PAVING THE WAY
FOR OTHER BLACK WOMEN:

The story of Shirley Dilsworth, one of the first Black female undergraduate students at Johns Hopkins University

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Author’s Note:

As a current student of Johns Hopkins University, I definitely do not take the opportunities given to me lightly. As a student of color, I am aware that many black students have come before me, and I anticipate that many more will attend Hopkins after I leave. Previously, I never really thought about those students of color who did come before me. What were their experiences? Did they go through the same processes I’m experiencing now? When I thought about the first group of black women to attend Johns Hopkins University, I didn’t realize it was merely thirty-five years ago. That was my mother’s generation. This was not that long ago; in fact, it was after the Civil Right’s movement. I was very surprised to hear that this occurrence was in the last half-century, and it just sparked more questions in my head. How were they able to cope? What was it like? How have their experiences at Hopkins changed from my experiences 35 years later? I sat and wondered, and curiosity got the best of me. I am very privileged to have had the opportunity to interact with and talk to someone who had these experiences 35 years ago, because they are still alive. We are in a time where history is still living among us, where we can ask questions and receive responses from those who lived it.

The first entering class of black women into Johns Hopkins had three students: Karen Freemen, Gail Williams-Glassar, and Shirley Dilsworth. Karen and Gail have previously been interviewed, but Shirley Dilsworth was not available at the time to be interviewed. I had the wonderful opportunity to have a lengthy discussion with Ms. Dilsworth, to get a rare glimpse of her experiences 35 years ago, to hear her story, and to determine if her experiences are similar to those of Hopkins’ black female students today. I was interested in exploring whether race relations back then might or might not be the same as it is today. Obviously, back then, the issue of race was dominant and more controversial, but in today’s times, it’s not altogether vanished. I was able to understand a little bit of where Shirley Dilsworth was coming from and how she got to the successful life and career that she has achieved over the years. I believe her story is very captivating, and I hope that her experiences can touch and impact others the same as it has done for me, at least in the fact that her experience as a black female at Hopkins was unprecedented.
The 1970’s for African Americans were significant in its progression towards equal status for Blacks compared to Whites as citizens of the United States. Just years before, there had been a slew of events advocating integration in schools, equal opportunities for Blacks, and processes devoid of discrimination. These events, occurrences, boycotts, and petitions, were termed the “Civil Rights Movement”. It spurred a new sense of empowerment among African American people, instilling the idea that not only was it possible, but it was their right to equal wages, integration in schools, integration using facilities and transportation, and a lifetime free of worries concerning discrimination. The beginning of the 1970’s held a promising future for African Americans. They were still recovering from slavery, oppression, evils and wrongdoings that perpetuated over hundreds of years. This decade had momentum because it held events unforeseen in hopes that Blacks would finally get to experience justice, would finally get to live their dreams unhindered, and would get to fulfill their goals with equal opportunity. This now leads to the beginning of the decade, the year 1970.

The year 1970 could be considered a year of triumph for many people, a year of “firsts”. There were many unprecedented events and happenings that occurred in such a small amount of time. People would claim that these events should have occurred much earlier, but progression apparently was not quick to surface. 1970 marked the year that the U.S. Court of Appeals ruled that jobs held by men and women needed to be “substantially equal” to fall under the protection of the Equal Pay Act. To think that it took until the 1970’s for women’s jobs to be considered for equal pay with a man’s is startling. 1970 also marked the year that the floppy disk was invented. This invention, of course, was a catalyst for the age of computers and technology. Yes, progression seemed evident. More importantly for the purposes of this story, 1970 marked the year that Johns Hopkins University, one of the pioneering universities in the United States, also considered as one of the leading research and academic institutions in the world, opened its doors to the first class of women, which included three African American women. Johns Hopkins boasts that they hold many "firsts" in American education: it was the first university in the United States to put an emphasis on research, the first American university to teach through seminars, instead of solely through lectures, the first in America to offer an undergraduate major (as opposed to a purely liberal arts curriculum) and the first American university to grant doctoral degrees. Johns Hopkins was not the first to integrate its undergraduate institution, and was not the first to accept African American women.

