

SPELMAN

MESSENGER



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SPELMAN

MESSENGER
VOLUME 108 #1

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COVER PHOTO CREDIT:

Dr. Pamela Gunter-Smith C '73, (right), with Angela Black C '93, who is headed for the University of North Carolina, Chapel Hill, N.C., in the School of Public Health, having majored in biology at Spelman.

Photo: Ron Sherman

The Spelman Classics 2



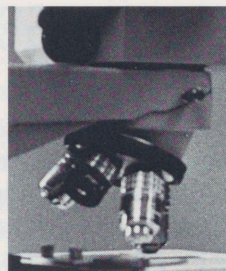
Voices

Crack Babies In The Classroom:
Spelman Grad Holds The Line
by Harold M. Barnette

Fibroid Tumors: A Personal Interest
That May Make A Difference
by Lori Boyer C'87

Features

The Aids Crisis: Spelman In The
Midst of the Solution
by Lori Boyer C'87



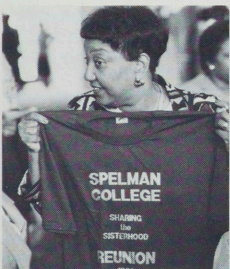
Spelman's Response To The Scientific Challenge
by Harold M. Barnette

Faculty Focus: The Sciences
by Jo Moore Stewart, Editor

Barriers & Bridges 24

Reunion '93

by Lori Boyer C'87



One More Word 32

Roots of Science/Wings of Service
With Honor Comes Responsibility

by Virginia Davis Floyd, M.D., M.P.H., C'73

Contents



Photo: Bud Smith

SPELMAN SETS THE STAGE

Passing through Spelman on her way to the White House, First Lady Hillary Rodham Clinton spoke in Sisters Chapel three weeks before her husband, Bill Clinton, was elected president of the United States. Having been influenced by Spelman alumna and Children's Defense Fund founder Marian Wright Edelman C '60, Mrs. Clinton began her law career in 1970 with the

Children's Defense Fund (CDF) and recently served as chair of CDF's board of directors. The momentum of Spelman's influence continued when President Johnnetta Cole was appointed to serve on President Clinton's transition team and Spelman's honorary alumna and poet Maya Angelou became the inaugural poet, having introduced Mrs. Clinton during Spelman's November convocation.



Photo: Bud Smith

THE BEST GETS BETTER

Surrounded by history-making students, President Johnnetta B. Cole and the College celebrated Spelman's ranking as the No. 1 regional liberal arts college in the South according to the U.S. News & World Report 1993 edition of "America's Best Colleges." Spelman ranked highest among southern liberal arts colleges in academic reputation, student selectivity faculty resources, financial resources and student retention.



WHERE'S LOU?

Following the 1993 formal exercises of Spelman's 112th Founders Day anniversary during which he received an honorary degree, Doctor of Humane Letters, singer Lou Rawls (Louis Allen Rawls) sought a pleasant hiding place among a group of Spelman seniors. For the past 13 years he has hosted the "Lou Rawls Parade of Stars" telethon and has raised more than \$100 million for the United Negro College Fund. Indeed, Lou Rawls has not been hiding his singing talent and philanthropic spirit.



Photo: Jason Miccolo Johnson

READY, SET, GOAL: \$22.5 Million

With mutual handshakes of commitment, Spelman's Science Initiative Campaign kicked off in March during a Washington D.C. luncheon meeting co-hosted by President Johnnetta B. Cole and Dr. Bill Cosby, who with Dr. Camille Cosby serves as Honorary Chair of the Spelman Campaign Initiatives for the '90s. Completing the core circle is Donald R. Parfet, executive vice president of the Upjohn Company, who has assumed the role as Chair of the Science Initiative Campaign (Phase Two of the Initiatives for the '90s) following the untimely death of Dr. Theodore Cooper, CEO of the Upjohn Company.



Photo: Bud Smith

DOWN-TO-EARTH ASTRONAUT

Mae Jemison, a doctor of medicine and the first African-American woman to travel in outer space, spoke to a class of math and science students as well as a packed audience in Sisters Chapel during her November, 1992, campus visit. In her convocation speech, "What Does Primping in the Mirror Have to Do with $E=mc^2$?" Dr. Jemison said everything has some form of connectedness and continuity. Proving her point, she switched missions in March, 1993, by resigning from NASA to launch a project to improve health care in western Africa and to teach at Dartmouth College in Hanover, N.H., while researching issues of health care, science, and technology. Dr. Jemison flew on a joint U.S.-Japanese Spacelab mission aboard the space shuttle Endeavor in September, 1992. During that historic journey, she carried a Spelman flag.

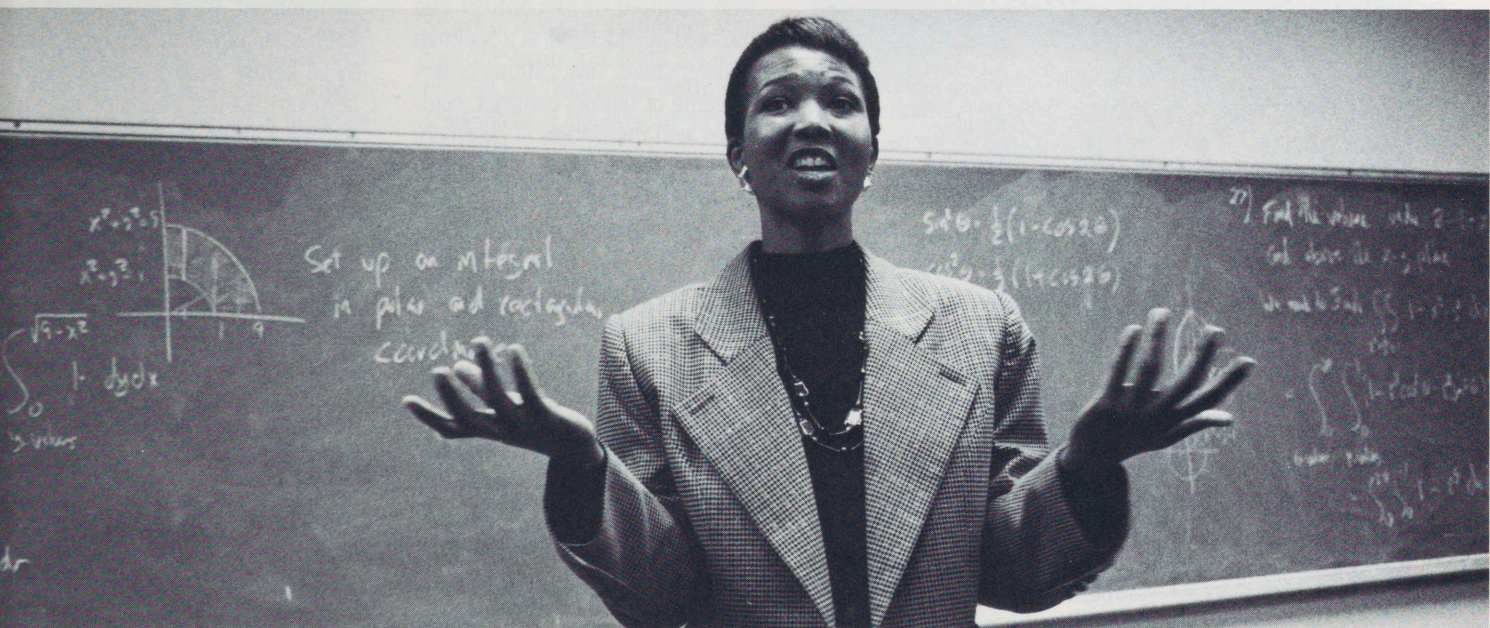


Photo: Bud Smith

Crack Babies In The Classroom: Spelman Grad Holds The Line

HAROLD M. BARNETTE

WHEN YVONNE MEADOWS C '58 graduated from Spelman College, drug abuse was largely identified with beatniks, hipsters, and the fringes of American society. Today, a short generation later, drugs are everywhere. The most disturbing evidence of this may be the growing numbers of addicted children born to drug-dependent mothers. "Crack babies," as they are commonly known, pose a long-term problem for society as a whole, but especially for those working on the front lines of education and child development.

Eight years ago, as crack cocaine began decimating inner-city populations, a warning was sounded. Medical experts predicted that huge numbers of crack-addicted babies would overwhelm the health care system, public schools, and social service agencies. By most indications, the worst fears of a "lost generation" have been avoided, but growing numbers of cocaine-damaged youngsters are now appearing in kindergarten and the primary grades. They represent an enormous challenge for teaching professionals.

Although no one really knows the actual number of drug-damaged children, 500,000 has been offered as a reliable estimate by researchers in the field. Of these, perhaps 300,000 suffer severe neurological impairment. According to Ms. Meadows, the "cocaine kids" arrived in first grade right on time. "It was predicted that they would show up in first grade starting this year, and believe me, they are here." The most perplexing problem for a teacher is distinguishing between drug-impaired children and run-of-the-mill discipline problems.

While most cocaine-impaired youngsters are excitable, unable to concentrate for long periods of time,

and sometimes physically aggressive, others are solemn and withdrawn. In a room full of busy six-year-olds, only the most abnormal behavior stands out, and Ms. Meadows fears many children in need of therapy are being overlooked. Relying on evaluative criteria published by the American Psychological Association, Ms. Meadows has identified 11 out of 19 students in her class as having possible drug-based behavior abnormalities. She points out that the state of Georgia, when calculating teaching loads, multiplies each special-education student by a factor of four. So she figures her 11 problem children represent a teaching load equivalent to 44 kids. The 8 normal children push her teaching load to the equivalent of 52 youngsters. At the end of a typical school day, all Ms. Meadows can do is "go home and go straight to bed."

Only a solid background in psychology has enabled her to withstand the pressure of this draining classroom environment. Ms. Meadows, who majored in psychology and minored in education as a Spelman undergraduate, says a strong understanding of human behavior, combined with many years of classroom experience, has helped her weather the storm. But she fears for young teachers. "The classroom teacher needs guidelines for constructing good, workable programs to deal with these children," she says. A good place to start, she thinks, is to require that teachers be trained to recognize behavior disorders, and to encourage aspiring teachers to seek a background in clinical psychology such as she obtained.

There is hope for the children of crack addiction. Recent research has shown that children born under the

influence of this powerful drug may not be permanently impaired. Early intervention is the key. The effects of crack can be mitigated with therapy and special attention. The problem is that only a small number of children who need therapeutic intervention receive it. Dr. Ira J. Chasnoff, president of the National Association for Perinatal Addiction Research, has estimated that only 10 percent of crack babies have received any treatment. The rest are discovered when they enter kindergarten or first grade.

The sheer suddenness and magnitude of the crack problem complicates efforts to combat it. Ms. Meadows cites efforts to have children tested for drug-related learning disabilities, only to find that the schools' testing facility is overwhelmed with requests. Children simply languish until they can be processed. In addition, she cites the fact that most crack babies are born to teen mothers who have destructive, anti-social behavior themselves. Without a loving, nurturing home environment, these children are in double jeopardy for personal and social failure. Indeed, many experts believe that the chaos of life in cocaine-abusing households does as much damage to these unfortunate children as the drug itself.

When assessing the impact of drug-impaired children on the education system now and in the future, the nation would do well to adopt Ms. Meadows' seasoned perspective: "These kids don't want to be this way. Their psychological make-up just will not allow them to do any better." Rescuing the children of crack should rank as a high priority. There are a lot of them, and they are not going away.

Without a loving, nurturing home environment, these children are at double jeopardy for personal and social failure. Indeed, many experts believe that the chaos of life in cocaine abusing households does as much damage to these unfortunate children as the drug itself.

Fibroid Tumors: A Personal Interest That May Make A Difference

LORI BOYER C '87

WOMEN'S HEALTH ISSUES always seem to be on the back burner. African-American women's health concerns, however, have never made it to the stove. Researcher and Spelman faculty member Shelia McClure, however, has taken a personal interest in a "female problem" of particular trouble for black women. She has been studying the cause, progression, and possible treatment of fibroids, benign tumors of the uterine wall that can cause difficult pregnancies, painful menstrual cycles, and other maladies.

"Being an African-American woman who is in a family where the women have a history of fibroids, I have a vested interest in [fibroids] from a personal standpoint. I saw it as a perfect opportunity to approach a research problem that was of interest and hopefully would be of some importance to the African-American community," said Dr. McClure, who is only one of a handful of Atlanta researchers concentrating on this problem. Achieving trailblazer status in this research has had its ups and downs. "It's good and bad. It's good in the sense that everything we find out is important," she said. "It's bad in the sense that people have not had an interest in this particular problem even though 25 percent of all women will develop fibroids during their lifetime." The rate is slightly higher among African-American women, but not necessarily other women of African descent, she said. Several researchers wonder if diet could be a factor in the onset of these tumors.

Dr. McClure has been conducting this research since the 1987-88 academic year. Already she has accomplished the first goal of the program, which was to discover a method to

study the fibroids in vitro—outside the body and in an artificial environment—to determine their cell structures. She has discovered a significant amount about the biology of the system, which will aid in her observation of the progression of fibroids. She knows that at least three cell strains of fibroids exist. Still, questions remain: What causes fibroid tumors? Why do they progress? How can doctors arrest their growth? How does each strain react to steroid hormone treatments? Though she has observed fibroids for many years, the work could continue for many more. "I see this as my life's work. The more questions I answer, the more questions I discover," she said. "It's been a really interesting project. I will always be interested in it. If I'm able to secure the funding for the work, I hope that it will continue."

