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The Atlanta University Bulletin, s. III no. 8 : The Catalogue 1933-1934; Announcements 1934-1935

Atlanta University

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CATALOGUE

OF

ATLANTA UNIVERSITY

ANNOUNCEMENTS

1934-1935

STUDENT'S ROOM

ATLANTA, GEORGIA

APRIL, 1934
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### CALENDAR

#### 1934

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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 9</td>
<td>Saturday</td>
<td>Registration for Summer School</td>
</tr>
<tr>
<td>June 11</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July 4</td>
<td>Wednesday</td>
<td>Independence Day, a holiday</td>
</tr>
<tr>
<td>July 20</td>
<td>Friday</td>
<td>Summer School closes</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Tuesday</td>
<td>Registration for first semester</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Wednesday</td>
<td>Full class work begins</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Wednesday</td>
<td>Last day to register for credit</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Thursday</td>
<td>Thanksgiving Day, a holiday</td>
</tr>
<tr>
<td>Dec. 22</td>
<td>Saturday</td>
<td>Christmas recess begins at noon</td>
</tr>
</tbody>
</table>

#### 1935

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 1</td>
<td>Tuesday</td>
<td>Emancipation Day, a holiday</td>
</tr>
<tr>
<td>Jan. 2</td>
<td>Wednesday</td>
<td>Christmas recess ends, classes begin</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Monday</td>
<td>Semester examinations begin</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Monday</td>
<td>Registration for second semester</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Tuesday</td>
<td>Second semester begins</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Tuesday</td>
<td>Lincoln’s Birthday, a holiday</td>
</tr>
<tr>
<td>Mar. 28</td>
<td>Thursday</td>
<td>Spring recess begins at 5:00 p.m.</td>
</tr>
<tr>
<td>April 2</td>
<td>Tuesday</td>
<td>Spring recess ends, classes begin at 8:00 a.m.</td>
</tr>
<tr>
<td>April 6</td>
<td>Saturday</td>
<td>Last day to file candidacy for Master’s degree</td>
</tr>
<tr>
<td>May 1</td>
<td>Wednesday</td>
<td>Last day to file thesis for Master’s degree</td>
</tr>
<tr>
<td>May 23</td>
<td>Thursday</td>
<td>Final examinations for candidates for Master’s degree</td>
</tr>
<tr>
<td>May 24</td>
<td>Friday</td>
<td>Semester examinations begin</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Baccalaureate Sermon</td>
</tr>
<tr>
<td>June 2</td>
<td>Sunday</td>
<td>Commencement Day</td>
</tr>
<tr>
<td>June 3</td>
<td>Monday</td>
<td></td>
</tr>
</tbody>
</table>
ATLANTA UNIVERSITY

BOARD OF TRUSTEES

1932-1935
JOHN HOPE, A.M., LL.D. ........ Atlanta, Georgia
WILLIAM TRAVERS JEROME, Jr., A.B. . New York, New York
DEAN SAGE, A.B., LITT.D. .......... New York, New York
KENDALL WEISIGER, B.S. ........ Atlanta, Georgia

1933-1936
WILLETTE RUTHERFORD BANKS, A.M. . Prairie View, Texas
JAMES H. DILLARD, LITT.D., LL.D., D.C.L., Charlottesville, Virginia
CHARLES C. HUITT .................. New York, New York
JAMES M. NABRIT, A.M., D.D. ........ Atlanta, Georgia

1934-1937
WILL W. ALEXANDER, D.D., LL.D. .... Atlanta, Georgia
JAMES WELDON JOHNSON, A.M., LITT.D. Nashville, Tennessee
FLORENCE M. READ, A.B., LITT.D. .... Atlanta, Georgia
MRS. HATTIE RUTHERFORD WATSON, A.B., Pine Bluff, Arkansas

OFFICERS
DEAN SAGE ......................... President
JOHN HOPE ........................ Treasurer
FLORENCE M. READ ................ Secretary and Assistant Treasurer

EXECUTIVE COMMITTEE
DEAN SAGE
WILL W. ALEXANDER
JOHN HOPE
WILLIAM TRAVERS JEROME, JR.
JAMES WELDON JOHNSON
FLORENCE M. READ
KENDALL WEISIGER

FINANCE COMMITTEE
CHARLES C. HUITT
WILLIAM TRAVERS JEROME, JR.
DEAN SAGE
OFFICERS OF ADMINISTRATION

JOHN HOPE, A.M., LL.D.
President and Treasurer

JOHN P. WHITTAKER, A.M.
Registrar

FLORENCE M. READ, A.B., LITT.D.
Assistant Treasurer

OTHER OFFICERS

ALVIN ANDREW REID, M.B.A.
Accountant

LUCILE MACK STRONG, A.B.
Bursar

HAROLD BECKWITH ALLEN, A.B.
Publicity

CONSTANCE CROCKER NABRIT, B.S.S.
Secretary to the President

DOROTHY MAY WILLIAMS, LL.B.
Assistant Secretary

ESTELLA BRIGGS KNOX
Secretary to the Registrar

JOHN HOPE, JR., A.M.
Manager of University Bookshop

CHARLES L. LOTT
Printer
LIBRARY STAFF

Charlotte Templeton, A.B.
Librarian

Wilhelmina E. Carothers, A.B.
Catalogue Librarian

Marian Satterthwaite Scandrett, A.B., B.L.S.
Reference Librarian

Flora Ellis McKinney, A.B.
Assistant

Augustus C. Randall, A.B.
Assistant

Mildred E. Gaines
Assistant

Helen G. Mathewson
Secretary to the Librarian and Assistant

Harriet B. Lawson, A.B., B.S.
Assistant

BUILDINGS AND GROUNDS

Benjamin Franklin Bullock, A.M.

Vincent Augustus Daley

Alexander S. Huth

BOARDING DEPARTMENT

Helen Yeomans
Dietitian

Lyda Hoyle McCree, A.B.
Assistant Dietitian

Josephine Elizabeth Robinson, A.M.
Hostess
THE FACULTY

In addition to the regular appointees to the University faculty, this list includes members of the faculties of Morehouse College and Spelman College who teach undergraduate-graduate and graduate courses.

JOHN HOPE

President
A.B., Brown University, 1894; Graduate Student, University of Chicago, Summers, 1897, 1898; A.M., Brown University, 1907; LL.D., Howard University, 1920; LL.D., Bucknell University, 1923; LL.D., McMaster University, 1928; LL.D., Bates College, 1932.

HELEN T. ALBRO

Biology
A.B., Brown University, 1919; A.M., 1923; Ph.D., 1927.

MARY KIBBE ALLEN

History

CLARENCE A. BACOTE

History
A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Student, University of Chicago, Summers, 1930, 1931, and 1933-1934.

JESSE B. BLAYTON

Accounting
Certified Public Accountant, Georgia, 1928.

JOHN CLARENCE BRIDGES

Biology
B.S. Morehouse College, 1929; M.S., University of Michigan, 1931; Research Student, Marine Biological Laboratory, Woods Hole, Mass., Summers, 1932, 1933.

GEORGE DELANGACY BROCK

Physical Education
A.B., Morehouse College, 1917; M.Ed., Harvard University, 1930.

GEORGIA ALBERTA LEE CALDWELL

Mathematics
A.B., University of Kansas, 1928; A.M., 1929; Student, University of Minnesota, Summer, 1931.

ELIZABETH PERRY CANNON

Education
B.S., Columbia University, 1923; A.M., 1932.

GLADSTONE LEWIS CHANDLER

English
A.B., Middlebury College, 1926; A.M., Harvard University, 1931.

WALTER RICHARD CHIVERS

Sociology
A.B., Morehouse College, 1919; Graduate, New York School of Social Work, 1924; A.M., New York University, 1929; Student, University of Wisconsin, Summer, 1932.
THOMAS JACKSON CURRY

History

A.B., Morehouse College, 1916; A.M., University of Pennsylvania, 1918; Student, Summer, 1919; Columbia University, Summer, 1931 and 1932-1933.

WILLIAM H. DEAN, JR.

Economics

A.B., Bowdoin College, 1930; A.M., Harvard University, 1932; Student, Harvard University, 1932-1933.

WILLIAM E. BURGHARDT DUBOIS

Sociology

A.B., Fisk University, 1888; A.B., Harvard University, 1890; A.M., 1892; Ph.D., 1895; Student, University of Berlin, 1892-1894.

HATTIE VIRGINIA FEGER

Education

B.S., University of Cincinnati, 1921; A.M., 1924.

WILLIAM BRYAN GETER

French

A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Student, University of Paris, 1927-1928, Summer, 1927.

KIMUEL ALONZO HUGGINS

Chemistry

A.B., Morehouse College, 1923; M.S., University of Chicago, 1929; Student, University of Chicago, 1932-1933.

JOSEPH HENRY JENKINS, JR.

English

A.B., Hamilton College, 1928; A.M., Harvard University, 1933.

EDWARD ALLEN JONES

French

A.B., Morehouse College, 1926; A.M., Middlebury College, 1930; Certificat d'Etudes Francaises, l'Université de Grenoble, 1929.

RAYFORD W. LOGAN

History


LORIMER DOUGLAS MILTON

Economics

A.B., Brown University, 1920; A.M., 1920; Student, Harvard University, Summer, 1931.

SAMUEL MILTON NABRIT

Biology

B.S., Morehouse College, 1925; M.S., Brown University, 1928; Ph.D., 1932.

WINFRED B. NATHAN

Education

A.B., Emmanuel Missionary College, 1923; A.M., New York University, 1925; Ph.D., 1930.