Regardless, in 1970, three young Black women were part of the incoming class of freshmen out of 21 commuting freshmen women and sixty-nine female transfers. The story regarding the first black female class at Johns Hopkins University includes the contributions and testimonies of Shirley Dilsworth, Karen Freeman, and Gail Williams – Glassar. Shirley Dilsworth is the third of this trio to now have the opportunity to speak out about being one of the first African American female students at Johns Hopkins. These three women could be regarded as pioneers for black women because they were able to attend such a prestigious university, and graduate within 4 years, alongside their peers at such a time when people wondered and marveled at whether young Black women were fit to handle the rigors of academia. This is Shirley’s story…
Shirley’s Story

Shirley E. Dilsworth was born on November 23rd, 1952 in Newark, New Jersey. Three months after she was born, her father passed away while recovering from a surgical procedure. She was left with her mother and adopted older brother. This was a tragedy that changed the course of Shirley’s life, an event that left Shirley’s mother unplanned for their future. Shirley’s mother had planned her life around having this wonderful husband and children, and suddenly that dream had been unfairly snatched away. She wasn’t sure that anybody else would be as good a father and provider as her husband to Shirley and her brother, so she never dated again and devoted her life to making sure she took good care of her children. The small family lived in New Jersey until Shirley’s mother became ill and had to move the family to Baltimore, Maryland so that Shirley’s grandmother could care for the family. Shirley was eight years old at the time. She spent the rest of her childhood years in Baltimore.

Shirley felt she was part of the beginning of things, starting from their move to Baltimore. Her family was one of the first to be involved in the neighborhood turnover from predominantly White to predominantly Black families. By the time she graduated from elementary school and junior high school, her neighborhood and school was completely African American. Shirley called it “White flight”, the colloquial term for the demographic trend of white people moving away from increasingly and pre-dominantly non-white areas to nearby suburbs or even new locales entirely. While growing up, Shirley did not recall experiencing discrimination on a daily basis, but she acknowledged that it did occur at times. She remembers being called a picaninny, an offensive word used to describe black children. When she was about four or five years old, she loved to wear braids and loved to shake her hair so her braids would swing. She was coming out a supermarket one day with her mother when a white man called her a picaninny. She didn’t understand why she had been called that, and as a result, for years after that, she didn’t wear as many braids because she thought they were what made her a picaninny. Years later, she decided that it wasn’t up to the white man to define how she wore her hair or who she was as a person.

After junior high school, Shirley had a chance to skip and attend high school early, but her mother, concerned about Shirley being emotionally ready for high school, decided that she would wait. Shirley wasn’t too happy about that decision at the time, but later realized that if she had gone through to high school a year earlier, she would’ve been unable to attend Johns Hopkins University. Shirley attended Western High School, an all-female school that Gail Williams-Glassar also attended. Her high school was predominantly White with about 70% of her class being white students. Her mother kept moving them to white neighborhoods before their previous neighborhoods completely became Black. Shirley was always the minority but she talked like the white students, and so it helped her get through her high school years. Her teachers and administrators were supportive of her applying to and attending college. Her fondest memory from high school was becoming a National Achievement Finalist.

Shirley only applied to a few colleges because her mother did not want her leaving the Baltimore area. Her two schools of choice were Johns Hopkins University and Morgan State University. She had never heard of Johns Hopkins before, but she received an invitation to apply with a waived application fee. Although she got accepted
to both schools, Shirley chose Johns Hopkins because she felt she had been solicited to join the institution, and they made her feel like attending their school would be doing them a favor; whereas, with Morgan, it was like they were doing Shirley a great favor. Also, Johns Hopkins’ letter of acceptance was warm and friendly, and Morgan State’s stated that she was provisionally accepted assuming that she graduated from high school. Shirley also liked the Johns Hopkins campus, and she wanted to be a member of the first class of undergraduate women. So Shirley felt that choosing where to attend college was not a hard choice.

Starting in the fall of 1970, Shirley was one of three Black female undergraduate students in her first year at Hopkins; there were 21 freshmen women and 2500 men total. There were 33 African Americans altogether. When she started out at Hopkins, she was told that all the females that came in that class had to live off campus because they did not have any provisions for dorms for women, and so that limited the first class to them all being women from Baltimore City or the surrounding suburbs. She remembers the school trying to convert some of the restroom facilities from men to women restrooms so they could accommodate the female students. Nonetheless, Shirley liked being a commuter because she wasn’t really ready to live away from home, and had never had to do anything to take care of herself. Her mother cooked and did her laundry. Shirley didn’t know how to cook, and when she graduated from Hopkins, some of her African American classmates from the next class gave her a frying pan and a cookbook.