The National Cancer Institute has funded the study that Dr. McClure and her team of research students—two graduating Spelmanites—conduct in a laboratory at Morehouse School of Medicine. During the summer the team has spent all of its time in the laboratory. During the academic year, however, Dr. McClure has additional commitments. She spends 25 percent of her time in the laboratory; 20 percent of her time as the director of the Minority Biomedical Research Program sponsored by the National Institutes of Health; and 55 percent of her time advising students and teaching developmental biology and general biology for majors. But as time permits, she has continued to work on the puzzle of fibroid tumors. Her answers will have far-reaching consequences.

"I think it's going to have scien-

tific implications in that the model of tumor progression that we are defining, as we speak, will hopefully be something that is useful [as a guide of study] for not just fibroid tumors, but for other tumors as well. Cell biologists and tumor biologists will be able to learn something about the system. If we are successful in identifying markers of progression, if clinicians have some predictive means of knowing what is going to happen to that tumor, that will help them develop therapies," she said. "I'm going to really go out on a limb here and say if we are able to determine why we develop these tumors in the first place, we can eliminate them. But that's way down the road, I think."

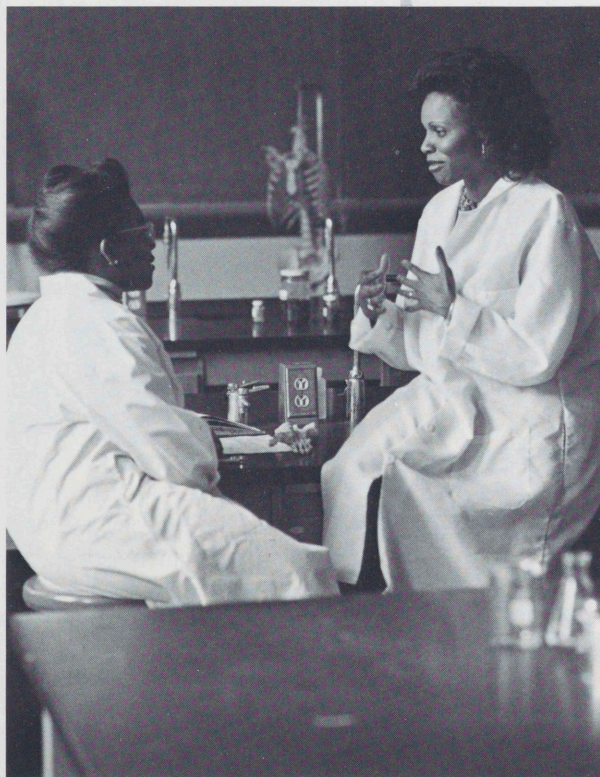


Photo: Joe Benton

THE AIDS CRISIS: SPELMAN IN THE MIDST OF THE SOLUTION

LORI BOYER C'87

"The rate of AIDS among blacks and Hispanics continues to increase disproportionately compared with that among whites. This increase is primarily due to increased numbers of AIDS cases associated with heterosexual contact rather than with injection drug use."

Maricia Bennekin C'93

IT'S A SIGN OF THE TIMES. Students once adorned the doors to their dormitory rooms with message boards, family pictures, or notices of upcoming events. Senior Maricia Bennekin C '93 decorated her door with a bookmark that pictured the correct steps involved in putting on a condom.

"When we first received the bookmark, I put it up on my door, and I received funny little notes on my (message) board (from other residents i] the dormitory) saying, 'We already know how to do this,' and 'This isn't necessary.' I left it up there because they took the time to stop by and read it," said Ms. Bennekin, president of Spelman's Peer Education Program (PEP), a student group that counsels fellow Spelmanites and other classmates in the Atlanta University Center on the prevention of sexually transmitted diseases (STDs) and acquired immune deficiency syndrome (AIDS). "Just the fact that they stopped by to read it made me feel good. At least I caught their attention."

Ms. Bennekin is one member of a growing coalition of Spelman students, staff, faculty, and alumnae who have recognized that AIDS is a disease that has ven-

tered far beyond the gay white male community, the group in which it was originally discovered. The black community has been hit with this disease, and statistics indicate that the problem will only get worse if people aren't more careful about their sexual practices.

Data provided by the Centers for Disease Control and Prevention (CDC) brings home the fact that AIDS is a concern that the black community must address. A study entitled "Recent Trends Among Black and Hispanic Adults With AIDS In The United States" analyzed the number of AIDS cases among blacks and Hispanics reported from 1988 through 1991; some had been infected through homosexual or bisexual experiences, some through injection drug use, and others through heterosexual contact. During that time, the annual AIDS incidence rates among blacks increased 58 percent, and the rate increased 34 percent among Hispanics. The conclusion of principal investigator Hazel Dean C '83 reinforced the warnings of the health professionals. "The rate of AIDS among blacks and Hispanics continues to increase disproportionately compared with that among whites," she wrote. "This

increase is primarily due to increased numbers of AIDS cases associated with heterosexual contact rather than with injection drug use. Effective AIDS-prevention programs are needed to halt this growing epidemic in black and Hispanic communities."

Ms. Dean said the increased number of AIDS cases in minority communities is not an artificial increase due to better reporting methods, but an actual elevation of the number of AIDS cases in this country. And the number continues to rise.

"I think it's important that students on campus



reach out to the community to say this is hitting us hard. In the next five years, who knows what could happen," said Ms. Dean, an epidemiologist who has studied the AIDS crisis. "Just as gay white men have gone within their communities educate themselves on how to prevent it, we can do the same thing. It's just up to us to get into the community and reach a little harder."

Changing behavior is one objective of the Georgia Pediatric/Family AIDS Health Care Demonstration Project, which is headed by alumna Wyndolyn Crutchfield Bell, M.D. C '74. "When little Leroy calls you up and says, 'Oh, baby, baby, I love you so much.' Well, if Leroy really loves you so much, he'll put that latex condom on before he shows you how much he loves you. We've got to change our sexual practices," said Dr. Bell. In addition to prevention services, the project assists HIV-infected children with their special needs and develops systems of health care for HIV-infected women, children, and their families. Most of the clients are women and families who use the services of Grady Memorial Hospital, which serves mostly an indigent population.

When the project began in 1988, Dr. Bell and her colleagues discovered that many women with HIV and AIDS did not know they were infected until the disease was detected in their newborn children. One project goal was to combine the resources of the hospital's pediatrics and obstetrics staffs to identify pregnant women with HIV or who were at risk for HIV and to put those persons in contact with agencies to either help them live with the terminal disease or teach them methods to avoid catching the virus. More than anything, the project helps lower-income families with HIV and AIDS find their way through the health care system, "which is complicated for those of us with a lot of resources and almost impossible for people with no resources," Dr. Bell said.

The Georgia Pediatric/Family AIDS Health Care Demonstration Project is developing a system of care that is "family-centered, culturally sensitive, and community-based." Health care professionals believe this is the only way to slow or even halt the progression of AIDS in the African-American community. The pro-



gram uses the resources of the Morehouse School of Medicine Department of Pediatric to reach members of the black at-risk population.

"The black community wants to be taught by its own people," said Dr. Bell, who acknowledged that some African Americans may think the medical community is going to use them as guinea pigs for medical treatments—a fear based on memories of the Tuskegee Experiment, when healthy black men were not told that doctors had infected them with syphilis so doctors could study the disease's progression. "It's been real important to the federal government and to our project to have black people that we can send to the

Photos by Marilyn Futterman

Hazel Dean C '83



black community to talk about HIV so we can establish trust.'

Dr. Bell's program works with Hispanic Services of St. Joseph's Hospital to reach at-risk members of the Hispanic community. "The Hispanic community has a history in this country of having high rates of HIV. To get appropriate education to that community, then you must have Hispanics do it so people feel comfortable," she said. "Disclosing your sexual practices is not an easy thing for most people to do, and you're not going to do it with someone you don't feel comfortable with or with somebody who doesn't understand your culture, because sexual practices are culturally affected just like everything else."

Sisterlove, a nonprofit agency run by Dazon Dixon C '86, is a resource that is well-established in the black community. The organization's office is located in the West End community, practically around the corner from the Atlanta University Center. The agency uses a mostly volunteer force to get into the community to help women with HIV and AIDS. The program uses the resources of the Morehouse School of Medicine's department of Pediatrics to reach members of the black population at risk.

"There are people at risk for HIV, and there are people living with HIV," said Ms. Dixon. "There aren't too many in-betweens."

Sisterlove was originally organized to conduct educational programs and prevention services for at-risk populations. It has since grown into a multifaceted agency that runs a support-group meeting on Fridays at Grady Memorial Hospital's AIDS clinic; sponsors Love House, a supportive living program for four HIV-positive women; conducts workshops on methods to prevent infection of STDs, HIV, and AIDS; and assists clients with other social service needs.

Dazon Dixon C '86

"When we first started this work, we thought, 'Great. We've got this brand new innovative informal program. We're going to come out and have women talk about sex and how to be safe and hand out condoms or dental dams, and we're going to educate women to be safe and we're going to be on the cutting edge,'" Ms. Dixon said. But now, Sisterlove realizes that there is more work to be done. Last year, 3,394 out of every 100,000 black women were infected with the AIDS virus. In comparison, 1,485 out of every 100,000 white women had AIDS.

"It has been a very interesting challenge to raise the awareness and to change people's approach to how they view HIV and AIDS and how they respond to it," Ms. Dixon said. "And it's been very interesting because we're focusing on women, and that's hard because women have never been included in this whole AIDS epidemic until the last few years." The AIDS epidemic has brought into focus black women's health concerns that were ignored during the women's liberation movement of the sixties and seventies.

"When the women's liberation movement was focused primarily on abortion rights and sexual freedom, we were struggling to have healthy the children that we did have, to reduce the forced sterilizations because of our reliance on the government for assistance. We had a whole bunch of issues," said Ms. Dixon. "Well, HIV is also one of those issues because it is most prevalent among women of color."

No one is immune to HIV-infection. No one is immune to AIDS. Daryl White, associate professor of sociology at Spelman, sees that as a member of Project Open Hand, an Atlanta organization that provides meals for about 600 AIDS patients daily.

"One of the things that we've discovered about people with AIDS is that they find it very difficult sometimes to get up the energy to take care of themselves, such as preparing food that is healthy that they need to feel better," said Dr. White, a member of the group's board of directors. "What we do is sustain people's health."

Dr. White said his background as an anthropologist has been helpful in his work with AIDS patients, because he has an insight into how culture affects a



person's definition of health. "What people regard as well-being is going to be different from one culture to another," he said. "I think anthropologists have a lot to contribute, especially on the level of facilitating communication between patients and health care workers. Doctors and nurses and social workers need to know the cultural attitudes that people have in order to address them in ways that are understandable and make sense to them."

And while Dr. White, Ms. Dixon, Dr. Bell, and other Spelman alumnae, students, and faculty try to assist those with HIV and AIDS, the conclusion from the CDC report cannot be ignored. Prevention is the key to stopping the AIDS pandemic. But prevention is impossible without education, and some school systems make education a near-impossible task.

Not too long ago, Sisterlove was invited to career day at a local high school. Ms. Dixon was supposed to

The Hispanic community has a history in this country of having high rates of HIV disease. To get appropriate education to that community, then you must have Hispanics do it so people feel comfortable...

Daryl White, Ph. D.



The Spelman coalition is trying to spread the message within its various communities that no one has to have AIDS. But sometimes it's a hard message to learn.

be grouped with other nonprofit agencies in one area that the students visited when they changed classes. "Somehow ended up in the auto body class. It was actually kind of neat," she said. "Here I was, a woman who works with HIV in women, and spend the whole day with mostly boys discussing safer sex issues." Generally, Ms. Dixon's presentations on prevention end with the distribution of condoms, but the principal of this school had asked her not to give away the prophylactic. "Well, I can't be with a bunch of sexually active boys all day and not encourage them or at least give them ways to be safe." Instead of handing each boy a condom, Ms. Dixon gave them a two-inch wide button that said, 'Latex is the moral fiber of America,' and she placed the condom behind the pin on the button. At the end of the class, she held up the button, showed the students what was on the other side, and encouraged each one to take a button as he left. "I don't mean to step on anybody's toes. People have to do what they have to do because of what they believe in. And I

believe that if we do not arm our youth — who are literally at war for their lives — if we do not arm our youth with adequate and supportive information and tools, then we are sending them down that proverbial primrose path that turns into thorns."

What Ms. Dixon had to drop at the high school level, Ms. Bennekin and her fellow "PEPpers" are picking up at the college level. Friday afternoon is the time to see and be seen in Manley Center. It is the time when PEP sets up an information table on the prevention of STDs and AIDs, and distributes condoms.

"Sometimes students are reluctant to come and pick up information, so we tell them to come on over; it's okay," said Ms. Bennekin. "On special weekends, before spring break, Christmas break, and big events like homecoming, we will walk around the crowd and actually pass out condoms. We notice that when there are more people around, fewer people come to the table. But people will take something if you hand it to them."

