avenue, Kew Gardens, NY 11415.

Loretta C. Garvin is studying at the University of South Carolina Law School in Columbia, South Carolina. Her home address is 17 Bridgetown, Hilton Head, SC 29928.

Charlsia E. Gwynn develops programs and services for a Columbus, Ohio, neighborhood in her job as neighborhood organizer for the St. Stephen's Community House. Charlsia's current address is 2077 Dartmouth, Columbus, OH 43219.

Deborah E. Hall received a full-tuition scholarship to study at the University of Pittsburgh School of Law. Her current address is 1934 Remington Drive, Pittsburgh, PA 15221.

Mary D. Hall is enrolled in a joint MA/PhD program in sociology at Emory University in Atlanta. She received a Fellowship from the American Sociological Association to aid in her studies. Additionally, Mary works as a research analyst with the Department of Housing and Urban Development in Atlanta. In this position, she is a computer specialist as well as a researcher in community planning and development.

Her address is 2135 Godby Road, College Park, GA 30349.

Geneva Hampton received a Minority Students Fellowship for her studies towards the MA degree in English at the University of Wisconsin in Madison.

R. Denise Harrison is a claims adjuster with Allstate Insurance Company in Atlanta. She is also studying towards a Master's degree in governmental administration at Georgia State University.

Denise currently resides at 1790 Myrtle Drive, SW, #282, Atlanta, GA 30311.

Glaseria A. Heard, who was a biology major, is a pulmonary lab technician. In her new position, she draws arterial blood samples and performs appropriate tests. She also performs breathing tests on inpatient and outpatient lung patients and quantitatively analyzes the results.

Glaseria resides at 1941 Honey-suckle Lane, SW, Atlanta, GA 30311.

Sandra E. Hector teaches English to 8th-, 9th-, and 10th-grade students at Sequoyah High School in Doraville, Georgia. An English major, Sandra resides at 160 Hermer Circle, NW, Atlanta, GA 30311.

Victoria Holloman is a researcher with the Howard University Financial Aid Office. She researches loan applications for students seeking Guaranteed Student Loans and Federally Insured Loans. Vicki is also pursuing a Master's degree in philosophy at Howard.

Her current address is 1629 Columbia Road, NW, #508, Washington, DC 20009.

Renaye E. Howell is a teacher specialist for the Citizens Committee on Youth in Cincinnati, Ohio. She teaches in the areas of vocational education, job and career counseling and makes job site visitations. Renaye

is at home at 6123 Sunridge Drive, Cincinnati, OH 45224.

Toni J. Ireland is matriculating at Atlanta University, studying toward the Master's degree in public administration. Her home is at 1900 Penelope Road, SW, Atlanta, GA 30314.

Vermell Jenkins is a PhD candidate at Washington University in St. Louis, Missouri; her areas of study are sociological theory and statistical research. Her new address is Southwest Hall, Box 85, 6800 Wydown Boulevard, Clayton, MO 63105.

Susan G. Johnson is enrolled in a JD program at Emory University in Atlanta. Her home is at 706 N. Simms, Bainbridge, GA 31717.

Avis E. Junior attends the Vanderbilt School of Management in Nashville, Tennessee. Studying toward the MBA degree, her area of concentration is finance.

She also finds time to work as a reconciler of bank statements at the First National Bank of Tennessee. Avis lives at 3853 Dunbar Drive, Nashville, TN 37207.

Freddye M. Lemons is back in her hometown of Tampa studying at the University of South Florida. She is seeking the MA degree in microbiology. Her address is 4003 Arch Street, Tampa, FL 33607.

Karen Lockett is a kindergarten teacher with the DeKalb County Schools in Decatur, Georgia. She currently resides in the Atlanta area.

Vonne C. Martin is a dance instructor with the City Center Dance School in Atlanta. She also finds time to attend Georgia State University, taking courses for her studies in respiratory therapy and health administration. Her address is 140 Clement Way, SW, Atlanta, GA 30331.

Marilynn Y. Masingale is employed as an environmental engineer-in-training with the State of Georgia, Department of Natural Resources-Environmental Protection Division. She is studying towards the Master's degree in environmental engineering at Georgia Tech in Atlanta.

Her mailing address is P.O. Box 37550, Georgia Tech, Atlanta, GA 30332.

Barbara E. McNeely received a graduate assistant scholarship for her studies at the University of Cincinnati, College Conservatory of Music. She is seeking the MM degree and her area of concentration is accompaniment.



KEEP WRITING!

We're curious — about you, your work and accomplishments. So pick up your pen. We'd like to hear from you.

Barbara's current address is 1010 Scioto Hall, University of Cincinnati, Cincinnati, OH 45219.

Wanda Pillow is a referral recording clerk with the Task Force Title IV Program in St. Louis. She is at home at 5255 Lotus Avenue, St. Louis, MO 63113.

Renee L. Pratt is a social worker with the Western Mental Health Institute near Memphis, Tennessee. She interviews prospective patients with the physician to determine whether or not persons need to be admitted. She also interviews admitted patients and their families. Renee resides at 615 Matilda Street, Bolivar, TN 38008.

Lynn A. Pride is a drama instructor with the Metropolitan Atlanta Girls Club. In this position she teaches drama to children from six to twelve years old and produces and directs plays and theatrical productions. Lynn is also a member of one of Atlanta's black theater groups, the "Just Us Theatre Company," and recently appeared in the company's production of *Ceremonies in Dark Old Men*.