ANNA GRACE NEWELL

Biology

A.B., Smith College, 1900; A.M., 1908; Ph.D., University of Illinois, 1916.
CATALOGUE

LUELLA FREDERICKA NORWOOD  
**English**  
A.B., Carleton College, 1914; A.M., 1915; Ph.D., Yale University, 1931.

IRA DE A. REID  
**Sociology**  
A.B., Morehouse College, 1921; A.M., University of Pittsburgh, 1925; Student, Columbia University, 1934—.

WILLIAM ALBERT ROBINSON  
**Principal of Laboratory School**  
A.B., Atlanta University, 1913; B.S., Columbia University, 1921; A.M., 1924.

HERSEY HEZEKIAH STRONG  
**Sociology**  
A.B., Fisk University, 1914; B.D., Oberlin College, 1920; A.M., University of Chicago, 1921; Student, University of Chicago, Summer Quarters, 1922, 1923; Two Quarters, 1926-1927; Summers, 1932, 1933.

CHARLOTTE TEMPLETON  
**Librarian**  
A.B., University of Nebraska, 1902; Library School, Pratt Institute.

NATHANIEL TILLMAN  
**English**  
A.B., Morehouse College, 1920; A.M., University of Wisconsin, 1927; Student, University of Wisconsin, Summer, 1929, and 1931-1932.

JOSEPH LIVINGSTON WHITING  
**Education**  
A.B., University of Pennsylvania, 1903; A.M., Columbia University, 1929; Student, Ohio State University, Summer, 1927; Columbia University, Summer, 1929.

JOHN PHILLIP WHITTAKER  
**Registrar**  
A.B., Atlanta University, 1915; B.S., University of Chicago, 1922; A.M., Columbia University, 1928; Student, University of Chicago, Summer Quarters, 1924, 1925, 1931.

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**GUEST PROFESSORS**

JOHN FREDERICK MESSICK  
**Mathematics**  
A.B., Randolph-Macon College, 1899; Ph.D., Johns Hopkins University, 1906. Professor of Mathematics at Emory University.

CATHARINE TORRANCE  
**Latin**  
A.B., A.M., Ph.D., University of Chicago. Professor of Greek at Agnes Scott College.
ATLANTA UNIVERSITY LABORATORY SCHOOL

WILLIAM ALBERT ROBINSON  Principal

HELEN ADELE WHITING  Teaching Principal, Elementary School

TEACHERS IN LABORATORY HIGH SCHOOL

BEULAH LUCINDA BOLEY  Biology and General Science
B.S., Iowa Wesleyan College, 1926; Summer Session, Iowa State Normal School, 1920; Student, University of Iowa, 1930.

WILLIAM HARRISON BROWN  Chemistry and Physics
A.B., Atlanta University, 1927; M.S., 1933.

MAUDESTINE M. DANGERFIELD  Latin
A.B., Claflin College, 1920; A.M., Columbia University, 1930.

SARAH DAVIS  Mathematics and Social Studies
A.B., Talladega College, 1930; B. Ed., University of Cincinnati, 1931; Student, University of Minnesota, Summer, 1933.

RUBY ROSE DRAKE  English
A.B., Talladega College, 1920; A.M., Teachers College, Columbia University, 1931; Student, University of Chicago, Fall Quarter, 1924; Spring Quarter, 1926; Harvard University, Summer, 1933.

CONSTANCE DUPUY  Physical Education
Sargent School of Physical Education, 1926-1927; Harvard Summer School, 1929; Columbia University, Summer, 1931; Emory University Extension School, 1927, 1928, 1929, 1932.

ALMA FERGUSON  Mathematics
A.B., Spelman College, 1929; A.M., University of Wisconsin, 1931.

ERNEST JACKSON HOOPER  Athletics and Industrial Art
Diploma, Cheyney State Normal School, Cheyney, Pa., 1920; B.S., Bradley Polytechnic Institute, 1930.

CAMILLA HOWARD  French

MELVIN DOW KENNEDY  History
A.B., Clark University, 1929; A.M., 1930; Student, Harvard University, Summer, 1931.
LILLIAN EVELYN WEBSTER
B.Mus., University of Kansas, 1928.

HALE WOODRUFF
Student, John Herron Art Institute, 1920-1923; Chicago Art Institute, 1920; Académie Scandinave, Paris, 1928; Académie Moderne, Paris, 1930; Student, Fogg Art Museum, Harvard University, Summer, 1933.

HALLIE MAE BEACHEM
Diploma, Indiana State Library School; A.B., Butler University, 1933.

VELVA BERRY KELLEY
Secretary to the Principal

EXCHANGE TEACHERS FROM SPELMAN COLLEGE

LISLE ARDUSER
B.S., University of Minnesota, 1929.

IDA LOUISE MILLER
A.B., Mount Holyoke College, 1933.

AILSIE M. STEVENSON
B.S., University of Illinois, 1917; A.M., Teachers College, Columbia University, 1931; Student, University of Chicago, Summers, 1926, 1927, 1928, 1929.
CHARYT ALBERTA BAILEY
B.Ed., Rhode Island College of Education, 1927; Student, Boston University, Summer, 1929; Juilliard Institute of Musical Art, 1930-1933.

EVA MAE CROCKER
Cheyney State Normal School, Cheyney, Pa., Summer, 1920; Central State Teachers College, Lock Haven, Pa., 1920-1923; B. S., Boston University, 1933.

EVA KNOX EVANS
Diploma, Baltimore Teachers Training School (now Maryland State Normal School), 1924; Emory University, Summer, 1926; Peabody College, Nashville, Summers, 1930, 1931; Emory University Extension School, 1930, 1931.

ETHLYNNE ELIZABETH HOLMES
A.B., Atlanta University, 1927; Graduate Student, University of Pennsylvania, Summer, 1929; Michigan State Teachers College, Ypsilanti, Michigan, Summer, 1931; Student, Atlanta University, 1931-1934.

ELIZABETH ELAINE LEMON
Normal Certificate, Atlanta University, 1923; B.S., Ball State Teachers College, Muncie, Ind., 1930; Student, Ball State Teachers College, Summers, 1931, 1932.

PAULINE MOORE
A.B., Colorado State Teachers College, 1930.

ESTHER JAMES REDDING
Certificate, State Teachers College, West Chester, Pa., 1926; Diploma, 1928.

HELEN ADELE WHITING
B. S., Columbia University, 1925; A. M., 1931; Student, Columbia University, Summer, 1931.
ENTRANCE AND COURT. WOMEN'S DORMITORY
GENERAL INFORMATION
LOCATION
The University grounds are located about one mile from the center of the city of Atlanta, Georgia, and may be reached by cars marked "WEST HUNTER, ASHBY" or "WEST FAIR."

HISTORICAL SKETCH

1865
Beginning of work: Jenkins Street Church, and Car-Box.

1866
Storrs School, and Asylum.

1867
Incorporation of "The Trustees of the Atlanta University."

1869
Formal Opening: Asylum in April, North Hall in October.

1869-1885
Presidency of Edmund Asa Ware.

1888-1907
Presidency of Horace Bumstead.

1907-1922
Presidency of Edward Twichell Ware.

1923-1929
Presidency of Myron W. Adams.

1929—
Presidency of John Hope.

Atlanta University is one of the outgrowths of that earnest educational crusade which brought so many devoted teachers to the South in the sixties and seventies. While its formal work under its present name did not begin until 1869, it was chartered two years before that date, and its real work began as early as November of 1865. Its first normal class was graduated in 1873, and its first college class in 1876. The purpose of the founders of the Atlanta University, as declared in its charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence in its present location and under its present name, only one student was of higher rank than first year in high school. As the work grew and general conditions became more favorable, the average academic standing of the student body became more advanced, and in 1894 all work below the high school was discontinued. In 1925 the high school work also began to be discontinued, and the
school year 1928-1929 opened with no students below freshman and junior normal classification.

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the new plan, and several undergraduate-graduate courses were offered which might receive credit toward the Master's degree. In 1930-1931 the undergraduate courses were discontinued. All the energies of the institution are now being devoted to graduate work.

THE UNIVERSITY PLAN

Under the arrangement completed April 1, 1929, by which Atlanta University, Morehouse College and Spelman College were affiliated in a university plan, the graduate and professional work is carried on by Atlanta University, the college and pre-professional work by Morehouse College and Spelman College.

The Board of Trustees of Atlanta University has been reorganized to include representatives nominated by the Boards of Trustees of Morehouse College and Spelman College, and additional members elected at large.

Each institution is independently organized under its own Board of Trustees and has its own administration, but through the affiliation overlapping of work is eliminated and the resources and facilities of all three institutions are available for every student. Since September, 1929, there have been exchanges of teachers and students among the three affiliated institutions.

Atlanta University is being developed as the center for graduate and professional courses in the University scheme. The University does not aim at present to offer a large number of
courses, but it aims to do work of exceptional quality in a few fields and to add to them only as resources in personnel and money are available.

As a transition from undergraduate work to graduate work, the University, in cooperation with Morehouse College and Spelman College, offers each year a limited number of undergraduate-graduate courses. These are conducted by members of the faculties of Morehouse College, Spelman College and Atlanta University, and are open to specially qualified juniors and seniors and to graduate students. In addition, the University is offering courses for graduate students only, in Biology, Chemistry, Economics and Business Administration, Education, English, French, History, Latin, Mathematics, and Sociology. Under the direction of the Department of Education there is a Laboratory School, including nursery school, kindergarten, elementary school and high school. In these days of strong business organization and effective team work, the affiliation suggests unlimited possibilities—three institutions, having a total initial plant of ninety acres of land and thirty-eight buildings, located in the strategic center of the southeastern states, and having a foundation of more than fifty years of efficient work. With each group keeping an individuality, yet combining forces, with overlapping eliminated and all facilities utilized, and with the backing of loyal groups of alumni in nearly every state, a great University for Negroes in the far South is assured.