AIDS HITS HOME

On the Friday of Family Weekend, the PEPpers had set up their table and were passing out information to passersby. That weekend, some of the passersby were parents, and some were taken aback. "Some parents were kind of shocked, but I guess they realized that this is something that their daughters need to know," said Ms. Bennekin. "Their daughter is away from home, and they can't protect her all the time."

Instead of stern parental warnings, there are light-hearted but serious peer warnings. "Safer Sex" parties are hot. These informal get-togethers allow the PEPpers to talk in a smaller gathering about sex. "We tell people how to practice safe sex," said Ms. Bennekin. At the end of the event, PEP gives out party favors — little pouches with reminders to practice safe sex. The pouch contains a vaginal dam for safer oral sex; the toothbrush reminds students that brushing teeth after oral sex is discouraged because it opens pores that could become infected; the lotion reminds students that it should not be used as a vaginal lubricant; a condom; and other safer-sex supplies. And while the idea of a safer-sex party might be distressing, it's another sign of the times.

"I think we have to adapt to the changing times," Ms. Bennekin said. "We found that more students are sexually active when they get here."

The Spelman coalition is trying to spread the message within its various communities that no one has to have AIDS. But sometimes it's a hard message to learn. When Dr. White's term on the Project Open Hand board of directors expires in December, he will return to delivering food to AIDS patients on one of 40 routes throughout the city. While he looks forward to saying hello again, he doesn't look forward to saying goodbye.

"It's very disturbing to no longer deliver food to (people) because they died," he said. "It does make me aware of how fragile all of our lives are and how precious all of our lives are. It's disturbing that it would take something as terrible as AIDS to communicate that to someone. But I guess that's the way it is."

AIDS CAN BE FOUND IN STUDENTS on university campuses across the country, including Spelman College. "I don't know why that's such a surprise," said Rhea Gordon, a clinical psychologist whose office is in MacVicar Infirmary. College-age students are more likely to be sexually active and are more likely to have multiple sexual partners—two factors that increase the chances of contracting the deadly virus. Dr. Gordon can't say how many or even which Spelman students have AIDS, but doctors at county medical facilities and private physicians have informed her and other top administrators "off the record" that the campus is not immune. "What we do know is that the county has contacted us and let us know there is a rise of [sexually-transmitted diseases] and a rise of people with HIV [at the Atlanta University Center schools]," she said.

MacVicar Infirmary and the Women's Health Clinic can't conduct HIV testing, though they can provide other free health services, such as screenings for sexually transmitted diseases, annual examinations that include Pap smears, and family planning assistance. Though the clinic has the equipment to conduct AIDS and HIV testing, funding is not available. Even if the clinic could test for the virus, Dr. Gordon said, students prefer to go off-campus to insure anonymity.

Twice this past academic year, a private organization came on-campus to conduct free confidential AIDS testing. Until then, students went to public health facilities or private doctors. Some students knew that the Red Cross screens donors for AIDS, and used that option to have their blood tested secretly and economically.

With the knowledge that the students are becoming more sexually experimental, Dr. Gordon and Paulette Benton, director of the Women's Health Clinic, have taken a proactive approach to educate students to the dangers of high-risk sexual behavior. In the privacy of their dormitories, all freshmen are required to attend a forum that encourages responsible sexual behavior. Student groups have been organized to provide peer counseling for safer sex, and condoms are available in the clinic to any student who wants them. Campus health officials encourage safer sex options and discuss abstinence.

"The only safe sex is no sex. Nothing is one hundred percent. You can't give people a false sense of security," said Ms. Benton. "If you tell people that if you use a condom you're always going to be protected, well, what about if the condom fails? You can't lead people to believe they're going to have safe sex if they continue to have sex. 'Safer sex' is the better term."

SPELMAN'S RESPONSE TO THE SCIENTIFIC CHALLENGE

HAROLD M. BARNETTE

THE SPELMAN SCIENCE AND MEDICINE TIMELINE

1881-Spelman College founded as Atlanta Baptist Female Seminary

1884-Name changed to Spelman Seminary



1885-Sophia Jones, M.D., becomes first black female to join faculty

1886-Spelman Seminary establishes Nurse Training Course

AMERICA FACES A CRISIS in science. At every level — from the corporate research laboratory, to the college classroom, to the teaching of basic concepts in high school — the ability of our citizens to function in a scientific environment is at risk as never before. While it is too early to predict how some key issues in this crisis will be resolved, it is clear that racial minorities, women, and especially traditionally black colleges will play a major role in retaining our nation's preeminence in scientific research.

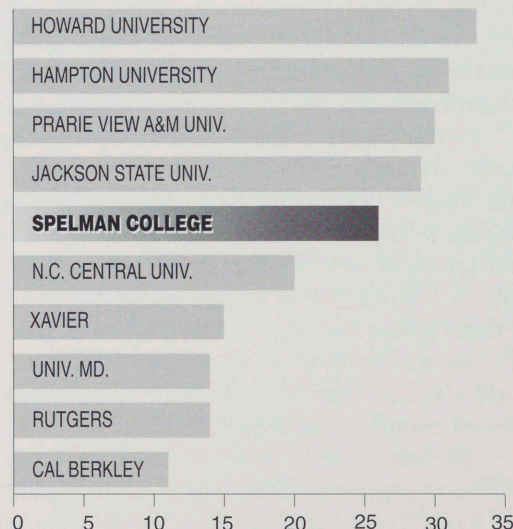
Among traditionally black institutions of higher learning, Spelman has an exceptional record as a producer of minority female scientists

and mathematicians. The importance of this effort is made clear by economic and demographic trends of the emerging global society. One trend suggests a tightly bundled relationship between education, scientific discovery, and economic prosperity. Another verifies the explosive growth of minority groups as a percentage of the American population. Census projections indicate that in this decade, a majority of American schoolchildren will be nonwhite. Early in the next century, minority groups will become a majority of the nation's work force.

The implications of these trends are far-reaching, and our nation's welfare hangs in the balance. As

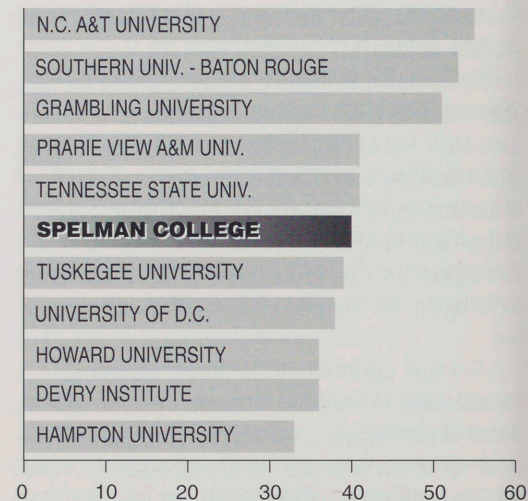
economic competition increases worldwide, America must turn to a vibrant scientific community for high-tech discoveries and innovations needed to propel today's economy. Throughout the next century, however, the student population from which scientists must be drawn will become increasingly female and nonwhite. While some might view this trend as problematic, it serves to emphasize the importance of Spelman's mission. For more than 100 years, Spelman has built a tradition of achievement, educating generations of black women for careers in science.

HOW SPELMAN COMPARES

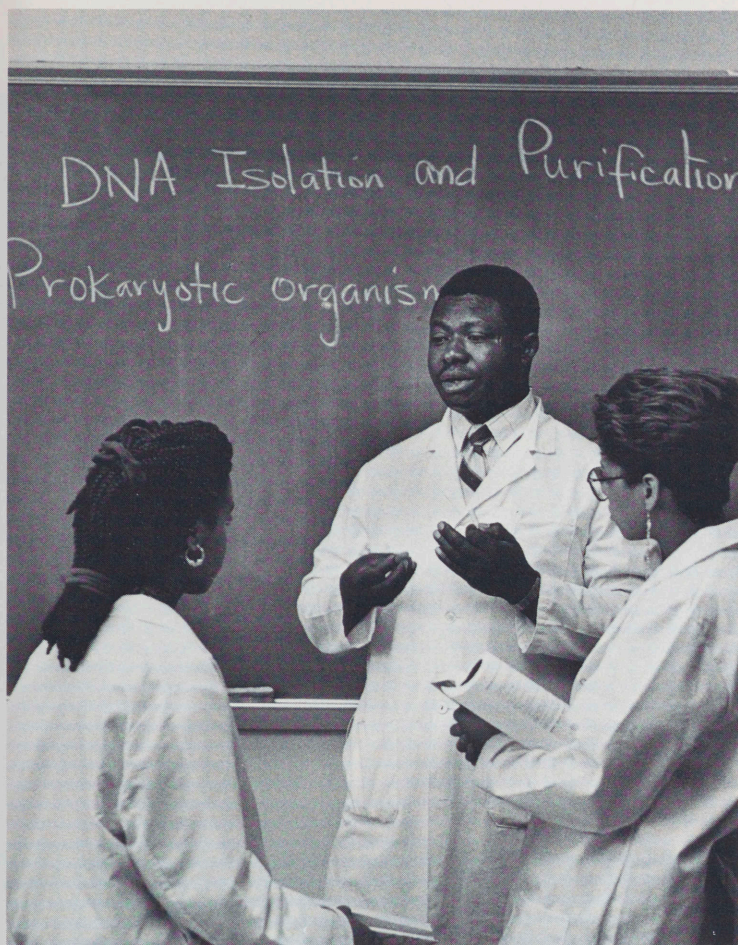


Baccalaureate degrees in life science awarded to African-American women 1989-1990.

Source: Dept. of Education cited in *Black Issues In Higher Education*



Baccalaureate degrees in engineering, computer science and mathematics awarded African-American women 1989-1990.



Changing the Culture of Science

Mainstream institutions have had a difficult time producing black scientists. Walter Massey, one of a small number of black physicists, and former director of the National Science Foundation, admits that over the past 20 years, most programs designed to attract black science students to mainstream institutions have

flopped. Writing in *Science* magazine, he cites figures showing that of black high school students graduating in 1972, 40 percent dropped out within their first year of college. By 1980, the dropout figure had increased to 50 percent. Among those declaring a science or engineering major, only 16 percent graduated within 4.5 years, compared to 34 percent of whites. The trend in recent years has not improved. Of all the minority high school students expressing an interest in science or engineering, only .4 percent eventually earn Ph.D.s, less than one-third the rate of white students.

A number of factors contribute to this situation, including macho and elitist attitudes that perceive science as the almost exclusive domain of white males. Massey cites a prevailing myth that "only the 'best and the brightest' can do science." Pernicious competition, rigid coursework, and distant, insensitive faculty contribute to a Darwinian learning environment. The process is viewed as "separating the 'men' from the 'boys,'" but it also separates "the men from the women and the white men from just about everyone else."

This specialized and exclusive culture may account for the National Center of Educational Statistics' finding that women at women's colleges are 1.5 times more

Photos by Ron Sherman

Graphics by Ralph Barnette, Jr.

Timeline photos from the Spelman Archives

1901-MacVicar Hospital opens to serve black women patients only

1904-Georgia Dwelle Rooks (HS '00) becomes the first Spelman alumna to graduate from medical school (Meharry Medical College)

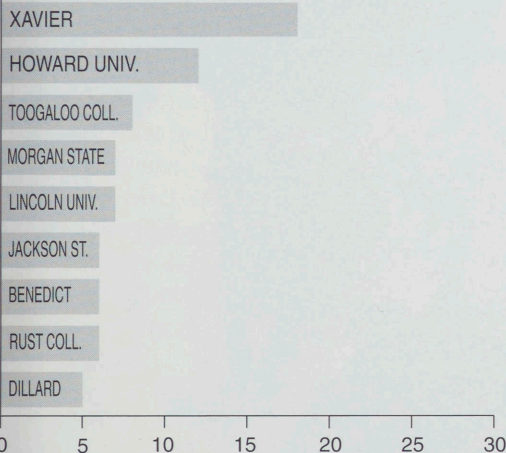
1917-Lillian Singleton Dove believed to be first black female surgeon (Meharry Medical College)



1919-First black nurse registers in Georgia-Ludie Clay Andrews (NT '06)

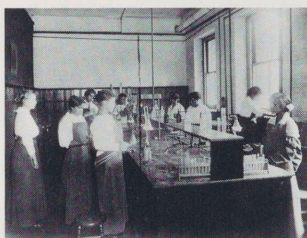
1920-Georgia Dwelle Rooks (HS '00) opens Dwelle Infirmary in Atlanta, Georgia

SPELMAN COLLEGE



Baccalaureate degrees in physical science awarded to African-American women 1989-1990.

