4-1-1945

The Atlanta University Bulletin, s. III no. 50: The Catalogue 1944-1945; Announcements 1945-1946

Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/aucatalogs

Part of the Education Commons

Recommended Citation

This Book is brought to you for free and open access by the Archives Research Center at DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in Atlanta University Bulletin (Catalogs) by an authorized administrator of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1944 - 1945

ANNOUNCEMENTS
1945 - 1946

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
This is the General Catalogue of the University. For detailed information of the several schools consult separate announcements of

The School of Social Work
The School of Library Service
The School of Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALENDAR</td>
<td>3</td>
</tr>
<tr>
<td>BOARD OF TRUSTEES</td>
<td>4</td>
</tr>
<tr>
<td>OFFICERS OF ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>FACULTY OF ARTS AND SCIENCES</td>
<td>7</td>
</tr>
<tr>
<td>FACULTY OF THE SCHOOL OF SOCIAL WORK</td>
<td>10</td>
</tr>
<tr>
<td>FACULTY OF THE SCHOOL OF LIBRARY SERVICE</td>
<td>13</td>
</tr>
<tr>
<td>FACULTY OF THE SCHOOL OF EDUCATION</td>
<td>14</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>17</td>
</tr>
<tr>
<td>Location</td>
<td>17</td>
</tr>
<tr>
<td>Historical Sketch</td>
<td>17</td>
</tr>
<tr>
<td>The University Plan</td>
<td>18</td>
</tr>
<tr>
<td>The Ware Professorship Fund</td>
<td>19</td>
</tr>
<tr>
<td>The People's College</td>
<td>20</td>
</tr>
<tr>
<td>Special Consideration for Veterans of World War II</td>
<td>20</td>
</tr>
<tr>
<td>Summer School</td>
<td>21</td>
</tr>
<tr>
<td>Publications</td>
<td>21</td>
</tr>
<tr>
<td>Library</td>
<td>22</td>
</tr>
<tr>
<td>Laboratory School</td>
<td>23</td>
</tr>
<tr>
<td>Nursery School</td>
<td>23</td>
</tr>
<tr>
<td>Laboratories</td>
<td>24</td>
</tr>
<tr>
<td>Dormitories</td>
<td>24</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>24</td>
</tr>
<tr>
<td>Religious Opportunities</td>
<td>25</td>
</tr>
<tr>
<td>John Hope Lecture</td>
<td>25</td>
</tr>
<tr>
<td>Special Lectures, Concerts, Entertainments</td>
<td>25</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>28</td>
</tr>
<tr>
<td>Housing</td>
<td>29</td>
</tr>
<tr>
<td>Estimate of Expenses</td>
<td>29</td>
</tr>
<tr>
<td>University Fellowships</td>
<td>30</td>
</tr>
<tr>
<td>Financial Aid For Students</td>
<td>30</td>
</tr>
<tr>
<td>State Aid</td>
<td>31</td>
</tr>
<tr>
<td>Graduate Work in Business Administration</td>
<td>31</td>
</tr>
<tr>
<td>Admission</td>
<td>31</td>
</tr>
<tr>
<td>Registration</td>
<td>32</td>
</tr>
<tr>
<td>Candidacy for Degrees</td>
<td>32</td>
</tr>
<tr>
<td>General Requirements for Master's Degree</td>
<td>32</td>
</tr>
<tr>
<td>Master of Arts and Master of Science</td>
<td>33</td>
</tr>
<tr>
<td>Degree of Doctor of Philosophy</td>
<td>34</td>
</tr>
<tr>
<td>Maintenance of Standards</td>
<td>34</td>
</tr>
<tr>
<td>COURSES OF INSTRUCTION IN ARTS AND SCIENCES</td>
<td>35</td>
</tr>
<tr>
<td>SCHOOL OF SOCIAL WORK</td>
<td>53</td>
</tr>
<tr>
<td>SCHOOL OF LIBRARY SERVICE</td>
<td>55</td>
</tr>
<tr>
<td>SCHOOL OF EDUCATION</td>
<td>59</td>
</tr>
<tr>
<td>DEGREES CONFERRED IN 1944</td>
<td>71</td>
</tr>
<tr>
<td>REGISTER OF STUDENTS</td>
<td>80</td>
</tr>
<tr>
<td>SUMMARY OF ENROLLMENT</td>
<td>87</td>
</tr>
<tr>
<td>GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT</td>
<td>88</td>
</tr>
</tbody>
</table>
CALENDAR