SUMMER SCHOOL

The Summer School is conducted by Atlanta University with Morehouse College, Spelman College, Atlanta School of Social Work, Clark University, Morris Brown College, and Gammon Theological Seminary affiliated. Graduate students from approved colleges and universities may through Summer School courses earn credit toward the Master's degree. For further information, write the Registrar.
These include the annual catalogue, and other numbers of of the Atlanta University Bulletin. The Bulletin has been issued at intervals of four to six times a year.

Occasional leaflets and pamphlets descriptive of our work and needs are issued from time to time. The General Catalogue, published in 1929, gives a complete statement up to that date concerning officers, teachers, graduates and advanced students. The History of Atlanta University, published in 1929, gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929.

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. The titles and prices of the series will be sent on application.

THE LIBRARY

The new Atlanta University library, made possible by a gift from the General Education Board, stands on the block of land now owned by Atlanta University at the south end of Chestnut Street between Spelman College and Morehouse College. The book collections of the three affiliated institutions—Atlanta University, Morehouse College and Spelman College—have been brought together in one building. This makes available to students unusual advantages for study, reference and cultural reading. At present the library contains approximately 45,000 bound volumes.

The building has a seating capacity of 600 and an ultimate capacity of more than 175,000 volumes. The basement contains a large room for exhibition purposes, library staff room, storage and delivery room, lockers and lavatories, and book stacks. The first floor is entered through a spacious corridor and exhibition hall which extends the full depth of the building. Opening from this on the right is the reserve book room, and on the left the periodical room and browsing room. Four
seminar rooms, check room and book stacks complete this floor. The second floor contains a large reading room, two stories in height and extending the entire length of the building. On this floor also are the office of the librarian, a library work room and additional book stacks. The third floor contains three class rooms and two offices. In the stack rooms are 48 cubicles for the use of graduate students and faculty.

In accordance with the terms of the gift, it is the aim and purpose of Atlanta University to make the library serve not only Atlanta University and affiliated colleges—Spelman and Morehouse—but the other institutions of higher learning in Atlanta, namely, Morris Brown College, Clark University, Atlanta School of Social Work, and Gammon Theological Seminary, which may enter into coöperative arrangements with Atlanta University for the use of the library. It is hoped also to make the University library of practical benefit to the citizens of Atlanta in stimulating their wholesome reading and in providing a center of community culture.

LABORATORY SCHOOL

A Laboratory or Demonstration School, beginning with kindergarten and going through four years of high school, was opened in September, 1930, as a part of the Atlanta University program.

The school is conducted in connection with the University's Department of Education for the purpose of giving to students in that department practical observation and training in teaching methods. The purpose of the Laboratory School is not primarily to give students in the Department of Education practice in teaching, but to provide them with an opportunity to observe good teaching and its results.

The kindergarten and elementary grades are taught in the Oglethorpe School on the University campus, and the high school grades in Giles Hall on the Spelman campus. Both buildings have been remodeled and equipped to meet the requirements of the new school.
THE NURSERY SCHOOL

As a special feature in the education of the pre-school child, the Nursery School of Spelman College is open to graduate students of Atlanta University for observation and research. The Nursery School with a staff of specialists, including the director of the Nursery School, two trained assistants, nutrition specialist, nurse and physician, was opened in the fall of 1930. It is attractively housed and equipped in a wing of the Home Economics building and has accommodations for twenty children. It serves as a laboratory for demonstration and practical experience. Students are given also an opportunity to participate in the parent education program of the school.

LABORATORIES

Science laboratories of Morehouse College and Spelman College are available for use by University students registering for graduate courses in the sciences. Constant additions are being made to the scientific equipment of both colleges.

DORMITORIES

Two new dormitories, one for women and one for men, provide accommodations for 200 students and permit each individual to have a room to himself. These two buildings face Chestnut Street and stand in the grove of trees at the west end of the old campus. Each room is furnished with a desk, chairs, rug, dresser, bedstead, and mattress. Sheets, towels and one blanket, are furnished by the University. Attractive living rooms where students may lounge and read, reception rooms where they may receive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.

UNIVERSITY STUDENT HEALTH SERVICE

The University Student Health Service is available to all students. Through the cooperation of the Infirmary at Spelman College, modern methods of diagnosis and examination are available.
The University requires a physical examination of all students. This examination is provided by the Health Service. More frequent examination and advice will be given when necessary to maintain the health of the students.

There is ample provision for physical exercise and outdoor sports. A large playing field has been completed east of the dormitories. It includes two football fields, baseball field, running track, tennis courts, and handball courts.

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**RELIgIOUS OPPORTUNITIES**

A University assembly is held at frequent intervals during the academic year. In addition, there are daily chapel services at Spelman College and Morehouse College to which students of the University are welcome. On Sunday afternoons at three o'clock, throughout the college year, there is held in Sisters Chapel on Spelman College campus a preaching service which is attended by the students and faculties of the three affiliated institutions. The churches of Atlanta offer rich opportunities for Christian service and worship. Members of the student body and faculty are frequently invited to cooperate with these churches in the regular Sunday morning services.

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**TUITION AND FEES**

*Matriculation fee*—Payable at first registration and not refundable $ 5.00

*Tuition for the year*—One-half payable at the time of registration each semester $100.00

*Fees for single courses*—Three credit hours a week for one semester $ 15.00

*Late registration fee* $ 5.00

*Laboratory fees* $ 10.00

*Graduation fee* $ 10.00

*Health service fee* $ 5.00

*Board and room*—Per month $ 36.00

Bedding and towels are furnished and laundered by the University.
Tuition and fees are payable at the office of the Treasurer on or before the tenth day of the semester.

No deductions will be made in the charge for board for any fraction of a week nor for holidays nor for opening and closing weeks.

No student will receive his diploma until all his University bills are paid.

**ESTIMATE OF EXPENSES**

The necessary expenses of a student at Atlanta University are not high. The exact amount will vary according to the habits and economy of the individual. The following estimate, exclusive of graduation fee and laboratory charges, will enable the student to form an idea of the yearly expenses.

Tuition for the year $100.00
Room and board $324.00
Fees (Matriculation and Health Service) $10.00
Laundry, pressing and incidentals $41.00
Textbooks and supplies $25.00

Total $500.00

Students are urged to prepare a budget before entering the University. This budget should include an estimate of income from all sources and an estimate of expenses.

**FINANCIAL AID FOR STUDENTS**

There is available a limited number of scholarships for students who show promise of success. Applications should be made in advance of registration and reasonable information supplied as to the need for scholarship aid.

A few students are engaged by the University for part-time employment in the dormitories, on the grounds, as assistants in the laboratories and the library, and as waiters in the dining room. Part-time employment should not be counted upon to yield an income greater than $100 for the year.

Application for scholarships and part-time employment should be made on blanks provided by the University and should be sent to the President.
GRADUATE WORK IN EDUCATION

It is the policy of Atlanta University to develop a Department of Education which will emphasize not only the science of teaching but also a thorough knowledge of subject matter.

Graduate students who are teachers or who expect to teach will, in the majority of cases, be advised to take their Master's degree not in Education but in the subject they expect to teach. Such students should register, for the most part, not in methods courses but in the subject matter or "content" courses. The main emphasis is thus on knowing something to teach and the secondary emphasis on learning how to teach it.

Graduate students looking forward to future activity as principals, supervisors, normal school teachers and college teachers of Education, will find in the Department opportunity for the study of their professional problems. A major in Education would be advised for such students.

The Laboratory School aims to offer an object lesson in good teaching and provides opportunities for practical observation and training in teaching methods and administration.

Courses are offered in methods and principles of teaching in elementary and secondary schools, psychology, tests and measurements, philosophy and history of education, and, for training administrators, courses in supervision and administration.

The purpose of the Department of Education is to improve teaching in Negro schools by training teachers who will have thorough knowledge, teachers who can think with accuracy and precision, teachers with character and personality and with a contagious enthusiasm for their work that will inspire and stimulate the young people coming under their direction.

GRADUATE WORK IN ECONOMICS AND BUSINESS ADMINISTRATION

The Department of Economics and Business Administration seeks to provide training in the fundamental principles and practices of business. Attention is given both to the practical and to the purely scientific aspects of the problem treated.

Knowledge of business administration is, generally speaking, a closed book to Negroes in the South. Yet if Negroes
are to build up their economic position and be prepared to assume their just burden in the economic development of the country—if they are to be able even to earn a livelihood and live fruitful lives—they must learn business principles and procedures and acquire an understanding of the conduct of business on a larger scale than is now possible. Furthermore, Negroes must learn how to take advantage of the opportunities accorded by cooperation with white business agencies.

The Department of Economics and Business Administration now offers courses in: (1) the economic structure and organization of society; (2) money and banking, including theories of credit with emphasis on the fact that credit is not capital; (3) principles of business, including the different stages of production from the beginning to sales and consumption; (4) business organization—proprietorships, partnerships, the corporation, securities and the use of income.

ADMISSION

Application for admission to the Graduate School may be submitted at any time, but should if possible be presented at least a month before the opening of the academic year. Application for admission must be submitted on an application blank which may be obtained by request from the Registrar. The applicant must arrange also to have sent to the Graduate School a complete official transcript of both his high school and college records, and likewise the record of any graduate work he may have done.