1924-Spelman Seminary becomes Spelman College



1925-Tapley Hall, Spelman's science building, erected

1928-Nurse Training Course abolished at Spelman; ten black nursing schools account for 80 percent of all black nurses

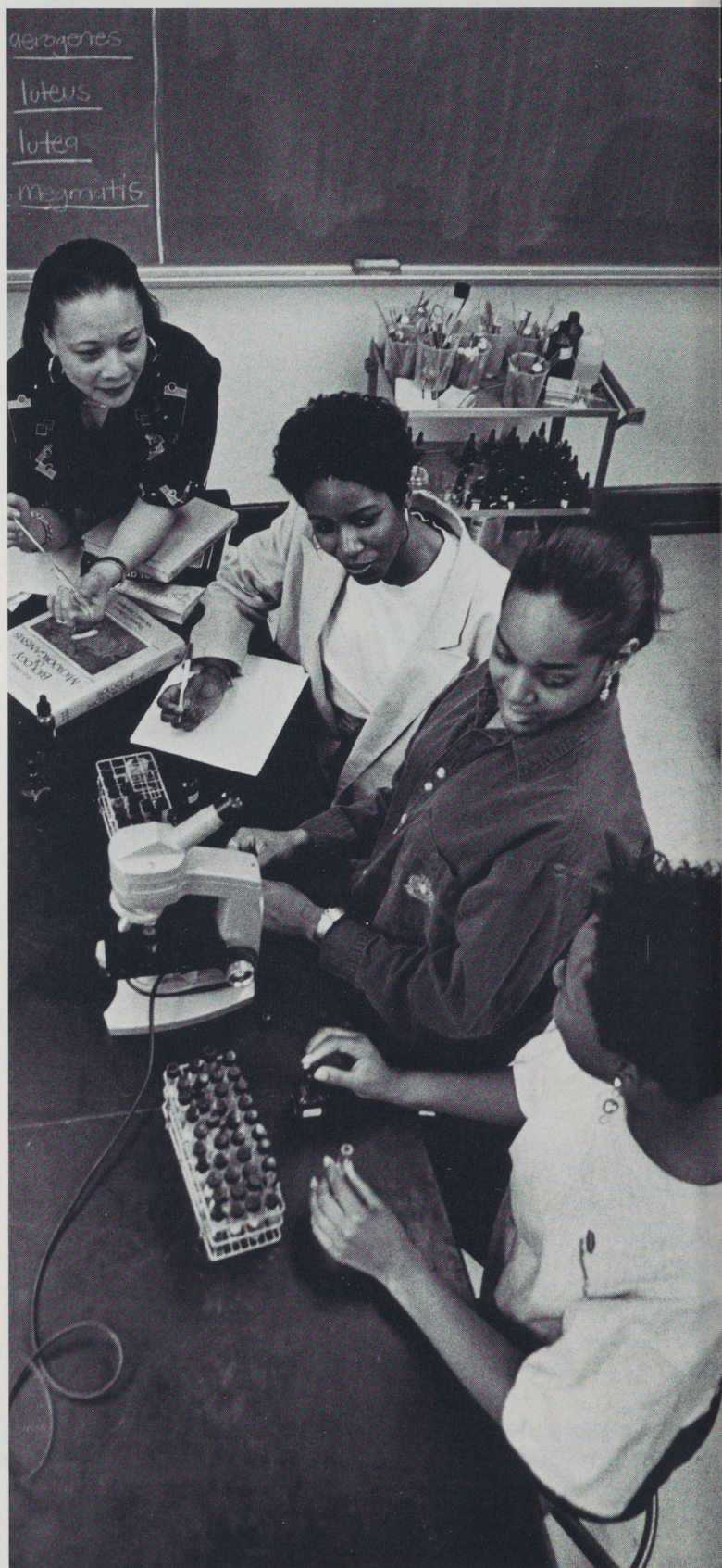


1943-First all black Gray Ladies Corps established by American Red Cross and headed by Selena Sloan Butler (HS '88) at Fort Huachuca, Arizona

likely to major in math or science than at coeducational institutions. Among women's colleges, Spelman is remarkable, with 37 percent of its students choosing math or science as a major. Globally, the dearth of women scientists shows up in the way the United States compares to other developed countries. Only 22.2 percent of scientists in the United States are women, ranking our country between Canada, which has only a fraction of the U.S. population, and Portugal, one of the poorest European nations.

Spelman's approach is to prepare its students for success in life. This means nurturing individuals to develop a sense of confidence and identity that matches their academic acumen. Women who are confident of their abilities are more likely to take an aggressive view of opportunity, including making decisions to choose nontraditional scientific or technical careers. Pamela Scott-Johnson C '82 reflects this attitude when she declares that her career choice resulted from a realization "that there is an underrepresentation of blacks and females in the research world." After spending seven years as a senior research scientist at Kraft/General Foods, Inc., Dr. Scott-Johnson will return to Spelman next year as an assistant professor.

The noted historian Paul Kennedy has suggested that the current trend toward expanding non-white populations, combined with exponential growth in technology, makes the coming century one of the most challenging in human history. In *Preparing for the Twenty-*



First Century, he declares that for many nations, including the United States, the question is whether they can avoid "a late Victorian fate." This refers to the precipitous decline of England as an economic and world power at the end of the nineteenth century. The decline was caused by failing to "constantly upgrade [its] educational system, its output of scientists, technologists, and engineers, and its levels of investment in research and development, all of which were necessary to keep ahead of the field." The threat to national prosperity is real. "Because British society did not choose to reorganize itself in that way, its late-Victorian economy was steadily overtaken by others and Britain lost its place as workshop of the world."

Spelman's Example

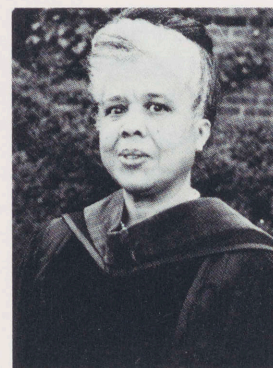
Although most black students are enrolled in mainstream institutions of higher learning, a far higher proportion of students graduating from traditionally black schools earn degrees in science. The National Science Foundation reported that in 1989, with just 20 percent of black students, black colleges and universities graduated a stunning 40 percent of black students earning science degrees.

There is some concern, however, that traditionally black schools lack the sophisticated laboratory equipment necessary to teach many modern scientific concepts. Despite the fact that Spelman's science facilities were

built two generations ago, excellent foundations are still being laid for brilliant careers in many scientific disciplines. In the past ten years, over 45 Spelman women have gone on to graduate programs in analytical chemistry, materials science, pharmacology, biophysics, engineering, and other fields.

Lisa Ricks, a sophomore, credits effective teaching for overcoming some of the problems posed by inadequate facilities. "The professors are very clear about preparing us for what we will find later in our academic or corporate careers." She emphasizes that "[they] expose us to the material, even if we can't do every experiment."

To preserve its paramount role in the twenty-first century, America must resolve to invest in those sectors of education that demonstrate an ability to produce the science and mathematics wizards our nation will increasingly depend on. Institutions like Spelman College, drawing the best talent from a growing pool of minority female scholars, may be America's best defense against a "late Victorian fate." Firmly grounded in its venerable history of service to black women, Spelman is now poised to help guide science education across the threshold of the twenty-first century.



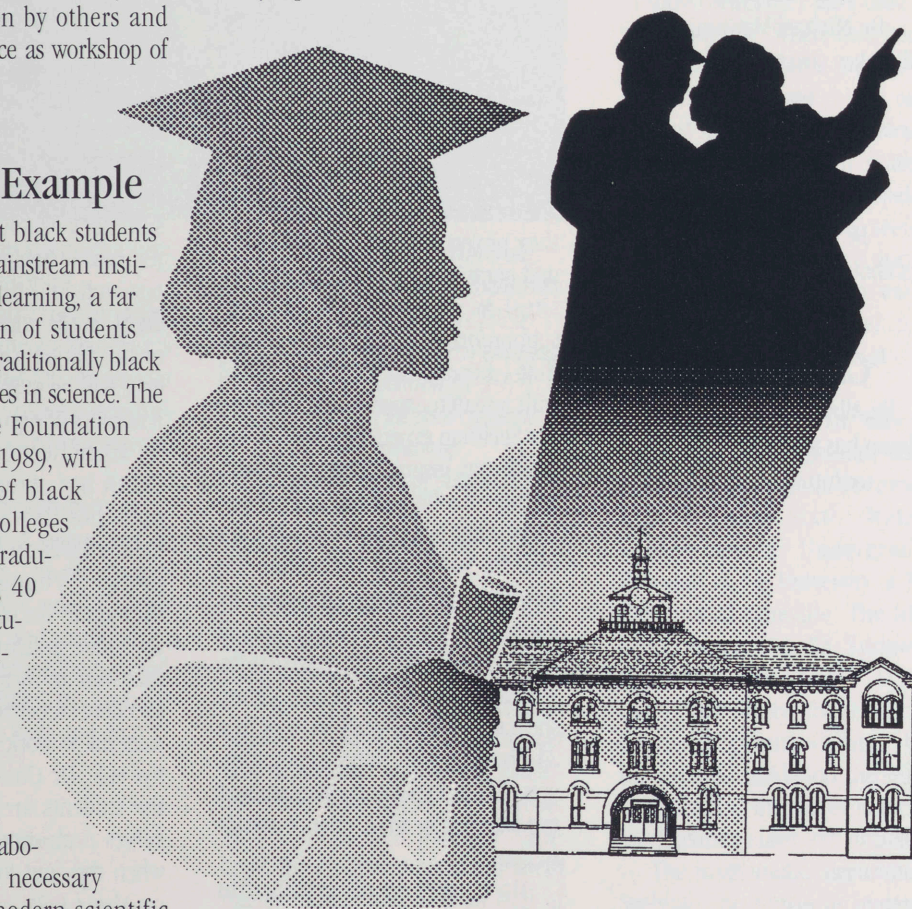
1950s-Dr. Effie O'Neal Ellis
C'33 becomes first black woman to hold an executive position in the American Medical Association

1972-Pre-Freshman Summer Science Program starts at Spelman

1973-Donna Smith Palms becomes the first Spelman student to receive a dual degree in engineering

1977-Biochemistry major offered

1978-Pamela Gunter-Smith
C '73 becomes the first African-American woman to receive a Ph D. from Emory University's Department of Physiology with a concentration in research on cell membrane transport processes



FACULTY FOCUS: THE SCIENCES

JO MOORE STEWART, EDITOR

1982-Gena Hudgins Ashe
C'83 a dual-degree
engineering student named by
Glamour magazine as one of
top ten college students

1983-First National
Conference on Black Woman's
Health Issues held on
Spelman's campus

1984-The Computer Science
major offered

1984-The Spelman
Messenger publishes special
issue documenting the First
National Health Conference on
Black Women's Health Issues
(Vol. 100, No. 1)

1985-The College's Academic
Computing Center opens
in January

1986-Dr. Denise Stevenson-
Graves C'76 becomes first
African-American woman to
hold a Ph.D. in fluid dynamics

Cover Story:

Dr. Pamela Gunter-Smith
A real role model

Mathematics:

Dr. Teresa D. Edwards
Are we having fun yet?

Computer Science:

Dr. Benjamin J. Martin
Putting the byte into a continually
evolving curriculum

Biology:

Dr. Michael McGinnis
Adding key pieces to the research
puzzle

Physics:

Dr. Derrick Hylton
It's about attitudes and images

Chemistry:

Dr. Albert Thompson, Jr.
Spelman has the right "chemistry"
for future scientists

Dr. Pamela Gunter-Smith
Chair of the Biology Department
Porter Professor of Physiology
B.S. Spelman College 1973
Ph.D. Emory University 1978
Spelman College Faculty: 1992

"I'VE WANTED TO BE a scientist since I was a little girl I never wanted to be a physician or a teacher, but always a scientist," Pamela Gunter-Smith says. She visited Spelman because it was a predominantly black college and she was interested in learning more about the Spelman experience. During that visit Barnett Smith, who was chair of the biology department at the time, showed her the electron microscope, which sold her on coming to Spelman. She received a full-tuition scholarship and became the protégé of Dr. Smith and his colleague Dr. William B. LeFlore.

"I was actually able to work on their projects in electron microscopy and parasitology (the study of parasites) as an undergrad from my sophomore year on, which meant that I headed for graduate school with research experience." Based on her Spelman experience, Dr. Gunter-Smith has inspired several students to enter the field of biomedical sciences. After two summer internships with Dr. Smith and Dr. LeFlore, Dr. Gunter-Smith was recommended by her mentors for a summer stint at the Marine Biology Institute in Woods Hole, Massachusetts. There, she had the opportunity to work in a 24-hour lab with Nobel Prize laureates. "That experience as a student exposed me to what science *really* is."

Dr. Gunter-Smith returned to Spelman in 1992 after eleven years as a teacher and research scientist,

most recently as a project manager and research physiologist for the Armed Forces Radiobiology Research Institute at the National Naval Medical Center in Bethesda, Maryland. Previously she had served as an associate professorial lecturer in physiology at the George Washington University Medical School in Washington, D.C., and as an adjunct assistant professor of physiology at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. Her research has concentrated on cell membrane transport processes.

"I asked myself what I really wanted to accomplish and contribute as a research scientist. To make a real impact on the number of women pursuing a career in science, we have to have women in the trenches as real science role models. Increasing our students' exposure to science requires more than one summer's experience. That's why I returned to Spelman to continue my research and to fully engage students in the practice of science. One of my major contributions to science will be to influence the lives of a number of women."

Since her return, Dr. Gunter-Smith has observed two changes, both positive and negative, in today's Spelman student profile. The positive change has been an increase in the overall caliber of the Spelman student. She pointed out that with an increased proportion of excellent students, there is more raw material to work with. On the negative side, Dr. Gunter-Smith feels that the students are not giving themselves a chance to be successful when they put too much emphasis on their GPA. at the expense of learning. Today's student will drop a

Photos by Ron Sherman

Dr. Teresa D. Edwards



course rather than doing the best she can in a difficult class.