Shirley had a great, fun experience at Hopkins and she learned a lot. She felt the issues she faced when she first started out at Hopkins were more about gender than race because Hopkins already had black males as students for some time but the issue was more about trying to figure out what to do with the women. For the most part, people were welcoming of Shirley attending Johns Hopkins. There were people who assumed that Shirley was there because of some kind of affirmative action policy. She tried to be involved in a few activities on campus, including the Women’s movement, but she felt that the organization was not friendly toward African American women and she did not feel welcome. She remembers specifically not belonging, feeling that they (the predominantly white organization) did not really want her there and they didn’t feel like her issues as a black woman were their issues. But at the same time, Shirley was a very busy student. She worked part-time at night and also had to commute to school everyday. She didn’t have a lot of time to be concerned about issues at school. Her main priorities was to get through Johns Hopkins, obtain her degree and continue to law school or a graduate school of some sort, but basically to keep bettering her situation. She believed that if she were offered an opportunity, she would take it and run with it.

Shirley had a pure motivation to succeed in academics. When she was younger, she had memories of people telling her she could not make it and would not succeed. One such incident occurred in the sixth grade, when one of her white teachers asked her what she wanted to be when she grew up. She told the teacher she wanted to become a lawyer, and the teacher told her she would never make it. That incident just made her so much more determined to get her law degree. When she finished her second law degree, she was persuaded to hunt down the teacher and let her know not only was she a lawyer, but she had two law degrees! Shirley still remembers this incident, but it doesn’t hurt and anger her much anymore. That 6th grade teacher did not hold Shirley back from success; instead, she galvanized her to move forward. Shirley realized that when people told her
she could not do something, it fueled her determination, made her more stubborn and actually helped her achieve her goal in becoming successful.

After her first year as a student at Hopkins, Shirley dragged her mom to a car dealership and would not let her leave until she got a car. Having a car made it easier for her to commute to and from school. She usually left to get food away from the school, although the food at school was not bad. She also needed her car to get to work on time. She worked at the Enoch Pratt Free library shelving books. She had started working there when she was 14 years of age, and continued working there through college. She loved to read and so working at the library was a natural environment for her. She also was asthmatic as a child, and had to spend a lot of time indoors. Shirley believes that reading so much helped her with her academic success.

Shirley felt that there was a cohesive group of black students on campus. They all knew each other and hung out together. She wasn’t particularly close to Karen Freeman and Gail Williams-Glassar because she hung out in one circle of friends, and they were with other circles. She also had to leave campus every single day by a certain time to work and so didn’t have as much time to hang out with other people and spend time with them. Shirley had more friends and stronger friendships with women that came in the class after her, and she occasionally communicates with some of those women. She was very excited when the next class of Black women came in because it was hard not having more black women around. Gail and Karen kind of paired off, she felt. She was friendly with them, but she wasn’t as close to them as they were to each other. She remembers one day when the next school year started, she was hanging around campus the day the new kids were coming in. She saw a car pull in, in front of the dorm and she saw black people in there. She was so excited to see black people that she jumped into the car when the young woman in the car affirmed that she was a new student at Hopkins. That black woman is still her friend today. Shirley was so glad that young women were there, and felt she wasn’t going to be alone anymore.

Shirley majored in social and behavioral sciences since there was no pre-law major at the time, but had intentions of attending law school. She didn’t have that much interaction with the administration, the faculty, and staff except for in classes. She did remember an African American professor who was a good role model to her. He confirmed her belief that people can learn from a black man, and encouraged her to be able to teach in later years because she also wanted people to know that black people can teach something. Basically, Shirley had no problems with the administration. She was there to do her work and get out of there. Although one of the other black students in Shirley’s class recalled receiving cold treatment from some of the faculty, Shirley did not notice it because she was so focused on what she was doing.