Admission to the Graduate School of the University is granted to graduates of colleges of approved standing who present satisfactory evidence of character and other qualifications. The applicant's record must show promise of ability to do graduate work, and must include a sufficient degree of concentration in the field in which he proposes to work to satisfy both the Committee on Admission and the Faculty of the Department in which he proposes to work. Admission is by vote of the Committee on Admission.
CATALOGUE

REGISTRATION

Graduate students, whether candidates for degrees or not, are required to register at the office of the Registrar of the University on the days for registration indicated in the calendar. A fee of $5.00 is charged for late registration. Registration is not complete and students will not be admitted to classes until fees have been paid.

CANDIDACY

Admission and registration do not of themselves admit to candidacy for a degree. Any student who has demonstrated his ability to do major work of graduate character and whose subject for his thesis has been approved by the Committee on Graduate Study, may, on the recommendation of the Major Department, be admitted to candidacy for the Master's degree. Admission is by vote of the Committee on Graduate Study. Application for admission to candidacy must be made on the blank provided for the purpose. This blank may be obtained at the office of the Registrar and application must be on file at least two months before the degree is conferred.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

It is the intention of Atlanta University that the Master's degree shall represent graduate work equivalent in quality and quantity to the Master's degree in colleges and universities of highest standing. This predicates that a student shall meet the equivalent of a Bachelor's degree of high standing before being admitted to candidacy for the Master's degree. When preliminary work is necessary, it shall not count toward the degree.

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of highest standing, or of colleges whose standing is not well known to the administrative officers, and graduates of any college who have not sufficient preparation for advanced work in their particular subject of study, will probably find it necessary to devote two years to their study for the Master's degree.
For a graduate of an approved college, who is well prepared for advanced study in his chosen field, the Master's degree will be granted on fulfilment of the following requirements:

1. At least a year's residence at the University. A candidate for the Master's degree is not credited with "residence" if he enters a course scheduled for a semester later than one week after the opening date. Withdrawal from courses before the close of the semester has the same effect.

2. The completion of at least twenty-four semester hours of graduate work with a grade of A or B.

3. A satisfactory thesis on a subject approved by the chairman of the Major Department.

4. The delivery of two printed or typewritten copies of the thesis, to the chairman of the Committee on Graduate Study, at least one month before the commencement at which the degree is to be conferred, together with a certificate signed by the Major Adviser of the department, stating that the work, as submitted, is accepted as the candidate's thesis for the Master's degree.

5. A final examination covering the work in graduate courses as well as the thesis. The examination may be oral, or written, or both.

6. Additional qualitative and specific requirements for the degree may be prescribed by the Committee on Graduate Study or by any department. (Consult Departmental Announcement for special requirements for the degree.)

Proficiency in oral and written English is required. Each candidate is required to pass an examination in English fundamentals and composition. Those who fail are required to take a course in English composition.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Only in exceptional instances, when all the factors are favorable, i.e., in the case of a qualified professor and an exceptionally able student in a given department, will the University offer work leading to the Degree of Doctor of Philosophy during the first ten years of the graduate school.

MAINTENANCE OF STANDARDS

The University reserves the right to require at any time the withdrawal of students who do not maintain the required standards of the University in scholarship, who cannot remain in the University without danger to their own health or the health of others, or whose presence is found to lower the moral tone of the University.
CATALOGUE

COURSES OF INSTRUCTION

Courses numbered 400-499, while intended primarily for graduate students, are, subject to the approval of the instructors, open to students of senior college rank of Morehouse College and Spelman College. Courses numbered 500-599 are open only to graduate students who have fulfilled prerequisites.

BIOLOGY

461-462. EXPERIMENTAL BIOLOGY. This course includes a careful study of animal behavior, regeneration, experimental embryology, experimental evolution and related topics, training in micro-technique. For those interested in research or the teaching of Biology. Prerequisite: Approval of instructor. 3 credits each semester.

463-464. NEUROLOGY. A study of the forms of the nervous system and the functional significance of its chief subdivisions in general is followed by a review of the architectural relations of the more important functional systems. Prerequisite: Approval of instructor. 3 credits each semester.

465-466. GENERAL PHYSIOLOGY. A study of the properties and physical-chemical constitution of living matter; rôle of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities—circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisite: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Two lectures, one recitation, six hours laboratory. 4 credits each semester.

501-502. ECOLOGY. Lectures, laboratory, and field work with special reference to the environmental relations of animals. Prerequisite: Approval of instructor. 3 credits each semester.

503-504. ENTOMOLOGY. Lectures, laboratory and field work dealing with the morphology, classification, and identification of insects, and a consideration of some of the outstanding insect pests. Prerequisites: Introduction to Entomology and approval of instructor. 3 credits each semester.

545-546. RESEARCH. Prerequisite: Approval of instructor.

547-548. SEMINAR IN BIOLOGICAL PROBLEMS. Required of all graduate students in the department.
462. Advanced Inorganic Chemistry. Special topics in inorganic chemistry such as the periodic system, more complex reactions of the elements and coordination theory. 3 credits second semester.

463. Selected Topics in Organic Chemistry. A series of lectures on recent contributions in the field of Organic Chemistry. Prerequisite: General Organic Chemistry. 3 credits first semester.

501. Advanced Organic Chemistry. A review of the more common reactions met with in elementary organic chemistry, and a critical discussion of the electron theory of valence, tautomerism, molecular rearrangements and condensations. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits first semester.

502. Advanced Organic Chemistry. (Continuation of Chemistry 501). A study of carbohydrates, diazo-compounds of the aliphatic and aromatic series, dyes and the alkaloids. In the laboratory the student takes up the determination of carbon, hydrogen and nitrogen by combustion. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.

503. Theoretical Chemistry. A study of the reactions and theory involved in analytical procedure, both qualitative and quantitative. Special attention is given to the development and application of the laws of equilibrium and of solutions. 3 credits first semester.

504. Chemistry of Colloids. A general discussion of the theory of colloidal behavior, and its applications to proteins and other colloidal material of importance in nature and industry. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.

505. Advanced Physical Chemistry. A discussion of the laws governing chemical phenomena, from the viewpoint of actual problems. The specific subjects considered are thermochemistry, chemical change and electrochemistry. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits second semester.

506. Theory of Solutions. This course involves a mathematical presentation of the laws of dilute solutions. Lectures, discussions, and problems. 3 credits first semester.

508. Atomic Structures. This course involves a mathematical discussion of atomic structures including fundamental electronal concepts, the Bohr atom and elementary wave mechanics. 3 credits second semester.
509. ADVANCED QUALITATIVE ANALYSIS. A review of the underlying theory and fundamental technique of qualitative analysis. The laboratory work is varied to meet the needs of individual students. 3 credits first semester.

510. ADVANCED QUANTITATIVE ANALYSIS. A study of the methods of quantitative analysis based upon modern theory. In the laboratory practice is given in the more difficult separations and determinations. The work is varied to meet the needs of individual students. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits second semester.

511-512. PHYSIOLOGICAL CHEMISTRY. The chemistry of proteins, carbohydrates, and fats; the physiology of the digestive system, with the study of secretions and of artificial salivary, gastric and pancreatic digestions; examination of blood, bile, and urine; the analysis of foods, particularly milk. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits each semester.

545-546. RESEARCH IN ORGANIC CHEMISTRY FOR THE MASTER'S DEGREE.

547-548. SEMINAR IN CHEMISTRY. Required of all graduate students in the department.

ECONOMICS

411-412. HISTORY OF ECONOMIC THOUGHT. Readings and critical discussions of the significant contributions of general economic theory which have been made in recent years, preceded by a review of the parent stock of classical economics. Prerequisite: Approval of instructor. 3 credits each semester.

455-456. MONEY AND BANKING. The principles of money and banking with special reference to their functions in the present organization of economic society. Money and its attendant economic problems: credit, the Federal Reserve System, foreign and domestic exchange, the business cycle, and the general question of organized speculation in the money market; the history of banking both in this country and the more important countries of Western Europe. Prerequisite: Elementary Economics. 3 credits each semester.

463-464. ADVANCED ACCOUNTING. This course is designed to meet the needs of students who expect to practice accounting professionally, or who are preparing for positions as corporation auditors, comptrollers, or cost accountants. Lectures will be given covering the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and laboratory work in the particular field of his specialty. Prerequisite: Approval of instructor. 3 credits each semester.
465-466. **Labor Problems.** A study of the genesis and character of the maladjustments which constitute the modern labor problem; an historical survey of the labor movement in the United States and Great Britain in its various branches (unionism, legal enactment, producers' and consumers' cooperation), with emphasis on aims, structure and group psychology; the strategy of meeting the needs of the Negro industrial worker; current reform proposals and programs. Emphasis is placed throughout on contemporary issues and accomplishments. 3 credits each semester.

468. **Principles and Practices of Insurance.** A course in the theory of insurance and current insurance practices. The subject matter covered includes: uses of insurance, types of insurance, organizations, types of policies, mortality, loading, reserves, the law governing insurance. Prerequisite: Elementary Economics. 3 credits second semester.

471. **Corporations and Corporation Finance.** The course after giving attention to small forms of business organizations will devote its entire time to corporate financial organizations, the administration of corporate income, reorganization, individual combinations, and the historical aspects of the trust problem. Prerequisites: Business Principles and Mathematics of Finance. 3 credits first semester.