Dr. Gunter-Smith's return to the classroom symbolizes Spelman's ongoing commitment to the science program and the College's determination to develop a first-rate science facility.

As Dr. Gunter-Smith becomes a mentor for the next generation of Spelman scientists, she remembers her mother's sound advice: "You have to take care of yourself. Make your own opportunities happen and don't be afraid, Little Girl, to make a decision. Get out there and do it."

Dr. Teresa D. Edwards
Assistant Professor of Mathematics
B.A. Spelman College 1976
M.S. Operations Research Georgia
Institute of Technology 1979
Ph.D. Industrial and Systems
Engineering
Georgia Institute of Technology
1990
Spelman College Faculty: 1986.

TERESA EDWARDS' FATHER encouraged his six children (five daughters and a son) to "do whatever you want to do." Her mother became a role model, receiving her B.A. degree and completing graduate school after having six children. As a result of their parental influence, the children took six different career paths, with at least half of them math-related. The son, the

youngest in the family, became an electrical technician, and the five daughters chose careers in nursing, law, accounting, public relations, and, of course, mathematics.

During Dr. Edwards' days as a student at Spelman, there were only 35 mathematics majors, including 8 seniors. Currently, Spelman's department of mathematics has 110 mathematics majors, with 30 seniors. The 1993 faculty has more than doubled in size to 11 members, presenting the students with many more career options.

Dr. Edwards believes that the best encouragement for math students is to show them that math can be fun. "I show them how I have used math when they ask, 'When am I going to use this in life?' Some math is more abstract than others, but it can be fun just solving a problem. Most students haven't had many math role models before coming to Spelman. But once they are here, seeing is believing. We encourage our students to get involved in research at the undergraduate level and to attend and present papers at conferences."

In 1992, under Dr. Edwards' advisement, three Spelman students published a paper in the proceedings of the Sixth National Conference on Undergraduate Research at the University of North Carolina at Asheville. The title of their paper was "A Systematic Approach for Course Scheduling—Case Study: Natural Science Courses at Spelman College." Under Dr. Edwards' guidance, the students are extending the model to incorporate Spelman classroom availability.

The mathematics department at Spelman encourages its undergraduates to be involved in research as a

1987—Women in Science and Engineering (WISE) Program begins

1987—Dr. Mae Jemison, daughter of Spelman alumna Dorothy Green-Jemison C'47, becomes first black woman astronaut

1987—NASA Undergraduate Students Researcher Program at Spelman

1988—Summer Science and Engineering Program begins

1990—SAGE: A Scholarly Journal on Black Women publishes special issue on science and technology (Vol. 6, No. 2)

1991—Dr. Etta Falconer, Callaway Professor of Mathematics, named Associate Provost for Science Programs and Policy

1992-Spelman named the
No. 1 Regional
Liberal Arts
College in the South by
U.S. News and World Report

1992-Jocelyn Simpson
becomes the first dual-degree
student to
receive a Ph.D. in chemical
engineering

1993-Center for Scientific
Applications of Mathematics
established



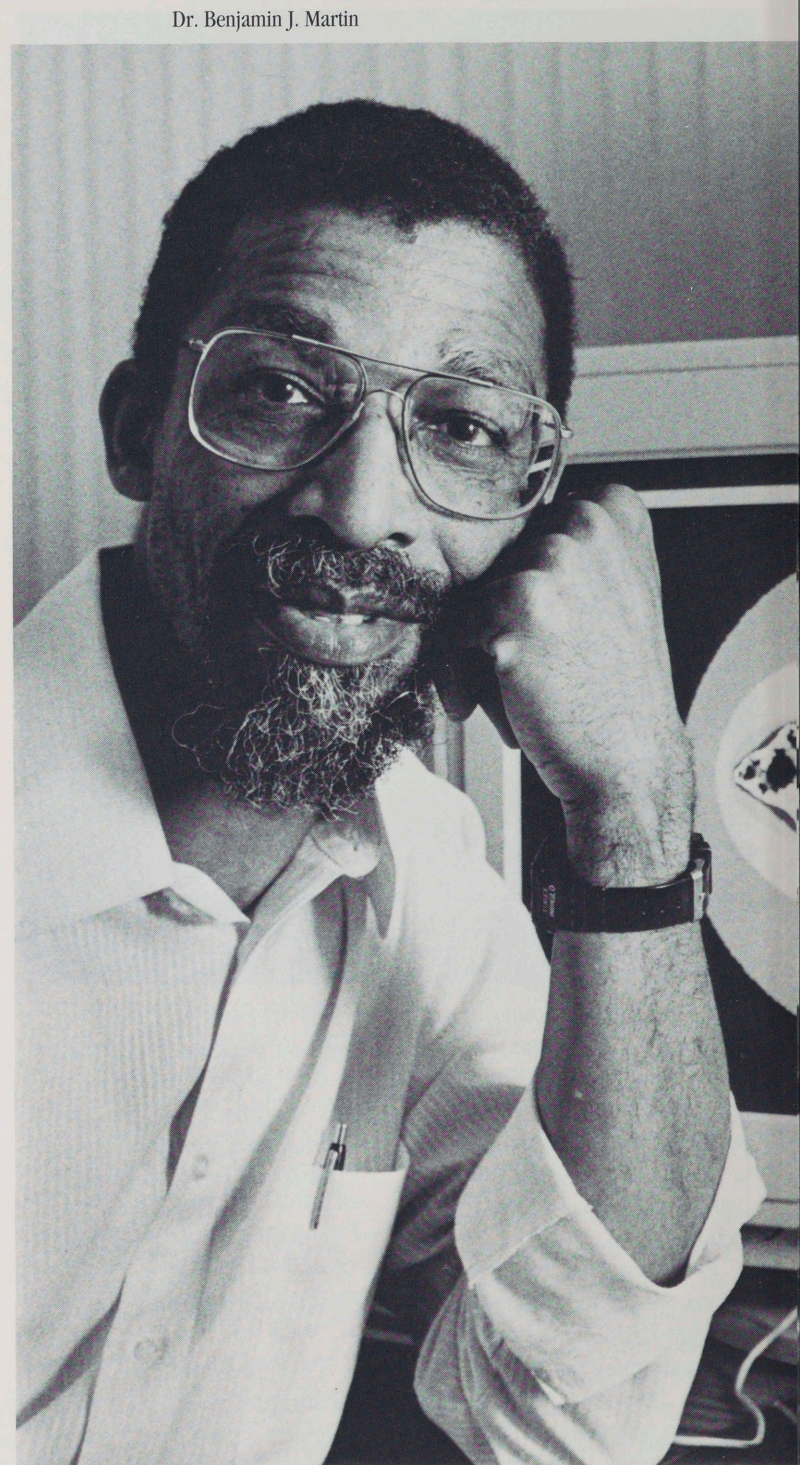
1997-Projected date for new
Spelman science building to
be erected

part of their preparation for graduate school; this process is important since, in 1991 and 1992, 25 percent of Spelman graduates continued on to graduate school. "The undergraduate research experience provides a 'look ahead' to the challenges and fulfillment that lie before them in both graduate school and in their careers," Dr. Edwards stated in her paper entitled "Some Challenges and Benefits of Undergraduate Research," which she presented at the Annual Spring Meeting of the, Southeastern Section of the Mathematical Association of America, University of South Carolina, Coastal Carolina College, Conway, South Carolina, in April, 1993.

Dr. Edwards noted departmental and college programs designed to get students involved in research, including Scholars In Mathematics at Spelman (SIMS), Packard Scholars funded by The David and Lucile Packard Foundation), NASA-WISE (Women in Science and Engineering), NASA-USRPA (Undergraduate Student Researchers Program Alliance), and Departmental Honors and College Honors Programs. Most of the programs require the students to engage in one or two semesters of research, to present their findings at a public forum, and/or to submit a thesis.

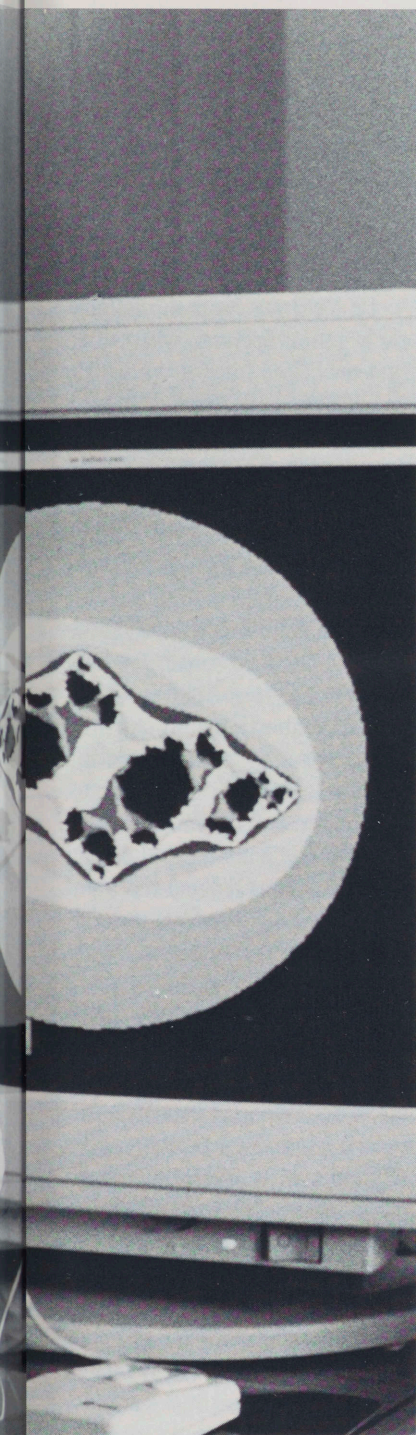
"When they get to graduate school, students will discover that pure math gives you the theory to solve practical problems while applied math offers suggested theoretical approaches from examined data. Each approach has something to offer the other," said Dr. Edwards.

One of Dr. Edwards' students



summed up the Spelman undergraduate research experience: "Students have the misconception that research is boring, but I discovered that it can be interesting. I liked the fact that my advisor was

like my partner, not just a superior. Research challenges you to ask questions and teaches you not to be afraid if you don't find the answer right away."



Dr. Benjamin J. Martin
Director of the Computer and
Information Science Program
B.S. Morehouse College
M.S., Ph.D. Purdue University
Spelman College Faculty 1986

ACCORDING TO Benjamin Martin, computer science is either the fastest-changing field or the underlying cause of change in the fastest-changing fields. Dr. Martin observed that when he was in college, computer science was a graduate field with very few undergraduate offerings. "In those early days, we only had about eight thousand bytes of memory and couldn't conceive of one million bytes. In 1963, the only computers on Spelman's campus were used by a few administrators. Then in the late sixties or early seventies, Charles Meredith provided Spelman with a teletype hook-up to Bell Labs."

In 1986, with the assistance of funding from the U.S. Department of Education, the Pew Memorial Trust, and the Digital Equipment Corporation, Spelman began to develop a computer and information science major and a computer literacy general education requirement under the administration of the department of mathematics. The program has its own computer science faculty. In a recent development, the Spelman faculty voted to recommend that the computer science program be designated a full-fledged department. This change is subject to formal approval by the College Board of Trustees.

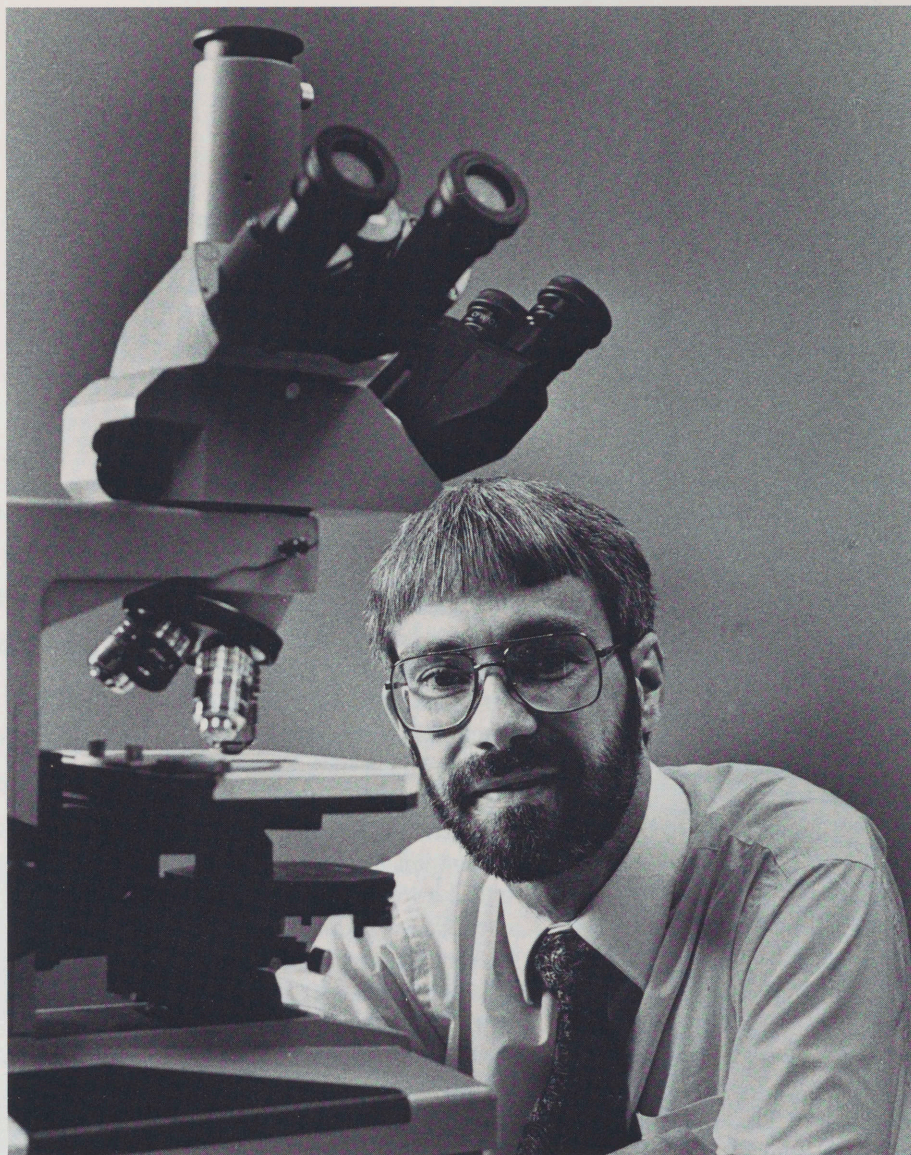
"As students cross over from math to computer science," Dr. Martin observed, we must review often the curriculum in a fast-growing field. The professional commu-

nity defines and redefines the curriculum. Our typical computer science major stays in traditional computer science areas such as data processing or information systems. However, there are those nontypical majors who go on to medical school, law school, or business. More of our students are going on to graduate programs and getting their Ph.D.s in Computer Science."