Prior to getting accepted into Hopkins, Shirley didn’t have to do a lot of studying. She could open up a book the night before the exam, and because of her photographic memory, she would have the material understood in one night and perform excellently on the exam. At Hopkins, she felt for the first time, the volume of material to study was so much higher than what she was used to in high school and that meant she needed to put forth more effort than she had in the past. She had to open up the book before the last minute, and she had to switch up her study habits. Her real struggle was finding enough time to work and juggle her academics at the same time.
Among the black students at Hopkins at the time, it appeared that there were people who thought they were better than others because of their socio-economic status. Shirley felt that the people who were middle class treated non-middle class students differently. She knew she was poor and she could see the differences: she had one parent, and they had two, some of them had parents who were doctors and dentists, and clearly had more money in their families than her family. It even extended so far as to some of the black male students choosing who to date based on whether or not the young woman appeared to be in the same socio-economic status as they were. Shirley again, did not let these happenings bother her because her main focus was education and building a successful life.

Shirley’s personality during her years at Johns Hopkins University can best be described as friendly, naive, and emotionally immature. This might have been a result of her childhood upbringing. She knew that she had led a very protective life. She was inside reading books while other people might have been out running the streets, and since she was asthmatic, she needed to stay inside a lot. Some of Shirley’s peers described her to be very focused and self-assured, as a woman who already had a formulated identity of what she wanted out of college. She was working and was very busy, and so it would seem to her peers that she was much focused, and she was. Shirley knows that to the rest of the black students it may have looked like she was in deep study. She always had her books and carried them all the time. The black male students at Hopkins at the time treated Shirley with respect and dignity. They thought she was a good and bright student. Shirley’s fondest memories of her years at Johns Hopkins University include finding out she got into law school because it solidified her plans for her career and her successful future. She also experienced her first romance at Hopkins.

After graduating, Shirley joined the Alumni Association and has been to a few reunions. She went on to receive two law degrees and several professional certifications. She is a member of the Pennsylvania Bar, and has been a member since 1977. Shirley worked for many prestigious companies, and is currently the Divisional Vice President of Human Resources for Nordstrom’s Credit Division and Corporate Center. She impacted her community in nearly every community she lived through teaching and serving on the boards of nonprofit organizations. Even after college, in all her career advancements, Shirley had people along the way tell her that she could not achieve a certain level in her profession, or she could not secure a particular position. This only fueled her determination to make sure she accomplished her goals and tasks.

Shirley Dilsworth today is a very busy woman, impacting people in her everyday affairs. She stays busy and active all the time, and it keeps her out of trouble. Looking back at her years retrospectively, Shirley would have liked to listen more carefully to other people around her, analyzed and understood better what they said. She also would have liked to take more time to build more meaningful relationships and not focus so much on executing her many plans. She does interact and keep in touch with some of her classmates including Gail Williams-Glassar. She feels good to know that she was part of a group of people who were pioneers, who opened doors for others to follow and who ended up being successful in making positive changes in their communities. Shirley sees herself being more involved in the Hopkins Alumni Association.

Looking back over her childhood into adolescent years, Shirley feels that she had an easier time growing up in America than African Americans who grew up 10-20 years
before she did. She also feels that situations might go back to being tainted with discrimination if people don’t remember the past and also acknowledge that discrimination is still present today, however subtle it may seem. For example, she knows that even though she’s not being called picaninny to her face, she might be called that behind her back. On the other hand, Shirley realizes that there are good people of all colors willing to help, and there are bad people of all colors who want to hurt others. Over the years, she has experienced pain from other African Americans, and has experienced help from Whites, and so she’s come to learn that color is a piece of the puzzle, but is not the determining factor. She says the determining factor is the integrity in the particular person’s soul, and their basic intent in life. Some people are malicious and mean, and are out to hurt people regardless of color, while there are others who are decent people who reach out to help others in making their lives better. She wants for people to understand this important lesson that although racial injury has been inflicted, the bigger issue is that there are good and bad people of all colors.

Shirley advises current and prospective students at Johns Hopkins to not be victims and to understand that they have the ability to control their futures. If they feel that somebody has truly done something wrong and inappropriate to them, then they should choose to fight. Fighting is not easy, but they shouldn’t just sit there and let people do wrong by them. Shirley feels that people sometimes don’t give African Americans both at work and at school the feedback that they need to be successful. She believes that maybe the people are afraid that if they harshly criticize the Black people’s work, then the black people will automatically think that they are only criticizing their work harshly because they think Black people are stupid. She advocates that Black people can be successful if they understand what they need to do to get there. They need to get the feedback and they need to own responsibility for their growth and development. People will do things to hurt black people. They will do things to hold them back, but black people own their ultimate destinies and they don’t have to let any of that defeat them. They need to be feisty and decide that if success is important to them, then they will fight for it.
Shirley’s Accomplishments over the years

To say that Shirley Dilsworth has become a successful woman is merely an understatement. This woman has inevitably turned misfortune into opportunity, and is a living testimony of how perseverance, hard work and faith can transform someone with a strong mind, and a sense of determination into a success.