472. **Problems of Business Finance.** The course is designed to give the student practical work in the problems of both small and large businesses. Students will be assigned to the solution of specific problems and will be expected to present a detailed written report supporting the solution of such problems. Prerequisite: Corporations and Corporation Finance. 3 credits second semester.

475-476. **Marketing.** A study of the causes and effects of fundamental readjustments in the economic system which are responsible for changes in costs and methods of distributing goods. Attention will be given to marketing institutions in relation to trends of industrial development, economic prosperity and habits of consumption. The purpose of the course is to give the student a clear idea of our marketing methods. Prerequisites: Business Principles and Mathematics of Finance. 3 credits each semester.

477-478 **Statistical Method.** A study of statistical methods in the analysis of economic and social phenomena. It is the aim of the course to prepare, present and interpret statistical reports and data. Prerequisite: College Algebra. 3 credits each semester.

482. **Economic History of the American Negro from 1865 to 1930.** A study of the way in which the American Negro has earned a living from slavery up to the present time. 3 credits second semester.
503. **MONEY MARKETS.** A detailed study of central bank operation in both the United States and Europe, particularly with reference to policy, effectiveness, open market operations and control over money rates and rate making. Statistical data will be generally used as a basis for the course. 3 credits first semester.

504. **INVESTMENTS.** A comparison of forms of investments and a study of the machinery of security issuance and distribution, investment houses, stock and commodity exchanges, and organized speculation. Public policy and interest will control the point of view taken. Prerequisites: Corporation Finance and Problems in Finance. 3 credits second semester.

545-546. **RESEARCH IN ECONOMICS.** Prerequisite: Approval of the instructor.

**EDUCATION**

453. **ELEMENTARY STATISTICS.** A study of the elements of statistical method with special reference to educational problems. 3 credits first semester.

454. **ADMINISTRATION AND INTERPRETATION OF MENTAL AND EDUCATIONAL TESTS.** A study of the detailed problems of administration, and the use and interpretation of the group mental and educational tests. Prerequisite: Elementary Statistics. 3 credits second semester.

461-462. **SECONDARY EDUCATION.** This course is required of all students with major interest in secondary education. Among the more prominent topics covered are the following: development of secondary education in the United States; secondary education in Europe; relation to lower and higher school; aims of the high school; the physical plant; costs; organizing the school; records; the high school pupil; curriculum and materials of instruction; the high school teacher; the principal as an administrator; the principal as a supervisor; extra-curricular activities; the morale; surveys; the library; classification, promotion, attendance, and health of pupils. 3 credits each semester.

465-466. **METHODS AND MATERIALS OF PROGRESSIVE CLASSROOM PROCEDURE.** An interpretation and discussion of observations made in the Laboratory Elementary School; practice in progressive teaching; the development of the theories and philosophy upon which progressive educational classroom procedures are based; and helps in seeing how these procedures may be adopted to the needs and local conditions of individual teachers. 3 credits each semester.
501-502. **ELEMENTARY EDUCATION.** This course is required of all students with major interest in elementary education. Among the more prominent topics covered are the following: modern theory and practice in elementary school instruction; the primary school; standards for judging instruction; diagnosis of instruction observed; methods of improvement; curriculum making; selection of textbooks; recent tendencies in the education of young children; the use of tests; functions of the principal; classification, promotion, attendance, discipline, and health of pupils; the assembly, clubs, and other social activities; the principal as an administrator; the principal as a supervisor; the school plant and equipment.

3 credits each semester.

505-506. **TECHNIQUE OF TEACHING IN SECONDARY SCHOOLS.** The aim of this course is to answer the question, "What is good teaching in the high school?" To this end will be presented: (1) the more widely recognized procedures employed in teaching in the high school; (2) a critical evaluation of theories upon which these procedures are based; (3) discussions of observations made in the University Laboratory High School. Prerequisite: Methods of Teaching High School Subjects.

3 credits each semester.

507-508. **MODERN THEORIES OF EDUCATION.** The course endeavors to construct an adequate working philosophy of education in modern society.

3 credits each semester.

510. **ORGANIZATION AND SUPERVISION OF INSTRUCTION.** A study of the technique of the supervision of instruction, with special reference to the improving of the teacher's efficiency. Prerequisite: Approval of instructor.

3 credits second semester.

512. **PROBLEMS IN HIGH SCHOOL ADMINISTRATION.** An advanced course in secondary administration. Each student will make an intensive study of a problem of special interest. The class lectures and discussions will be based on questions precipitated by the reports on the intensive studies. Prerequisite: Approval of instructor.

3 credits second semester.

513-514. **EDUCATIONAL SOCIOLOGY.** A study designed to describe for the teacher, principal and others concerned with education, a social background for the purpose of interpreting educational procedure and method.

3 credits each semester.

515-516. **PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.** This course includes a study of the psychological principles underlying the teaching of the elementary school subjects. Consideration will be given to studies and experiments that have been made in the field of elementary school subjects.

3 credits each semester.
517-518. **ADVANCED EDUCATIONAL PSYCHOLOGY.** This study will deal with the following elements of educational psychology: physiological basis of learning, native equipment, habit formation, perception learning, feelings and emotions, associative learning, memory and imagination, the learning process and the application of the principles of learning to education. 3 credits each semester.

531. **RURAL ECONOMICS.** This course will be conducted through readings, lectures, field trips, original investigations, and discussions. The following topics will be studied: (1) The present condition of the American farmer, with special reference to the Negro farmer, trends in population, farm tenure, farm buildings and equipment, prices of farm products and the farmer’s buying power, farm labor and wages, the farmer’s income and the standards of living, land values and taxation, types of farming, the tariff and the farmer, surpluses, etc. (2) Reforms and relief measures, tariff revision, land utilization policies, credit systems, farm insurance, efficient marketing, price raising by government action, and other government relief measures. Special study will be given the question of the degree to which the Negro farmer has been and can be helped by these reform measures. 3 credits first semester.

582. **RURAL SCHOOL ADMINISTRATION AND SUPERVISION.** This course will consist of readings, lectures, field trips and discussions. It is an attempt to link up the general problems of administration and supervision with those special problems resulting from open country and village conditions and the dual system of education in the South. Topics selected for study are: (1) Organization and business problems, rural school objectives, management, taxation, assessments, bonds, handling school funds, special aids and grants for Negro education, selection of teachers, the teacher load, etc. (2) The physical plant, buildings and equipment, grounds, toilets, the water supply, school gardens and other practical projects, playgrounds, etc. (3) Teaching problems, adjusting the curriculum to community needs, time allotment. 3 credits second semester.

547-548. **SEMINAR IN EDUCATION.** Required of all graduate students in education. The course includes a critical review of the methods employed in collecting and preparing for presentation the material submitted for the Master’s dissertation.

**ENGLISH**

**COURSES IN ENGLISH ARE ARRANGED CHRONOLOGICALLY**

453. **ANGLO-SAXON.** A study of Old English Grammar with readings. 3 credits first semester.

454. **CHAUCER.** An introduction to the language and poetry of Chaucer. The minor poems and the Canterbury Tales. 3 credits second semester.
461-462. **SHAKSPERE.** A critical and appreciative study of Shakspere as a dramatist and as a poet. All the plays and poems are studied, most of the plays and the sonnets intensively. Some acquaintance is made with Shaksperean criticism after enough of Shakspere’s work has been read to make the study of it valuable. To know Shakspere’s writings, to understand his development as a dramatist, and to develop a sense of what constitutes excellent drama and great poetry—these are the aims of this course. 3 credits each semester.

501. **ELIZABETHAN NON-DRAMATIC LITERATURE.** A course in the literature of the Renaissance in England, exclusive of the drama: the prose of the period, both fiction and criticism, the sonnet sequences and other lyrical poetry, and the writings of Edmund Spenser. The temper of the Elizabethan age will be studied as a necessary background to the literature which grew out of it, and Spenser as the epitome of its richness and its glory. 3 credits first semester.

503. **ELIZABETHAN DRAMA.** A study of the Elizabethan Drama, exclusive of Shakspere, from its appearance in the liturgy of the medieval church to the closing of the theatres in 1642. The work of the course consists of a preliminary study of the Elizabethan age, of which the drama was a vivid literary expression, and as the main body of the course, a study of Elizabethan drama, of which reports of individual investigations by students will constitute an important part. 3 credits first semester.

502. **CAVALIER AND PURITAN.** (Formerly the **AGE OF MILTON**). A study of the literature of the seventeenth century, exclusive of the drama, from the death of Elizabeth in 1603 to the Restoration in 1660. First, a brief study of the transition figures: Bacon, Donne, Jenson; the Cavaliers: Herrick, Carew, Suckling, Lovelace; the metaphysical poets: Herbert, Crashaw, Vaughan; the prose writers: Browne, Burton, Walton, Taylor, Fuller, Bunyan. Secondly, the major part of the semester, a study of the Puritan movement which dominated the life and thought of the mid-seventeenth century, and of Milton, its great representative. Milton’s English poetry will be read entire: the early poems, Paradise Lost, Paradise Regained, and Samson Agonistes; of the prose, the most important of the ecclesiastical, political, social and educational works will be studied. 3 credits second semester.

467. **AGE OF DRYDEN.** Using Dryden as the epitome of the period (1660-1700), the course includes the outstanding writers of the three main types of literature written at this time; poetry, drama, and essay. Some attention is given to the political, religious, philosophical, and social aspects of the age, with reading in the works of Evelyn, Pepys, Collier, Locke, and Newton. 3 credits first semester.
468. **AGE OF POPE.** The temper of the age, the social conditions, the political unrest, and the nature of neo-classicism studied with a view to understanding the writers of the period and their works. In poetry, some attention to the beginning of sentimentalism, but mainly a study of neo-classical poetry with Pope as its epitome. In the essay, a study of Addison, Steele, Defoe, and Swift. In drama, a brief survey and study of the sentimental and classical drama of the period.