Since receiving his Ph.D. in applied mathematics, Dr. Martin has done postdoctoral studies in computer science and electrical engineering at the Georgia Institute of Technology. His most recent research efforts have been in the area of image processing, computer vision, and parallel computing. On a recent image-processing project funded by NASA, he worked with Sylvia Bozeman of the Spelman mathematics faculty and several Spelman students. The title of their presentation was "Implementation of an Algorithm for Cylindrical Object Identification Using Range Data." The paper was presented at the NASA-HBCU Space Science and Engineering Research Forum.

"Our Spelman students in computer science are more sophisticated due to new equipment that gives them more opportunities and the knowledge of the inner workings of the computer," Dr. Martin noted. Spelman has upgraded the program's network connection by introducing UNIX, a computer system often used by businesses. Prior to the introduction of this system, we were using the VAX/VMS operating system common in the academic world but not in the commercial and business community.

Our typical
 computer science
 major stays in
 traditional
 computer science
 areas such as
 data processing
 or information
 systems.
 However, there
 are those non
 typical majors
 who go on to
 medical school,
 law school or
 business.



Dr. Michael McGinnis

Dr. Michael McGinnis
Assistant Professor of Biology
B.S., Sam Houston State
University
Ph. D. Purdue University
Spelman College Faculty: 1992

WHY SPELMAN?

"Because it's one of the few liberal arts colleges interested in science and getting students involved in research at the undergraduate level," Michael McGinnis explained, after joining Spelman's biology faculty last fall from Purdue University. "I'm teaching students who take science seriously."

Since 1987, Dr. McGinnis had been a part of a large research group made up of four full-time faculty, three or four associates, and as many graduate students. The group's project was to study spinal cord regeneration. As a result, Dr. McGinnis co-authored a paper which was published in 1992 in *Neuroscience*, vol. 51, no. 1. The article was entitled "The Lack of An Effect of Applied d.c. Electric Fields on Peripheral Nerve Regeneration in The Guinea Pig."

Since the Purdue research group has split up, each person continues a piece of the research somewhere

else. Each seeks pieces of the puzzle embodied in the question "Can we cure spinal injury?" Although they work individually, members get together when work overlaps.

Dr. McGinnis' work on the puzzle began at Spelman when three students helped him set up his lab, order equipment, and fill in parts missing from the Purdue setup. "I have changed some forms of my research to be compatible with undergraduate students. At Purdue, we worked on guinea pigs and rats. Since most undergraduates can't devote enough time to develop the skills for mammal surgery, we have them work on frog embryos. We ask the same questions but shift the focus unless they can devote the next three years to the project. A sophomore could commit to this much time. Unfortunately, we don't have the money for research assistants. I have three students, a sophomore and two seniors, volunteering with me now. One of the seniors is getting course credit, but the others have volunteered to get the experience. I have received a higher interest in research from students at the undergraduate level here than what I experienced at Purdue. Many students have had previous experience in summer internship programs or hospitals."

One of Dr. McGinnis' moments of pride was to witness a Spelman freshman win first prize on Science Day for Best Overall Biology Poster and Best Freshman Display in Biology. The student's display was a study of cell culture, growth, and orientation. "I enjoy seeing my students getting actively involved from the very beginning. I remind those students who think they are busy

now to enjoy their time as a student and not to get overwhelmed. I offer them my professor's advice: 'You have more free time now than you'll ever have again as long as you live.'"

Dr. Derrick Hylton

Assistant Professor of Physics

B.A. Boston University

M. Phil. and Ph.D. Yale

University

Spelman College Faculty: 1991

IN THE FALL OF 1991 Derrick Hylton arrived at Spelman to set up the first introductory physics lab courses actually taught on Spelman's campus for physics and engineering majors. According to Dr. Hylton, "We have fewer physics majors because most students have little exposure to real physics. I want to change the student's physics image from one of blowing up the world to one of understanding the world."

Spelman currently has 159 dual-degree engineering majors, of whom 15 percent are focusing on physics. Although this percentage is small, it is growing in the right direction. The physics community at large admits that there is an underrepresentation among women. As a result, summer internships have been increased for minorities in an effort to increase the number of women. "Attitudes towards female physicists are slower to change than the actual numbers of women in the field. Women are still viewed as mentally inferior in the physics field," Dr. Hylton noted. Dr. Hylton recalled that his entering physics class at Yale University in 1976 had

only one woman in a class of twenty-five. Fifteen of the twenty-five were international students.

He is currently developing a research project in theoretical atomic physics with the Lawrence Livermore Lab in Livermore, California. The project is entitled "Quantum Electro-dynamic Effects in a Few Electron Heavy Atoms." Having come to Spelman to help start the physics program, Dr. Hylton is currently developing a proposal for student involvement on his research project, which would include summer student internships with the Lawrence Livermore Lab. Dr. Hylton gives his physics students the advice of one of his professors: to be academically honest and to approach problems honestly in order to do true research.

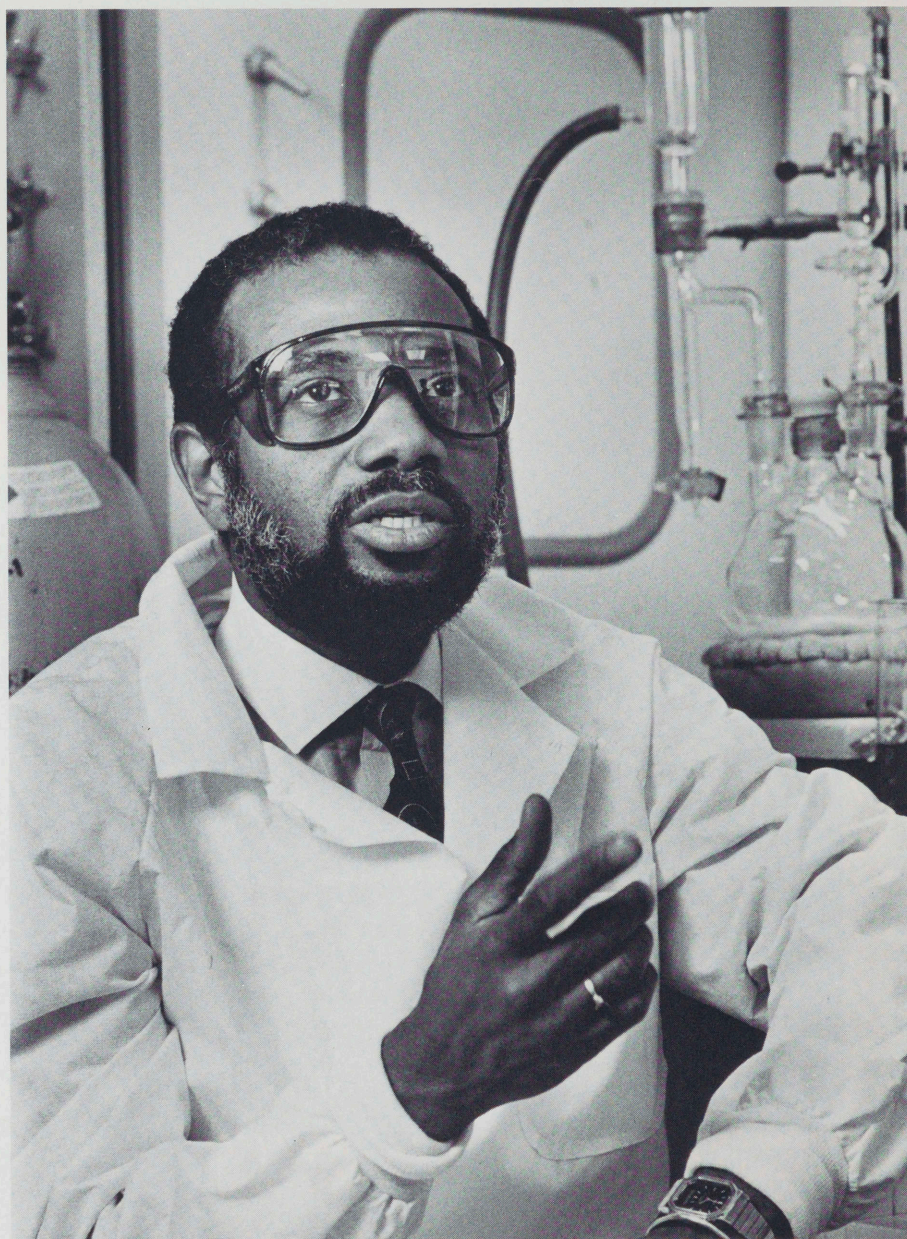
To establish Spelman's first physics lab, one of the biology labs was converted. This is a beginning, but physics majors still have to finish up at Morehouse or Clark-Atlanta after their three introductory courses. Dr. Hylton has found that his most committed physics students come from backgrounds in other science disciplines. He tries to encourage students to start earlier in physics, since most begin as mathematics or engineering majors. They may have to take an

extra semester to recommit.

Practicing at home, what he teaches at Spelman Dr. Hylton is introducing science early to his three-year-old daughter, Megan, by teaching her the concept of "counting" as a number of things and not just a series of numerical symbols. He has been working with Megan on this project since she was two years old.

Dr. Derrick Hylton





Dr. Albert N. Thompson, Jr.

*Dr. Albert N. Thompson, Jr.
Chair of the Department of
Chemistry
Associate Professor of
Chemistry
B.S., M.S., Texas Southern
University
Ph.D., Howard University
Spelman College Faculty: 1981*

PRIOR TO 1977, when Spelman established its own chemistry department, Spelman students who majored in chemistry completed most of their chemistry courses at Morehouse College. Due to the rapid increase of Spelman students majoring in the natural sciences during this period, the Chemistry Department began offering the first two years of the chemistry curriculum on Spelman's campus. The department has steadily expanded since then. Presently, the department has a total of eight full-time faculty members, commencing with three faculty in 1977.

However, it was not until 1990 that Spelman students could complete the major in chemistry on campus. Today, as a result of this phenomenal growth, the department claims 120 chemistry and biochemistry majors, more majors than any other college in the Atlanta University Center, and more majors than many chemistry departments at major research universities throughout the United States. Of the 407 members of the Spelman class of 1993, 21 were chemistry majors.

It is projected that by 1997 over a dozen of Spelman's graduates from the chemistry department will have received the Ph.D. degree in chemistry or related areas from top universities such as the University of California at Davis, the University of Michigan, Purdue University, Howard University and the Massachusetts Institute of Technology (MIT).

Why the change? Why the growth? What has created the "right" chemistry for Spelman?

Dr. Albert Thompson explains, "Women always have been capable and have done very well when they majored in chemistry at Morehouse. There's been a change in society's attitude due to the civil rights movement, the post Vietnam era, and the fact that fathers now accept that their daughters can pursue nontraditional roles and careers. When I discuss scientific topics with my eight-year-old daughter, Amber, the discussions are no different that they would be if she were a boy. A key factor has been that there always has been a nurturing atmosphere at Spelman. In fact, Spelman has the largest faculty of African-American women with Ph.D. degrees in mathematics in the country. When students come to Spelman, they have realistic role models."

Through the Penn Foundation, Spelman has structured a tutorial program for chemistry, mathematics, and biology majors. The department recently received funding through the National Science Foundation's Research Careers for Minority Students Program (RCMS) for its "Scholars in Chemistry Program." The objective of this program is to identify, support, and nurture early in their academic careers students who demonstrate the potential to become graduate-degree scientists. The department is continually investigating various ways to enhance and strengthen its science programs, either through new grant and foundation support or innovative changes in the curriculum. Additionally, the College, through its departmental budgets,

supports student tutors and lab assistants.