Shirley received two law degrees, and also holds many professional certifications. She is a member of the Pennsylvania Bar, and has been a member since 1977. She is very active in her community, serving on several Boards of Directors, including for Campfire Girls, and Planned Parenthood Western Washington.

She is currently the Divisional Vice President of Human Resources for Nordstrom’s Credit Division and Corporate Center. Before this current status, she held several positions at other prestigious companies, which included being the Director of Human Resources Development at Bi Incorporated, the Human Resources Manager and Manager of Diversity at the Coca-Cola Company, and the Director of Employee Relations, Assistant Director of Affirmative Action, and Manager of Affirmative Action to Cigna Insurance Company. Shirley also served as the Manager of Equal Opportunity to the Gannett Company, an Administrative Judge and a Civil Rights Attorney for the EEOC, and was an Attorney Advisor and Legal Clerk for the Department of the Navy.

As if these career achievements were not enough, Shirley also was an adjunct lecturer at several institutions. She received many honors, including serving on the Governor’s Minority Business Advisory Council for Colorado. Additionally, Dollars and Sense Magazine honored her in 1994 as "One of America's Best and Brightest Business and Professional Women" based on a nomination by The Coca-Cola Company, and Atlanta’s YWCA Salute to Women of Achievement recognized her in 1992 at the request of The Coca-Cola Company.

Shirley Dilsworth served on the Advisory Council of Fred Hutchins Cancer Research Center, Executive Council of Board of Directors of YWCA of Boulder Valley, and Special Chair for Diversity for Boulder Area Human Resources Association. She currently serves on the Board of Directors of the Center for Career Alternatives, the Board of Directors for Campfire Girls, and the Board of Directors for Planned Parenthood Western Washington.
Author’s Commentary:

Looking back at Shirley’s childhood years, it is not hard to imagine the trauma and psychological pain and distress the death of her father could have caused on the family. This was an unexpected death, and with two young children, Shirley’s mother must have faced a bleak, uncertain future. How was she to survive now? How would she cope with the upbringing of these young children with their father not present? She had to be strong for their small family so that they could still be successful, unhindered by the effect of their father’s death in their lives. Without the financial support of two parents, it must’ve been difficult growing up in a single-parent home. Her family was her support system. It’s also not hard to see why Shirley’s mother would be so protective over her children that she becomes so insistent that Shirley would not attend college outside the Baltimore area. She was the sole provider for Shirley and consequently her support through her education.

When reading and listening to the aspect of Shirley’s early childhood in Baltimore, when “White flight” was in effect, it was impossible to not imagine how these African American families must’ve felt, knowing that entire White families were leaving the homes they knew, homes they had lived in for years, vanishing from those neighborhoods on account of them…because they had Black neighbors. The psychological effect that could’ve had on the young Black children is enormous. These children had to go to school everyday wondering why their white friends were moving away from them, like they were contagious or they were too dirty to associate with on a long-term basis. It had to be difficult dealing with the fact that entire communities did not want to be around you because of the color of your skin. Although Shirley says it didn’t bother her much, it had to have had some type of effect on her psyche. Defense mechanisms for children her age were probably formulating at that time, and in Shirley’s case, how was she to address this issue? As a young child, no parent wants to keep explaining to their child that yes, things were getting better for Blacks, yes integration is in effect, and yes America is progressing to an altogether positive future, and yet in their own neighborhood, their next-door neighbors could not stand the thought of having African Americans on their streets and would rather leave the community altogether than try to work something out. This had to be very disturbing. It is likely that Shirley chose to reverse the discouragements aimed at her to motivation towards her success and she did not deny herself the opportunities given to her just because some people did not believe she deserved it.