Her address is 1935 Allison Court, SW, #G-1, Atlanta, GA 30311.

Donna M. Quinn is matriculating at Washington University in St. Louis, Missouri. She expects to obtain the Master's degree in education, concentrating in elementary education. She is also a flight information operator with Trans World Airlines (TWA).

Donna lives at 3861 Ashland Avenue, St. Louis, MO 63107.

Janice L. Robinson teaches subjects in the area of social studies at Roswell High School in Atlanta. She also attends Atlanta University, where she is studying toward the MA degree in political science.

Janice lives at 2345 South Four Lane Highway, #A-23, Smyrna, GA 30080.

Faith E. Shepard is in an MBA program at the University of Chicago. Her area of concentration is account finance. Her home address is 1430 Witmire Road, Ypsilanti, MI 48197.

Lynne Y. Crawford is an assistant buyer of handbags at Bloomingdale's Department Store in New York City. Her new address is 45 W. 11th Street, #8-D, New York, NY 10011.

Dale B. Smith is a sales representative for LaSalle Extension University Home Studies. She signs up new enrollees for the University, which is based in Chicago. She is at home at

947 Katherwood Drive, SW, Atlanta, GA 30310.

Paula A. Smith is matriculating at Washington University in St. Louis, Missouri. She is studying towards a Master's degree in educational policy making and administration. Her current address is 5332 Hern Avenue, St. Louis, MO 63134.

Gail J. Spann is studying law at Loyola University in Los Angeles, California. She also teaches English for the Los Angeles City Board of Education.

Diana Sroufe is now in Cleveland, Ohio, at Case Western Reserve University, where she is studying toward the Master's degree in library science. Her area of concentration is children's services.

Diana's new address is Clarke Towers, 1596 East 115th Street, Cleveland, OH 44106.

Kelly A. Whitaker is matriculating at Washington University in St. Louis, Missouri. Her area of study is law.

During the summer, she participated in a six-week Law Institute at Texas Southern University. The Institute, sponsored by the Council on Legal Education Opportunity and funded by HEW, was designed to help economically disadvantaged students prepare for their first year of law school. Participants receive \$1000 each for personal expenses for each year they are in law school. Kelly was one of two hundred students selected to participate in the Institute from more than two thousand applicants.

DeLoris Wilson is a flight attendant with Trans World Airlines (TWA). Her current address is 123-33 83rd Avenue, #3206, Kew Gardens, NY 11415.

Hollie S. Wilson is a manager trainee with Roses Stores in Macon, Georgia. Her current address is 2885 Berry Street, Macon, GA 31204.

Latreva O. Winford works as an actuarial trainee with State Farm Fire & Casualty Insurance Company in Bloomington, Illinois. She lives at 2421 E. Washington, 2-29, Bloomington, IL 61701.

Patricia Weston is studying towards the Master's degree in environmental design at the University of Texas in Arlington, Texas. Her home address is 3431 Wichita, Houston, TX 77004.

Deirdre Yarbrough is a senior sales representative with Lexington-Andrews, Inc., a subsidiary of MacMillan Publishers. She previews

and promotes new home educational programs for the company in the Atlanta area and in the states of Alabama, Florida, Kentucky, and Tennessee.

Yvonne Wilburn teaches arts and crafts to senior citizens with physical and mental handicaps at the Ebenezer Golden Age Resource Center in Atlanta. Her current address is 1419 Twigg Street, SW, #154, Atlanta, GA 30315.

Frances D. Yokley is a placement specialist with Jay Shop, Inc. In her position she assists in the job placement of handicapped and disadvantaged persons.

Her address is 261 Whittemore, Pontiac, MI 48058.

Former Students

Dr. Jeanne Spurlock is deputy medical director of the American Psychiatric Association in Washington, D.C. Dr. Spurlock received adult and child psychoanalytic training from the Chicago Institute of Psychoanalysis and was recently featured in *Black Enterprise* magazine in an interview on family mental health.

Dr. Marianna Beck Sewell visited the College during the Inaugural weekend in October. She is a consulting home economist and dietician and is president of the National Minority Foundation for the Advancement of Dietetics.

Marianna resides at 1815 East Beach Drive, NW, Washington, DC 20012.

IN MEMORIAM

The Spelman College family extends deepest sympathy to relatives and friends of these departed alumnae:

On August 26, 1977, **Sydney King Thomas**, '68, in Detroit, Michigan.

On September 21, 1977, **Flora Zeto Malekebu**, HS '15, in Atlanta, Georgia.

On October 6, 1977, **Mildred O. Burns**, TPC '06, in Chicago, Illinois.

On November 7, 1977, **Dr. Gwendolyn Cooper Mannings**, '44, in Tuskegee, Alabama.

In 1977, **Ann Cox Parham**, '58, in Cleveland, Ohio.

In October 1977, **Gloria Starks**, '43, in New York.

REUNION WON'T BE A REUNION WITHOUT YOU!

We hope you are making plans to attend the annual Reunion Weekend at Spelman, May 18-21, 1978. All classes ending in the numerals "3" or "8" will be celebrating their reunion. Please join us for a fun-filled weekend. Spelman and your classmates are looking forward to seeing you!

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