"Students gain knowledge by helping other students. Our undergraduate students must teach to become better students and eventually well-prepared graduate students. In fact, our goal and challenge is to see more of our students go into academic teaching at Historically Black Colleges and Universities as well as major research institutions," Dr. Thompson explains.

As Spelman has grown in numbers, space has become a major concern. The last time lab space was added was in the mid-seventies, when Spelman became one of the earliest sources of undergraduate biochemistry courses for the Atlanta University Center. Now the same lab is being used for biochemistry, organic, analytical, and instrumental chemistry laboratory courses as well. Space is also needed for faculty members who are involved in research projects, thus exposing more students to the possibility of obtaining Ph.D. degrees in the sciences.

Currently Dr. Thompson is conducting research on the synthesis and characterization of water-soluble meso-tetraphenylporphyrins, a project funded through the Minority Biomedical Research Support (MBRS) program created in 1972 by the National Institutes of Health (NIH) to remedy the underrepresentation of ethnic minorities in biomedical research careers. He has two Spelman MBRS-supported students and one College Honors Program student working with him on his project. Dr. Thompson noted that Tapley Hall, our current science building, was not built for faculty

research nor to house five scientific disciplines.

"Students must be exposed and intimately involved in research at the undergraduate level to be prepared adequately for graduate studies. It is our student-mentor relationship that will encourage students to become Ph.D. scientists. We must eliminate the 'mad' scientist stereotypes. In fact, many women are active participants and leaders on the cutting edge of many areas of research throughout the United States."

Dr. Thompson believes that sincere efforts to increase the number of women and persons from under-represented groups in science can be realized only through long-term investments. "There is no 'quick' fix," he says. There must be total commitment, for you cannot train scientists overnight. However, after twelve years of being a faculty mentor at Spelman, it is rewarding to know that we have at least a dozen students coming down the pipeline to earn a Ph.D. in chemistry, biochemistry, or chemical engineering by 1997."

A key factor has been that there always has been a nurturing atmosphere at Spelman. In fact, Spelman has the largest faculty of African-American women with Ph.D. degrees in mathematics in the country. When students come to Spelman, they have realistic role models.

Barriers

LORI BOYER C '87

Antoinette Mainor Oliver, C

FEAR OF THE UNKNOWN has prevented many people from achieving their goals. It has kept the curious from making discoveries, and it has inhibited the progress of people and ideas. It has not, however, daunted Spelman women who had goals to achieve, destinations to reach, and dreams to fulfill. During Reunion Weekend 1993 some of these women talked about the barriers they have faced and the bridges they have built.

Helen Robinson Nunley C '43 built a bridge for Spelman alumnae seeking careers in the sciences. Mrs.

Nunley graduated during World War II with a chemistry degree. She answered a newspaper advertisement for a ceramics plant that was looking for chemical operators, hoping the company would also need chemists. It did. In July of 1943, after an extensive series of tests and interviews, Mrs. Nunley was hired to work on the Manhattan Project, the program that developed the

country's first atomic bomb.

She worked on the project at the New York site for seven years, before the program was moved to Oak Ridge, Tennessee. Rather than continuing with the Manhattan Project, Mrs. Nunley chose to marry and begin a career as a teacher, then administrator, with the Buffalo Public Schools. But for a while, she was the only woman and the only black person working on her phase

of the Manhattan Project.

She says that she worried that she wouldn't be as prepared as some of her co-workers, who had degrees from Notre Dame, Cornell, St. John's University, and other top schools. She need not have worried. After working with her, Manhattan Project officials told her that they would willingly hire other women chemists if they applied for work there.

Josephine Harreld Love C '33 faced few barriers in her career in music. "I think I have been able to overcome most barriers pretty successfully," says Ms. Love, the only representative of her class at this year's reunion. "I don't have any great feelings of being thwarted."

Ms. Love built bridges for Spelman alumnae, women, and other blacks in her field. She was Spelman's first alumna to get a master's degree in musicology from Radcliff College, and she was recently appointed to the board of the Bently Library at the University of Michigan.

"My advice is don't go into situations expecting to be discriminated against. I think too often we go into situations with a chip on our shoulders," she says.

Psychology major Denise Blake C '88 kept looking until she found a job that she really enjoys. The Atlanta resident wanted a career in social services, but she couldn't find the right situation. She worked for an executive search firm, an engineering company, and as an assistant to the executive director of the Martin Luther King, Jr., Center for Nonviolent Social Change. Five



years after graduating from Spelman, she is beginning to feel some stability in her professional life.

"Initially I was envious of my friends who knew from freshman year that they wanted to be an attorney or they wanted to be a doctor. My first years in college were very exploratory. I have a lot of varied interests, and none of them seemed very applicable to a real job.

"I don't think I was ready for the King Center initially," she adds. "I think I bring to it a level of maturity now that I did not have fresh out of school."



Helen Robinson Nunley, C '43

Photo: Bud Smith



Bridges

Antoinette Mainor Olive C '43 found professional success by following the advice that she herself gives to Spelman colleagues: "Try it. If the shoe doesn't fit, then change." Mrs. Olive worked as a social worker in Chicago, a case worker supervisor, a preschool teacher, and finally a school counselor before she retired.

Eleanor Ison Franklin C '48 never had to face barriers of race or sex, and during her career many of those barriers were eliminated by law. "When I was a graduate student," she says, "the 1954 decision was made to desegregate schools, and with that came the desegregation of many opportunities. In 1957, when I went to [work at the veterinary school in] Tuskegee, there was a boycott in Tuskegee because of gerrymandering of voting opportunities, and shortly thereafter was the Selma activity and the Montgomery boycott, which led to the Civil Rights Movement."

Dr. Franklin's research career at the Howard University School of Medicine was interrupted when she assumed administrative responsibilities. After several years away from

her work, she was able to combine her love of research with administrative tasks.

Wyndolyn Fuqua C '73 thought her background in political science would be excellent preparation for a legal career—except she changed her mind about attending law school. She taught school for a while, but realized "that was not my calling." She was a community services specialist with the 1980 census team before accepting her current position as a research analyst with the Defense Intelligence Agency in Huntsville, Alabama. After several years in this position, Ms. Fuqua still isn't sure if this is her calling. If the perfect job came along, she says she'd take it.

"Don't be afraid to take a chance," she advises her younger Spelman sisters. "Whatever job you get, work at that, but keep your mind open to something else. Keep looking and eventually you'll find what you're looking for."

Many Spelman alumnae circumvented barriers in the job market by enrolling in graduate school. Others, like Jacqueline Wellington

Moore C '53 postponed going to graduate school because of family obligations. She wanted to study at the Interdenominational Theological Center (ITC), but had to defer that dream. After Spelman, she went home to New York and began a career as a social worker. She later became involved with the Unity Center Movement, a Christian group that encourages members to reach their dreams through God. Now, 40 years later, she is fulfilling her dream as a graduate seminary student at ITC.

"I think in every life you're going to have some setbacks," she says. Through Unity I learned that your setbacks can really be challenges that move you forward."

Tina Monique James C '88 knew when she graduated that she wanted a career in public health. Since graduation she has worked with the Environmental Protection Agency, applied for a research grant to study ozone-level fluctuations, and is finishing work on a master's degree in public health at the University of Alabama at Birmingham (UAB). She is also building bridges. Ms. James heads the recruiting program for Birmingham's Spelman alumnae chapter, and she encourages prospective UAB students to enroll in the epidemiology program.

Reunion dialog affirms anew that even though barriers remain, bridges continue to be built by each new generation.



Wyndolyn Fuqua, C '73

Photo: Marilyn Futterman



Tina Monique James, C '88

Photo: Marilyn Futterman



Photo: Bud Smith

Reunion '93



Class of 1918- Linnie Dixon Dansby



Class of 1933- Josephine Harreld Love



Class of 1938- ROW ONE: Avis Seace Lee, Lois W. Lawson, Mary Adams Davis, Maudlyn Stokes Garrett, Bernry Hardwick Nelson. ROW TWO: Helen Jones Norton, Minnie Felton Jackson, Alice Holmes Washington, Celestine Taylor Billings, Helen B. Simmons, Dorothy Turner Johnson

Photos by Jody McKown



Class of 1943- ROW ONE: Antoinette Mainor Olive, Florence Irving Francis, Carleatha Modest Haines, Annie Sue Walker Berlack, Anna Lanon Johnson, Ida R. Gary, Mary Lee H. Bussey ROW TWO: Louise Roperbicklen, Austella Walden Colley, Mozelle Dailey Clemmons, Lydia Brown Wynn, Helen Robinson Nunley, Evelyn Merrett Chandler, Thelma Collins Spann ROW THREE: Martha E. Brock Crews, Beatrice Goldsby Morgan, Elizabeth G. King, Ann (ie) J. Moore, Melzetta Peterson Laws, Ernestine Gipson, Ella M. Isom, Madrid Turner Hamilton



Class of 1948- ROW ONE: Sara Braswell Starling, Margaret Holder Lee, Darlyne Atkinson Killian, E. Grace Beavers Thurston, Estelle Copeland Rogers, Louise Roberson Eagan ROW TWO: Naomi Cole Johnson, Gloria Davis Dent, Tommie Butler Lewis, Dorothy Charlton Curtis, Lydia Jones Neasman, Marymal Morgan Dryden, Juanita Sellers Stone ROW THREE: Eleanor Ison Franklin, Jasqueline Larkins Crook, Ruth M. Bullock, June Dobbs Butts, Bessie Hamilton Wilborn



Class of 1953- ROW ONE: Hazel Hargrove Brown, Gwen Mitchell Darden, Jeanne Bryant Blackmon, Helen Brookins Bell, Carolyn Hill Wyatt, Katherine Griffin Keith, Marilyn Davis Mitchell
ROW TWO: Barbara Holloway Lee, Ruby Tolbert Richards, Wilmotine Few Sparks, Dorothy LeBlanc, Ruth McKinney Henderson, Mary McKinney Edmonds, Betty Blasingame, Ophelia C. Mabone, Johnnye H. Wilson Vinson
ROW THREE: Gloria W. Wingfield, Mable L. Johnson, Jacqueline Wellington-Moore, June M. Aldridge, Iwillla C. Echols, Ruth H. Brown, Jean L. Foster, Ellene C. Jackson, Mary Ann S. Mims, Quo Vadis S. Dixon, Mildred H. Johnson



Class of 1958- ROW ONE: Peggy Martin, Ann Parham, Gwendolyn Page Bynum, Yvonne B. Fortson, Shirley S. Drew, Dentye M. Smith
ROW TWO: Shirley McGee Fannings, Juliet D. Blackburn-Beamon, Janet Webster Jones, Pauline Drake, Pearline Adamson Davis, Virginia Harris Johnson
ROW THREE: Jacquelyn Redd Barnes, Eurtistine Martin Holt, Ruth Hearsey Shannon, Gladys Thomas Glass, Rose Jones, Yvonne Harris Meadows, Helen Sawyer Phump



Class of 1963-ROW ONE: Gwendolyn Kenner-Johnson, Carolyn Willis Trammell, Ernestine Walton Brazeal, Lessie Jackson McMillian-Roscoe, Gloria Travis Gross, Dorothy N. Sampson, Margaret J. Woods ROW TWO: Henrietta Stoks-Brown, Audrey Irvin Johnson, Nancy Fesson Hawkins, Marilyn Pryce Alim, Betty Fuller Johnson, Louise Jackson Davenport, Eula Persons Krashen, Barbara Martin Chandler ROW THREE: Gwen Iles-Foster, Hattie Shannon Williams, Mildred Ponder Coats, Bettie J. Durrab, Annette Jones White, Dorothy Myers Stepteau, Brenda Hill Cole, Mona Norman Generett



Class of 1968-ROW ONE: Beverly Smith Dore, Brenda A. Manson, Savannah Potter-Miller, Melody M. McDowell, Michon (Mickey) Taylor, Jolie Gaillard Johnson, Vivian Williams Hill, Shirley Branch Terry, Gaye Moore Wilson ROW TWO: Constance Pinson Heard, Johnetta Cross Brazzell, Eleanor Johnson Heard, Mattie Carroll Ingram, Alma Bellamy Greene, Gwen Taylor Boyd, Susan Holliday Burroughs, Henrietta E. Turnquest, Evelyn Simmons Davis, Andrea Williams Lawrence, Earnestine Dennis Pittman Brenda Travis Jordan, Ernestine Dearing Hogan, Veta Smith Jonas, Mellaney Johnson Guillory, Carolyn Tuggle-Ellis, Elaine Martin Freeman-Cody ROW THREE: Ingrid E. Robinson, Barbara M. Brewster, Vernita Jackson, Shirley B. James, Juanita .Graham, Ondrea Hightower Simpson,Andreane Thompson Anderson, Jacqueline B. Temple, Sandra Holliday, Grace Hill Rogers, Faithia Pugh Henderson, Ginger Rogers Walker ROW FOUR: Cheryl Summers Ransom, Jeanette Faucette Brummell, Dorothea Merkerson Dancy, Barbara Bell-Robinson, Janice Friend West, Laurette Williams Quaye, Laura English Robinson, Jacquelyn Sanders Sampson, Marsha Harris Clement, Patricia Marshall Marks, Edna Hayes Martin ROW FIVE: Sandra Hall Cummings, Joan Donalson Gomillion, Eloise McCoy Savage, Shirley Marks, Linda Hammett, Pauline Barnett Colvard, Amelia Arnold Jordan, Marva Malone Swanson, E. Paulette Smith-Epps, Bertha Vining Montgomery ROW SIX: Beverly Leaphart Pitts, Jacquelyn Shepberd, Thandekile Ruth Mason Mvusi, Gail Dorsey Jenkins, Geanelvin Richardson Walton, J. Veronica Williams Biggins, Phillipa Brisbane, G. Eileen Watts Welch, Sarah Merritt Finley,