3 credits second semester.

483. **AGE OF JOHNSON.** An appreciative study of the significant essays, drama, and poetry reflecting the temper of the last half of the eighteenth century. The development of sentimentalism, the opposition of neoclassicism, and the influence of Johnson, his quality as writer and critic and his contribution to English literature, will be constantly stressed.

3 credits first semester.

423. **THE ROMANTIC POETS.** A study of the rise and triumph of the Romantic Movement in English Literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century, as a background for the intensive study of the major Romantic poets. The philosophic and literary precursors of the Movement in the eighteenth century are studied chiefly for their contribution to the growth of the Romantic Revolt, and Wordsworth is studied as the central figure most completely embodying its principles and its spirit. Most of the time in the course is given to an intensive study of the works of the principal Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats, including the critical theory of Wordsworth and Coleridge. The purpose of the course is to give an understanding of this significant movement in English Literature and an acquaintance with the work of its representative poets, and to develop a discriminating appreciation of their poetry.

3 credits first semester.

424. **VICTORIAN POETRY.** A study of the poetry of the Victorian Age with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, and Clough, and the Pre-Raphaelites, Rossetti, Morris, and Swinburne. The poetry is studied as an expression of the life and thought of the age, with its social, industrial and religious unrest. An attempt is made also to develop, through its study, a sound appreciation of good poetry.

3 credits second semester.

469-470. **NINETEENTH CENTURY PROSE.** The first semester—the main currents of nineteenth century thought, with special reference to the rise and triumph of Romanticism, and as background for the study of Coleridge, Lamb, Hazlitt, Landor, and De Quincey. The second semester—the social, religious, educational, and scientific unrest of the
Victorian Era as background for the study of the chief essayists: Macaulay, Carlyle, Ruskin, Arnold, Newman, Pater, Stevenson, and Huxley. 3 credits each semester.

471-472. THE ENGLISH NOVEL. The history and development of the Novel, with wide reading in English fiction and intensive study of one or more novels by each of the outstanding novelists from Jane Austen to Thomas Hardy. Outside reading in the major and minor novelists, with papers and class reports, will be part of the work of this course. The aim of the course is to give a comprehensive view of the history of the novel and its development as a literary type and a wide acquaintance with the best fiction, and to set up a standard of what constitutes an artistic success in this type of literature. 3 credits each semester.

504. HISTORY OF THE ENGLISH LANGUAGE. A detailed study of the phonological and morphological changes in the development of English. Attention is paid to modern English grammar and vocabulary. Prerequisite: Approval of instructor. 3 credits second semester.

486. PRINCIPLES OF LITERARY CRITICISM. The purpose of this course is to acquaint students with the principles of literary criticism by presenting those principles and studying the literary works which embody them, with a view to developing a discriminating literary sense and appreciation. 3 credits each semester.

FRENCH

415-416. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. This course aims to acquaint the student with the development of the literary, philosophical, political, and social currents in France from the decline of seventeenth century classicism to the eve of the Revolution. Special emphasis is placed on the study of Diderot and the Encyclopédie and on the life and works of Marivaux, Beaumarchais, Voltaire, Ménestrier, Chenier, and Rousseau. Prerequisite: A Survey of French Literature. 3 credits each semester.

458-459. FRENCH CIVILIZATION. A comprehensive and systematic study of the development of the French nation. Conducted in French. 3 credits each semester.

461-462. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. This course presents French Classicism through the masterpieces of Corneille, Racine, Moliere, and other authors of the “golden period” in French letters. Conducted in French. Prerequisite: A Survey of French Literature. 3 credits each semester.
463-464. FRENCH LITERATURE OF THE NINETEENTH CENTURY. This course aims to bring out the characteristics of the great literary movements of the century: romanticism, realism, and symbolism. The development of the novel, the drama, and poetry in France is traced through the centuries. Conducted in French. Prerequisite: A Survey of French Literature. 3 credits each semester.

501. OLD FRENCH. This course in the morphology and phonology of the French language will trace the evolution of the language from the spoken Latin to the modern French. Texts in old French including the Chanson de Roland will be read. Prerequisite: A knowledge of Latin and modern French. 3 credits first semester.

AMERICAN HISTORY

451. AMERICAN CONSTITUTIONAL HISTORY TO 1828. Particular attention is given to the origin and development of the Federal and State Constitutions, the interpretation of the Federal Constitution by the several departments and the states, in connection with the chief constitutional issues of the time. Required readings, lectures and reports. 3 credits first semester.

452. AMERICAN CONSTITUTIONAL HISTORY FROM 1828 TO THE CIVIL WAR. The nullification movement, conflicts over "States' Rights" arising out of the slavery controversy and the secession movement are carefully studied. 3 credits second semester.

463. AMERICA FROM 1492 TO 1775. A survey of the transplanting of European culture and institutions to the New World and of the relations of the colonies to the British government to 1775. 3 credits second semester.

464. AMERICA FROM 1775 TO 1828. A study of the results of the Revolutionary War; the problems of the constitutional convention; and the struggle for union. 3 credits second semester.

465. AMERICA FROM 1829 TO 1865. A study of the plantation systems; Negro slavery; social and political philosophy of the South; rise of democracy; anti-slavery movement; and the contest for American nationality. 3 credits first semester.

467. AMERICA FROM 1865 TO 1914. An intensive study of the reconstruction period; the participation of the freedmen in government; rise of big business; expansion of agriculture; and the growth of imperialism. 3 credits first semester.

504. RECONSTRUCTION, NORTH AND SOUTH, FROM 1863 TO 1876. 3 credits second semester.
523-524. **HISTORY OF THE SOUTH.** (1) The Old South; (2) The Lower South. A survey of the political, economic and social forces of the South from 1763 to 1860. 3 credits each semester.

**EUROPEAN HISTORY**

405. **EIGHTEENTH CENTURY EUROPE.** A study of the Old Regime in Europe, and an analysis of the political, social, economic, and intellectual forces that led to the French Revolution. 3 credits first semester.

406. **THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA.** An introductory study of the causes of the French Revolution, followed by a detailed study of the Revolution and the Napoleonic Era, with emphasis on the social, political, religious, and economic phases. 3 credits second semester.

407. **EUROPE FROM 1815 TO 1870.** A study of the economic, social, and political developments of the period, with special emphasis on the accompanying revolutionary movements, and the growth of nationalism. 3 credits first semester.

408. **EUROPE FROM 1870 TO 1914.** A study of the shifting alignment of political parties with the spread of socialism and the influence of modern industrial development. An intensive study is made of the international relations of the period. 3 credits second semester.

421. **EUROPE SINCE 1914 AND CURRENT AFFAIRS.** This course deals thoroughly with the immediate background for and the events of our own times. 3 credits first semester.

509. **ENGLAND UNDER THE TUDORS.** Alternates with History 511. 3 credits first semester.

510. **ENGLAND UNDER THE STUARTS.** Alternates with History 512. 3 credits second semester.

511. **ENGLISH HISTORY, FROM 1688 TO 1832.** A study of British political, constitutional, and social developments during this period. 3 credits second semester.

512. (516) **BRITISH GOVERNMENT.** A study of the present system of England and the several dominions. 3 credits second semester.

514. **SEMINAR IN EUROPEAN DIPLOMATIC HISTORY FROM 1870 TO 1914.** A survey of the diplomatic relations of Europe from 1870 to 1914. Prerequisites: History 408 or its equivalent and a reading knowledge of French and German. 3 credits first semester.
MEN'S LOUNGE
521. FAR EASTERN INTERNATIONAL RELATIONS. A survey of the international relations of the Far East with a view to pointing out how contact with the Occident brought China and Japan to their present position; also a review of the history of China and Japan as a background. Alternates with History 522. 3 credits first semester.

522. HISTORY OF RUSSIA. The history of Russia: a survey of its history with emphasis upon the economic, social, and political conditions which led to the present developments; and a study of those developments themselves. Alternates with History 521. 3 credits second semester.

LATIN

401. THE ROMAN WORLD. This is an advanced course for those who wish to increase their knowledge of the physical world and of the civilization which formed the background of the writers of the late Republic and of the early Empire. The course will consist of lectures, readings and reports, dealing with various aspects of the fields of geography, races, government, social life, private life, education, religion, philosophy, art, and architecture of the Romans. Many of the lectures will be illustrated. Besides the slides, many photographs will be shown, some of them photographs of the most recent excavations in Rome. 3 credits first semester.

404. TACITUS, AGRICOLA, OR GERMANIA. Selections from the Satires of Juvenal. 3 credits second semester.

407. VERGIL. Advanced course. Selections from Eclogues, Georgics, and Aeneid, Books VII-XII. This course will include a study of the historical and literary background of these poems. Consideration will be given to Vergil's influence upon later literature. 3 credits first semester.

409. CICERO. Advanced course. Selections from Cicero's Letters and from Cicero De Oratore. The reading of selected letters will be made the basis of a biographical, historical, and political study of the late Republic. Collateral reading will be assigned. 3 credits first semester.

412. HISTORY OF ROMAN LITERATURE. This course is designed for students interested in the general subject of literature. The course endeavors to estimate the achievements of Roman writers in this field. No knowledge of the Latin language is required. 3 credits second semester.

414. CLASSICAL MYTHOLOGY. Greek and Roman Myths will be studied both for influence in later literature and for religious and historical significance in Greek and Roman culture. 3 credits second semester.