Nonetheless, Shirley persevered. The fact that Shirley had a protective mother definitely played a role in the shaping of Shirley’s character and personality in her college years, and affected the types of relationships she was able to maintain. The fact that she also had to work significantly reduced the time that she had to preserve these relationships. When Shirley recounted the experience she had in the 6th grade with the teacher that discouraged her, it gave a glimpse into some of the emotional hurt that Shirley received as a child. Her hurt and anger from those experiences motivated her to succeed.
Shirley’s experience at Hopkins was undeniably one of searching and of learning. Like any other young Black woman, Shirley sought success in her endeavors. Her experience at Hopkins was different from those by her fellow classmates, the other two ladies who with Shirley comprised the first black female class of Johns Hopkins, Karen Freeman, and Gail Williams-Glasser. They had different backgrounds, different upbringings, and even though they attended the same schools and lived in the same cities, their respective upbringings and different personalities resulted in each of these women bringing something different to the table and something different to Johns Hopkins University. Shirley knew beforehand that she wanted to be a lawyer, she had to work to get through college, and she was focused and stuck to her goals. There was not much room for distraction; there was not much room to mess up. Her family had come a long way from New Jersey, and she was not afforded the same financial luxuries as some of her peers, and so Shirley knew from a young age that time and money mattered, and she made the best of her valuable time.

Shirley was able to impact her community in nearly every community she lived through teaching and serving on the boards of nonprofit organizations. She impacts young children, teenagers and adults, a range of people on different academic, intellectual and socio-economic levels, ranging from Planned Parenthood to Campfire Girls to Center for Career Alternatives. Although she is a very busy worker, she has time to give back to her community, even if it impacts one person at a time. Shirley is a firm believer in helping others who might not have the opportunities they need to further advance themselves, because she knows what it was like growing up without all resources available. She also believes that if an opportunity is given to someone, then they need to grab it and run with it.

Comparing the race relations between the students that attended Hopkins in 1970 to the students that attend Hopkins currently, from Shirley’s perspective, I cannot see much that has changed in that time. I’m sure that there was apparent discrimination between the black and white students at the time, and Shirley was not exposed to it much because she was not on campus a lot. Knowing that 1970 was still a time when race relations were under construction, on the pathway to improvement, I am definite that there were some glitches in that not everyone was at peace with every member of every race, based on color. At Hopkins today, although there is not a sense of tension among the races, there is still a dividing barrier across the different races, there is a color line that separates cliques of people. It’s not that it’s shunned or looked bad upon to interact with people of other colors or even to be their friends; it’s just that if you were to walk into the lunchroom on any average day at Johns Hopkins, and you look at the constituents of the students there, you will still see clumps of people segregated by color, and this is not segregation that is inflicted or enforced; people choose to sit together and majority of their friends also happen to be of the same race. I don’t understand how people come to settle with and be okay with it; it’s like if there were mixing up of all people in the room so there was an equal representation of a person from each race in each cluster, there would be interference with students’ comfort level. Why is this?

Shirley Dilsworth didn’t really speak much of the social aspect of her experience at Hopkins; she was very busy with schoolwork and with her job. But she did mention that she had a circle of friends, which was the young man she was dating at the time, his roommates, and their girlfriends. These people, I’m pretty sure were African American.
She also mentioned being friends and colleagues to the African American women from the class after her. And it’s not to say that Shirley wasn’t friendly to her White counterparts, she mentioned that everyone was welcoming to her overall when she started at Hopkins, and the most anyone thought of her being there was maybe she was part of an Affirmative Action plan. Today at Hopkins is no different, people welcome each other, and there’s not much animosity over race and color for students coming in. But at the same time, we all just fall into our pre-destined cliques of friends, which often times have color gradients, the Asians being with other Asians, the Blacks being with other Blacks, the Whites with Whites, etc.

It seems that in 35 years not much has changed as far as race relations. But it does seem that each individual’s experience at Hopkins is based on their respective backgrounds, their personality and characteristics, and what each person was trying to get out of Hopkins before they graduated. Shirley, Karen and Gail were all commuters, and since they did not experience the on-campus housing experience, they didn’t really get a feel of campus life, the campus to them was mostly in the academic setting; a social atmosphere would have to be brought upon by them, whereas, today the on-campus housing experience thrives and is the center of the social atmosphere for students. All these experiences contribute to the individual’s perception of Hopkins and how they will perceive it as they journey through their academic and social preparations for the lives that lay ahead of them.