Review '93

Review '93



Class of 1973- ROW ONE: Billie Montgomery Cook, Juanita Law Barnes, Mary Glenn Forbes, Robin Cobb Bryant, Robyn E. Mc Donnell, Linda Johnson Jones, Harriet C. Pritchett, Yvonne Days-Cuffie, Janet Harris, Darnell L. Ivory, Joan C. Hagood-Norris ROW TWO: Nadine L. Dobbins, Wyndolyn D. Fuqua, Shirlene Evans Bridgewater, D. Ann Boyd Jackson, Pamela J. Gunter-Smith, Virginia Davis Floyd, Dorothy Thompson Ingram, Daria Smith Bryant, Helen Woody Daniels, Florissa Lewis Colbert, Janice White Sikes, Malanye White-Dixon, Rita Benton Gibson, Emmie Denise Roberts, Patricia Graham Johnson ROW THREE: Judge Alfreda Talton-Harris, Kathy Jackson Bertrand, Denise R. Barefield-Pendleton, Anne Brunette Jackson, Dotty Marie Hampton, Fleda Mask Jackson, Vereen D. Caldwell Williams, Karen D. Edwards, Andrea Crawford Davis, Delores L. McCollum, Deborah Forbes, Ila E. Williams, Jacqueline Rushin Blackwell, Carol M. Daniels, Harriett Miller Halmon, Sue Bigby ROW FOUR: Linda Webb Young, Stephanie Rich Hollis, Marna Hale Leaks, Ann Simmons Isaac, Shirley Curry Porter, Angeline Miller Harkness, Edith Bennett Pitts, Marilyn Jackson Johnson, Alma Wyden Simmons, Louise Jackson Williams, Sharon Bryant Joseph, Andresa Davis McNair, Karen Billings Maultsby, Janice Cross Jones ROW FIVE: Gwendolyn McAfee-Bynum, Janet E. Ransom, Jeanissa J. Ginn, Lillian Cain Hill, Marcia L. Tate, Janet McCall Milton, Veronica Wells Haven, Rita Love Culver, Marilyn Singleton McCain, Cordelia Taylor Coleman, Jacqueline Franklin Henry, Rosa Beard Lind, Paula Hicks-Hudson, Veloisa Tate Marsh, Sheila Louder



Class of 1978- ROW ONE: Sharon White Mackel, Rosemary Smith, Robin Burton Leverette, Sharon Coleman Jones, Lorraine Brown Seabrook, Cynthia Neal Spence, Roslyn Moore Crisp, Sonja R. Stovall ROW TWO: Jametta Tamasha Boyce Lilly, Brenda Williams-Moorman Cynthia Thompson James, Terry M. Patterson, Jewell Jones Foster, Deatra Adkins Singletary, Cynthia Mainer, Ayanne Lawson Polk, Dorita Norman-Smith, Edna Bennett-Batts ROW THREE: Patrice Paul Robinson, Sharon R. Stansbury, Lynne M. Hicks, Monica M. Bartee-Gray, Carol Brown Keel, Beverly Hall-Mosby, Cheryl L. Harris, Juanita Craft-Lloyd, Jackie Shaw-Gibson, Marsha Howell Poellnitz ROW FOUR: Marian (Sam) Means, Andrea Battle Sims, Judy Bryson, Pamela Jones, Yvette Forbes, Donna Gardner, Rocita Diggs Bennett, Pamela J. Bell, Deborah Dallam, Denise Smith Davis, Denise Stackhouse



Class of 1983- ROW ONE: Leah Dancy Lawson, Colette Davenport, Kelli Merideth Poindexter, Linda Gail Martin, Stacia Fisher Robinson, Linda Patrice Wright Butler, Shelley Pearl Evans, Angela Robinson-Harold, Evangeline P. Griffin, Aleta M. Bradford, Althea B. Bradford ROW TWO: Dandrea L. Brooks, Lisa D. Yarbrough, Shauna Napper-Acker, Susan L. Johnson-Bender, Janis Jefferson-Hillsman, Aurnita Shepherd Valerie Washington Hester, Cynthia Harris, Shonda Lewis, Veronica Strong Young, Avis Bishop Thompson, Sarah Adams, Stephanie L. Broddie, Sandra W. Drakeford, Laura E. Walker Hubbard, Carretta "Pinkie" Holliday, Maria Earl Burrell ROW THREE: Zina Gatling Jemison, Sharon Sellers-Clark, Gena Hudgins Ashe, Levoria Smith, Andrea Scott Humphries, Valerie S. Adkins, Holly B. Johnson, Troyce Turman-Cusic, Charlene L. Rivers, Susan Warren Boskin, Hazel D. Dean, Rebecca C. Barnes, Denise P. Noel, Melody L. Crawford, Kim Canavan Jones ROW FOUR: Pamela W. Cottrell, Rhonda R. Frazier, Marlena Williams, Carol B. Evans, Stephanie Green Cole, Judy J. Collins, Joyce L. Williams, Sebrenia Y. Sneed, Alfredia Shelton Wingate, Susan Hart, Edwina A. Wilson, Carla Thomas ROW FIVE: Rose Johnson, Lydia J. Hunlen, Deirdre Barrett England, Kimberly Packer, Valeria L. Hunter, Amy Page, Belinda Cross, Sandra Malone, Shiela Hall, Malesia Jones-Fuller, Robin Davis-Harris Andrea Bell-Clemmons, Vickie Cox Edmondson ROW SIX: Joyce Ann Oda-Story, Robin Rowland-Caldwell, Stephany Hilton-Nealy, Tonya Octavia McMillan Smoot, Yasmin Jackson-Redding, Gail Atley, Yolanda Hill McGhee, Elaine A. Terry Melva Williams, Sheri L. Yarbrough, Karen M. Webb, Sheretta Booker, Paula V. Turner, Jacqueline R. Howard



Class of 1988- ROW ONE: Andre D. Dixon, Lolee M. Lockhart, Kristie Y. Woods-Jackson, Lesa M. Campbell, Sydney Stinson, Brucetta M. Williams, Alletha V. Jones, Joi Bostic, Jollenta D. Street, Tracy R. Laden, Sherry Y. Green ROW TWO: Patrice A. Warthen, Latonya B. Warner Pitts, Lisa E. Rosemond, Nata K. Brown, Sharon "Cheri" Rose, Valerie V. Davis, Tina Monique James, Melynee Leftridge, Kathleen Tait-Brown, Kimberly E. Johnson, Maliaka Bass, Erin Moore, Wynne Stovall-Johnson, Mia S. Fuse, Dana Robin Moore, ROW THREE: Evelyn McBride, Angela Jenkins, Janine Scott, Stacia G. Wood Jackson, Leslie Y. Graham, Iretta B.C. Kearse, Lisa R. Amos, Erin M. Redwine, Sonji Lynn Smith, Sonji M. Boston, Adriene L. Holder, Zina L. Welch, LaTatia Colbert-Reed, Theresa Fair Patterson ROW FOUR: Tracy Y. Watkins, Daphne King-Patton, Cherise D. Kimball, Angela White-Sanders, Sabrina J. Crowder, Venetta I. Coleman, Pamela Bigelow, K. Marian Hunter-Gunby, Angela Glaude-Hosch, Tonya M. Hudson, Stephanie Cates ROW FIVE: Valerie Brittian-Brown, Jennifer Woods, Rasbidah N. Shakir, Nina P. Campbell, Gail C. Wells, Kim M. Deshields-Reed, Subriana McFadden-Pierce, Dawn Mitchell, Kirsten Ray

Reunion '93

Roots of Science/Wings of Service With Honor Comes Responsibility

VIRGINIA DAVIS FLOYD, M.D., M.P.H., C '73

WHILE MANY OF US HERE AT SPELMAN have been and will be called, guided, and role-modeled into the multiple fields and careers of science, all of us here at Spelman are called to serve.

My personal choices led me into the fields of internal medicine international health, medical school teaching, and currently public health administration.

My qualifications to do what I do, began here. And the gifts that Spelman gave to me, are gifts that are truly lifelong gifts. The gifts that Spelman will give you will last your entire lifetime—the gift that we give back to Spelman and to the world is the service that we provide utilizing the knowledge gathered here.

The target populations that I have pledged to serve are the mothers and children of our state and nation. Listen to these problems, and realize that you can help us solve them. It is here, within their solutions, that many of us will be called to serve.

Infant mortality—out of every 1,000 babies born, how many will not live to see their first birthday? The rate of infant mortality is considered a sensitive barometer of community well-being. Infant mortality—A systematic problem that calls us to serve.

Teen pregnancy—last year in this country more than one million teenagers became pregnant. Almost half a million of them actually became parents.

I remember the mother of my Spelman roommate telling us before she left us here at Spelman during Freshman Week, that there were two things she wanted—A's and Periods. She recognized the impact that an unintended pregnancy would have on our future. Teen pregnancy calls us to serve.

AIDS—As of last count (December 1992), the Centers for Disease Control listed 253,448 AIDS cases in this country and 47 percent were in people of color. Nine hundred forty-six of those cases occurred in teenagers. Over 12,000 are in women. Our AIDS crisis calls us to serve.

Sexually transmitted diseases—one in four Americans will contract a sexually transmitted disease in their lifetime.

The three problems of unintended pregnancy, AIDS and STD have a common thread. They all happen the same way—through unsafe sex and unprotected intercourse. Science and modern technology have given

women more choices than ever before regarding the management of our reproductive lives. Problems that call you to serve.

Violence in our community... The number-one cause of death of young black men, is young black men, not disease, not motor vehicle accidents, not cancer. As we work toward the goal of healthy, strong families, we sisters have a very important vested interest in the well-being of young black men.

A new public health problem for mothers and children is now the issue of substance abuse. Drugs, alcohol, and tobacco are literally killing our families. Let's talk about the solutions.

To solve these problems will require a large team of trained, qualified prepared individuals. Yes, it will take doctors and nurses, an health care providers. But it will also take members of a much more comprehensive team. What I call the "new basic sciences"—economics, social sciences, anthropology, politics, epidemiology. Our problems call for new solutions. They call for a comprehensive team.

AIDS and HIV infection need doctors and nurses to care for patients. But AIDS also needs scientists to perform research and invent the vaccine and find the cure. It needs a medical economist to help us figure out how to pay the enormous health care bill associated with the disease. It need pharmacists to decipher the pharmacologic mystery of effective medical treatment protocols. It needs a medical ethicist to assure that we as a society understand our responsibility to treat all individuals, regardless of their disease, as equal human beings with respect and dignity.

My infant mortality problems need more than specialized physicians called neonatologists—it needs inventors to create the machinery and technology that will sustain the premature baby's life until its lungs are mature enough to breathe on its own—it needs a medical social worker to know that you can't cure a child of pneumonia in the hospital, and then send them home to a house with no heat! .

One person can make a difference. One person can change the world—one person who is committed, caring, dedicated, and talented can do almost anything they set their mind, heart and talent to do. You must never underestimate the power of one, because you must never underestimate the power of you. My

Spelman sisters, you can and you must make a difference. With honor comes responsibility.

Dr. Howard Thurman, a theologian, a role model of mine and husband of Spelman alumna Sue Bailey Thurman, has my favorite definition of responsibility—in a very revealing way he defines honor and responsibility simultaneously: “A crown is placed above our heads that for the rest of our lives we are trying to grow tall enough to wear.”

There are three major responsibilities that all of us have: (1) Be the very best that you can be. (2) Be responsible for our own selves. As our sister Maya Angelou often says, “You must be held responsible for the very air that you breathe and the space that you take up.” Responsibility includes setting personal principles and taking responsibility for your individual decisions and actions. (3) Accept the responsibility of being a role model.

I am able to stand here today in front of you, managing a 150-million-dollar budget, supervising people, directing programs because many great people went ahead of me. I, like you, will stand on the shoulders of great people and great women who took the time and accepted the responsibility of fighting the battles and reaching back to help pave the way for those yet to come.

We must always remember our responsibility to give back,

Our responsibility to serve is likewise found in our roles as mothers, as sisters, as friends, as lovers. For most of you that responsibility lies ahead and within your future.

You must always strive to be complete women—enriching all parts of your being—touching, feeling, experiencing, learning, growing, caring, loving.

As you reach for your dreams, service—the responsibility to give back will be a natural and integral part of your life's journey.

Roots of Science/Wings of Service. We must commit to the cause of making this world a better place for all people to live—all of us—mankind, the human race, children yet to be born, people with diseases yet to be cured, problems needing inventions yet to be discovered, equations yet to be solved.

With honor comes responsibility.



Photo: Marilyn Futterman

Virginia Davis Floyd, M.D.,

M.P.H., C '73

*Branch Director, Maternal
and Child Health Branch
Division of Public Health
Georgia Department of
Public Health*

*(Excerpted from Founders
Day Address—Spelman
College April 13, 1993)*



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