*Not offered in 1933-1934, except for the seminar.
501. LATIN WRITING. In this course attention is given to correctness of syntax and the translation of ideas rather than words, and also to the matter of style and the finer distinctions of the language.
3 credits first semester.

502. ROMAN HISTORIANS. Selections from several writers of Roman history will be read and discussed and the field will be covered as completely as possible by lectures, reports and assigned readings.
3 credits second semester.

547-548. SEMINAR. Required of all graduate students in the department.

MATHEMATICS

501. THEORY OF DEFINITE INTEGRALS. A course treating of the properties of, and methods of computing, definite integrals, including a study of methods of approximation, improper definite integrals, Eulerian integrals, multiple integrals, with many problems and applications. 
Prerequisite: Differential Calculus.
3 credits first semester.

502. THEORY OF NUMBERS. Prerequisite: Theory of Equations.
3 credits second semester.

503. ELLIPTIC INTEGRALS. A systematic development of the theory of indefinite integration, leading to elliptic integrals and the elements of elliptic functions, with attention to problems and applications. This course also includes an introduction to Fourier's Series. 
Prerequisite: Three courses in Calculus, and preferably, Definite Integrals.
3 credits first semester.

504. METRIC DIFFERENTIAL GEOMETRY. A course treating of the metric properties of a line and a surface in the neighborhood of a point. Attention is paid to analytic proofs of important theorems and great stress is put on problems. 
Prerequisites: Solid Analytic Geometry and Advanced Calculus.
3 credits second semester.

505. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE. An introduction to the algebra and calculus of complex numbers, and their geometric representation; conformal mapping. The properties of analytic functions of a complex variable and the theory of power series and the expansion of functions. Introduction to the theory of Riemann surfaces. 
Prerequisites: Differential Equations and Theory of Definite Integrals.
3 credits first semester.

506. PARTIAL DIFFERENTIAL EQUATIONS. Prerequisite: Differential Equations.
3 credits second semester.
507. **FOURIER SERIES AND BESSEL FUNCTIONS.** Prerequisite: Approval of instructor. 3 credits first semester.

508. **INTRODUCTION TO HIGHER ALGEBRA.** Matrices; bilinear, quadratic, and Hermition forms; linear transformations; invariant vectors and elementary divisors. Prerequisite: Approval of instructor. 3 credits second semester.

509. **CELESTIAL MECHANICS.** Constrained motion; central force; curvilinear motion; potential and attraction of bodies; two body problem; three body problem. Prerequisite: Theoretical Mechanics. 3 credits first semester.

510. **VECTOR ANALYSIS.** Methods of elementary vector analysis in three dimensional space, and of their extensions to tensor analysis in space of any number of dimensions; curvilinear coordinates; physical applications. Prerequisite: Approval of instructor. 3 credits second semester.

513. **HYPERBOLIC FUNCTIONS AND ELLIPTIC INTEGRALS.** Prerequisite: Approval of instructor. 3 credits first semester.

**SOCIIOLOGY**

467. **SOCIAL CONTROL.** A brief survey of the foundations of the social order, and of the means of control. Lectures, assigned readings, book reports, and term papers. Prerequisite: Approval of instructor. 3 credits first semester.

471. **SOCIOLOGY OF THE AMERICAN NEGRO.** 1850-1876. This is a social study of the American Negro and his environment during the Civil War and Reconstruction, with stress upon the Marxian and Neo-Marxian interpretation of developments in politics, economics, literature, and art. 3 credits first semester.

503. **ADVANCED SOCIAL PSYCHOLOGY.** An analytical study of the psychological mechanisms involved in the formation of public opinion and development of leadership, and the function of these two factors as media of social control. 3 credits first semester.

504. **POPULATION AND POPULATION MOVEMENTS.** The first part of this course is a study of current population theories. The second part gives an over view of the major population movements beginning with dispersion of the prehistoric family. Prerequisite: Approval of instructor. 3 credits second semester.
505. HISTORY OF SOCIAL THOUGHT. Social thinking is traced from the beginning of ancient society to the origin of Sociology as a science. Some representative works of each period and school of thought are studied rather intensely and critically. Reading and reports required. 3 credits first semester.

506. CONTEMPORARY SOCIOLOGICAL THEORY. A general survey of the field of sociological theory. On the basis of the principles of approach to the interpretation of social phenomena, the field is divided into several schools of thought, and the work of each field is examined and criticised. Collateral reading and term papers required. 3 credits second semester.

507. PERSONALITY AND SOCIAL ADJUSTMENT. The work of the course is divided into six major sections. (1) Individual Differences and Social Behavior: the treatment of hereditary factors, endocrines, and physical traits in regard to personality; (2) The Period of Infancy and Childhood in Personality Growth: the formation of personality traits in terms of early experience in the family; (3) The Period from 6 to 12-13 years: the school, gang, and club behavior of the child as these influence his personal growth; (4) Adolescence: the storm and stress period of change from childhood to adulthood; (5) The Adult Personality: certain problems of occupational choice and personality, marriage, and adjustment; (6) Techniques for the Study of Personality: tests, measurements, case methods. 3 credits first semester.

512. CARL MARX AND THE NEGRO. A study of the philosophy of Carl Marx and its application to the American Negro problem. 3 credits second semester.

543. SEMINAR: ECONOMIC AND SOCIAL CO-OPERATION AMONG AMERICAN NEGROES. The study of the history of economic and social cooperation among American Negroes; its present extent, and its future possibilities. Special stress is laid upon consumer's cooperation and comparison with various modern countries. 3 credits first semester.

544. SEMINAR: FIELD AND THEORY OF SOCIAL SCIENCE. An attempt to define the field and function of sociology by a study of leading thinkers and writers. 3 credits second semester.

545-546. RESEARCH IN SPECIAL PROBLEMS. A special field of research is chosen each year and intensive study is made of its history and sociology. The subject of study this year has been the city of Atlanta, with collection of historical, statistical and social data.

547-548. SEMINAR IN SOCIOLOGICAL PROBLEMS. Required of all graduate students in the department.
DEGREES CONFERRED

1931

MASTER OF ARTS

JOSEPH ALEXANDER BAILEY ................ History
A. B., Morehouse College, 1930
THESIS: The Attitude of Georgia Toward Secession (1845-1860)

1932

MASTER OF ARTS

JONATHAN THEODORE LATIMER ............ Mathematics
A.B., Atlanta University, 1930
THESIS: Motion of the Free End of a Spiral Spring

HOWARD WILLIAM McELRATH ............. Mathematics
A.B., Morehouse College, 1931
THESIS: The Elliptic Integral and Some Applications

JAMES MILTON REYNOLDS ................ Mathematics
A.B., Morehouse College, 1927
THESIS: A Problem Related to an Oblique Cone

1932

MASTER OF SCIENCE

CHARLES ALBERT PROCTOR ............... Chemistry
B.S., Morehouse College, 1930
THESIS: Conjugated Systems: The Preparation and Chlorination
of 1-Para-Chlorophenyl-4-Phenyl-Butadiene

1933

MASTER OF ARTS

CLYDE LEON REYNOLDS ................. Economics
A.B., Morehouse College, 1929
THESIS: A Cost Accounting System for the Small Manufacturer

JOSEPH AMBUS ROSS .................. Economics
A.B., Morehouse College, 1929
THESIS: Tariff and Depreciated Currency

AARON BROWN, JR. ..................... Education
A.B., Talladega College, 1928
THESIS: A Suggested Plan of Character Education for the
Negro Secondary Schools of Atlanta

THOMYE WILMA COLLINS ............... Education
A.B., Prairie View State College, 1928
THESIS: A Study of Retardation in the Ware Elementary School
of Atlanta, Georgia
James Allen Colston  .........................  Education
B.S., Morehouse College, 1932
THESIS: A Study of the Relationship of General Intelligence
and Motor Learning

Cora Bell Finley  ...............................  Education
A.B., Spelman College, 1981
THESIS: Technique for Developing Science in the
Elementary Grades

Oscar Godfrey Lawless  .......................  Education
A.B., Talladega College, 1917
THESIS: A Statistical Analysis of the Achievement of the Atlanta
University College Students Who Took the Thurstone
Psychological Examination for the Years 1924-1928

Francis Isaac Long,  ..........................  Education
A.B., Atlanta University, 1932
THESIS: A Study of the Reading Abilities of Five Hundred
School Children, Grades Three to Nine

Mayne Dink Pendleton  ......................  Education
A.B., Jackson College, 1931
THESIS: A Comparison of the Moral Judgments and
Attitudes of Children

Hugh Morris Gloster  ..........................  English
A.B., Morehouse College, 1931
THESIS: Tennyson's Interest in Science and its Influence on
His Poetry

Ethel Maude Christler  .......................  History
A.B., Atlanta University, 1930
THESIS: The Participation of Negroes in the Government
of Georgia, 1867-1870

Emmett James Marshall  ......................  History
A.B., University of Minnesota, 1932
THESIS: British Policy in the Balkans from 1898 to 1909, Espe-
cially in Reference to Russia's Ambitions and Activities

Virginia Graham Pope  .......................  History
A.B., Atlanta University, 1924
THESIS: The Rhine Policy of Napoleon III, 1863 to 1870

Richard Thomas Williams  ....................  History
A.B., Benedict College, 1931
THESIS: A History of Public Education and Charitable
Institutions in South Carolina, 1868 to 1876
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
<th>Year</th>
<th>Thesis Title</th>
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<tbody>
<tr>
<td>Ellen Irene Diggs</td>
<td>A.B.</td>
<td>Sociology</td>
<td>University of Minnesota, 1928</td>
<td></td>
<td>Thesis: A Study of Delinquency Among Negro Girls in Atlanta</td>
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<tr>
<td>Grace McKinley DeLorme</td>
<td>A.B.</td>
<td>Biology</td>
<td>Atlanta University, 1926</td>
<td></td>
<td>Thesis: A Study of the Golgi Apparatus in Insect Tissue</td>
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<td>William Lorenzo Dixon</td>
<td>B.S.</td>
<td>Biology</td>
<td>Morehouse College, 1931</td>
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<td>Thesis: Experiments on Regeneration in Legs of Blattidae</td>
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<td>William Harrison Brown</td>
<td>A.B.</td>
<td>Chemistry</td>
<td>Atlanta University, 1927</td>
<td></td>
<td>Thesis: Investigation of the Reaction between Benzyl Magnesium Chloride and Cinnamic Aldehyde</td>
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<tr>
<td>Charles Alfred Beckett</td>
<td>A.B.</td>
<td>Economics</td>
<td>Morehouse College, 1933</td>
<td></td>
<td>Thesis: A System of Interim Check on Operating Ratios for Unit Grocery Stores</td>
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<td>Jacob Robert Henderson</td>
<td>B.S.</td>
<td>Economics</td>
<td>South Carolina State College, 1932</td>
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<td>Thesis: An Analysis of the Gold Purchase Plan</td>
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<tr>
<td>Adrian Perry Perree</td>
<td>A.B.</td>
<td>Economics</td>
<td>Morehouse College, 1931</td>
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<td>Thesis: The Effect of Labor Legislation Upon Negro Industry in Georgia from 1860 to 1900</td>
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<td>Llewellyn Addison Wise</td>
<td>B.S.</td>
<td>Economics</td>
<td>New York University, 1928</td>
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<td>Thesis: Fraud in Accounts Receivable</td>
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</tbody>
</table>
MARY AGNES JONES ...................... Education
A.B., Atlanta University, 1932
Thesis: A Study of the Reversal Tendency in Grade One of the
Ashby Street and the Edmund A. Ware Schools of
Atlanta, Georgia

EDWARD CRAIG MAZIQUE ................ Education
A.B., Morehouse College, 1933
Thesis: A Comparative Study of the Performance of Two Groups
of Negro School Children—One Hundred and Twenty-five in
each Group—on the New Stanford Achievement Test,
the Multi-Mental Scale, and the Otis Self-Administering Tests of Mental Ability

JAMES ALEXANDER BOYER ................ English
A.B., Morehouse College, 1931
Thesis: Matthew Arnold's Attitude Toward the
Problems of the Victorian Era

LULA FAIRLY BURTON ..................... English
A.B., Hunter College, 1932
Thesis: The Proletariat of the Reconstruction Era
in American Fiction, 1865-1900

WILLIE JULIET DOBBS ..................... English
A.B., Spelman College, 1931

ELsie FANNIE LOUISE EDMONDSON .......... English
A.B., Spelman College, 1930
Thesis: Browning's Attitude toward the Problems
of the Nineteenth Century

GEORGE HARRISON ....................... English
A.B., Morehouse College, 1932
Thesis: Realism in the Canterbury Tales

ROBERT BRAWLEY STEWART ............... English
A.B., Morehouse College, 1931
Thesis: The Influence of Dickens's Interest in Social
Reform on his Art as a Novelist

ANNE MAUD BASS ......................... French
A.B., Shaw University, 1932
Thesis: Alfred de Musset et le Development
du Theatre Fantaisiste
Catalogue

Marjorie Alexandre Stewart
A.B., Spelman College, 1932

Joseph Tate Brooks
A.B., Morehouse College, 1923
Thesis: Roman Private Life in the Letters of Cicero to Atticus

Samuel Edward Hubbard
A.B., Lincoln University, 1927
Thesis: A Suggested Plan for the Development of Rural Life among Negroes in the Cotton-raising Section of Georgia

Edward Rudolph Rodriquez
A.B., Morehouse College, 1933
Thesis: A Study of Discrimination in Race and Color Current in the City of Atlanta

Louise Elizabeth Torrence
A.B., Atlanta University, 1932
Thesis: Social Activities of the Negro Church in Atlanta, Georgia

James Tapley Wardlaw
A.B., Morehouse College, 1932
Thesis: Leisure Time Activities of Negro Boys in the First Ward of Atlanta, Georgia

Arnold Wood Wright
A.B., Alabama State College, 1932
Thesis: A Comparative Political Study of Presidential Elections from 1800 to 1932

1934

Master of Science

Dorothea Aletha Jermany
B.S., Bishop College, 1923
Thesis: Regeneration in the Tail Fins of Carassius Auratus

Frederick Everett Mapp
B.S., Morehouse College, 1932
Thesis: A Contribution to the Histogenesis of Regenerating Liver in Carassius Auratus

Barnett Frissell Smith
B.S., Morehouse College, 1932
Thesis: The Direction of pH Shift in Different Culture Media and its Relationship to Allelocatalysis in Paramecium Aurelia
<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
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<tbody>
<tr>
<td>Anne Maud Bass</td>
<td>French</td>
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<td>Charles Alfred Beckett</td>
<td>Economics</td>
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<td>Martha Rowena Bogan</td>
<td>English</td>
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<td>James Alexander Boyer</td>
<td>English</td>
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<td>Anna Pierre Bronseaux</td>
<td>History</td>
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<td>Archibald Waldo Brown</td>
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<td>Lula Fairly Burton</td>
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<td>Henry Freeman Coleman</td>
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<td>Mamie Louise Cabaniss</td>
<td>History</td>
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<td>Frank Augustus Decosta</td>
<td>Mathematics</td>
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<td>Willie Juliet Dobbs</td>
<td>English</td>
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<td>Elsie Fannie Louise Edmondson</td>
<td>English</td>
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<td>George Russell Finley</td>
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<td>Lula Jane Gambrell</td>
<td>Sociology</td>
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<td>Sadie Katherine Gassaway</td>
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<td>George Harrison</td>
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<td>Bessie Joyce Haywood</td>
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<td>Samantha Beatrice Howard</td>
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<td>Henry James Jackson</td>
<td>Chemistry</td>
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<td>Cecilia McCoy Jamison</td>
<td>Education</td>
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<td>Augusta Juanita Johnson</td>
<td>English</td>
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<td>Jane Elizabeth Martin</td>
<td>English</td>
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<td>Lucius John May, Jr.</td>
<td>Biology</td>
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<td>Edward Craig Mazique</td>
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<td>William Bryant Mitchell</td>
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<td>Harvey Stevens Moore</td>
<td>Biology</td>
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<td>Effie Augusta O’Neal</td>
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<td>History</td>
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<td>Birdie Lucile Scott</td>
<td>Biology</td>
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<td>Marjorie Alexandre Stewart</td>
<td>History</td>
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<td>Robert Brawley Stewart</td>
<td>English</td>
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*First semester only.
**Second semester only.
ERNEST CATER TATE .................................. English
LOUISE ELIZABETH TORRENCE .......................... Sociology
HENRIETTA BERNICE TRAWICK ............................ Education
JAMES TAPLEY WARDLAW ................................ Sociology
CHARLES HILLIARD WALKER ............................... Education
SAMUEL THEODORE WASHINGTON ......................... Economics
AGNES CHARLOTTE WILLIAMS ............................ French
ARNOLD WOOD WRIGHT .................................. Sociology

PART TIME

MARION ERNESTINE ANTHONY ............................ History
NELLIE LEWIS BAILEY .................................. Education
WILLA MAE BLAYTON .................................. History
**JOHN ELBERT BOWEN, JR. .............................. Sociology
JOSEPH TATE BROOKS .................................. Latin
*RUBY MAE CHANDLER ................................ English
CHARLES MORGAN CLAYTON ............................... Education
CLINTON NATHANIEL CORNELL ............................ Education
*EMMA RUSH CUNNINGHAM ................................ English
*SUSIE MAE CUNNINGHAM ................................ English
*ROBERT ELLIOT CURETON ................................ Sociology
*CLINTON MYRON GIBSON ................................ Mathematics
*MABEL FRANKLIN HALL ................................ Education
ANNIE BELLE HATCHER ................................ Education
*DONALD RHEA GREEN .................................. Education
VIOLA JUANITA HILL .................................. English
*VANDROTH PACQUARD HOLLIDAY ......................... Education
ETHLYNNE ELIZABETH HOLMES .......................... English
ASA CASA JOHNSON .................................. Biology
JESSIE MAE JONES .................................. Education
MARY AGNES JONES .................................. Education
*Rosa CAROLYN LATIMER ................................ English
RUTH ROBINSON LOGAN ................................ German
LILLIAN CLEOPATRA LOVE ................................ History
FREDERICK EVERETT MAPP ................................ Biology
JOHN MARSHALL MILES ................................ Sociology
IDA LOUISE MILLER .................................. English
WILLIE HALL NORRIS .................................. Education
*AGNES P. SMITH .................................. Education
BARNETT FRISSELL SMITH ................................ Biology

*First semester only.
**Second semester only.
*Naomi Shocklin Smith .............. English
Harriet Franceska Thomas .......... Education
Jessie Mae Wartman ............... Education
Sadye Mae Watson ................. Education
Alva Brown Whittaker ............ English
Ruby Beatrice Wise .............. Education

*First semester only.

SUMMARY OF STUDENTS

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<th></th>
<th>Men</th>
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