1945

June
11 Monday Registration for first session of summer school.
12 Tuesday Classes begin for first session.
July
4 Wednesday Independence Day, a holiday.
14 Saturday First session of summer school closes.
16 Monday Registration for second session of summer school.
17 Tuesday Classes begin for second session.
28 Saturday Last day to file candidacy for master's degree for work to be completed in the summer school.

August
18 Saturday Summer school closes.

September
18 Tuesday Registration for first semester.
19 Wednesday Full class work begins.
26 Wednesday Last day to register for credit.

November
29 Thursday Thanksgiving Day, a holiday.

December
20 Thursday Christmas recess begins at 6:00 p.m.

1946

January
2 Wednesday Christmas recess ends at 8:00 a.m.
21 Monday Semester examinations begin.
26 Saturday First semester closes.
28 Monday Registration for second semester.

February
12 Tuesday Second semester begins.

March
12 Tuesday Lincoln Day, a holiday.

May
6 Monday Last day to file thesis for master's degree to be conferred in June.
23 Thursday Final examinations for candidates for degrees to be conferred in June.
24 Friday

June
2 Sunday Baccalaureate sermon.
3 Monday Commencement Day.
BOARD OF TRUSTEES

1943 - 1946

Will W. Alexander, D.D., LL.D. .................. Atlanta, Georgia
Trevor Arnett, A.B., Sc.D., LL.D. ................ Grand Beach, Michigan
Truman K. Gibson, Sr. .......................... Chicago, Illinois
Benjamin E. Mays, Ph.D. .......................... Atlanta, Georgia
Louise D. Newton, A.M., D.D. ..................... Atlanta, Georgia
Florence M. Read, A.B., Litt.D., LL.D. ........... Atlanta, Georgia
Mrs. Hattie Rutherford Watson, A.B. ............ Pine Bluff, Arkansas

1944 - 1947

Theodore M. Alexander, A.B. ..................... Atlanta, Georgia
C. Everett Bacon, B.S. .......................... New York, New York
Rufus E. Clement, Ph.D. .......................... Atlanta, Georgia
Kendall Weisiger, B.S. .......................... Atlanta, Georgia
John Hervey Wheeler, A.B. ....................... Durham, North Carolina
Clayton R. Yates, A.B. .......................... Atlanta, Georgia

1945 - 1948

Willette R. Banks, A.M. .......................... Prairie View, Texas
Ernest E. Quantrell ............................. New York, New York
Dean Sage, Jr., A.B., LL.B. ..................... New York, New York
Albert L. Scott ................................ New York, New York
Philip Weltner, A.B., LL.B., LL.D. .............. Atlanta, Georgia

OFFICERS

Trevor Arnett ................................. Chairman
Rufus E. Clement .............................. President of the University
Florence M. Read .............................. Secretary and Treasurer
C. T. Crocker ................................. Asst. Secretary and Asst. Treasurer

EXECUTIVE COMMITTEE

Trevor Arnett ................................. Willette R. Banks .......................... Florence M. Read
James B. Adams .............................. Rufus E. Clement .......................... Kendall Weisiger
Will W. Alexander ............................ Benjamin E. Mays ........................ John H. Wheeler

FINANCE COMMITTEE

C. Everett Bacon .............................. Dean Sage, Jr.
Ernest E. Quantrell ............................ Albert L. Scott
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D.
President

John Phillip Whittaker, A.M.
Registrar

Florence Matilda Read, A.B., Litt.D., LL.D.
Treasurer

ADMINISTRATIVE ASSISTANTS

Castella Janet Clark, LL.B. . . Asst. to the Registrar
Juanita Turner Davis, B.S., Asst. Secretary to the Registrar
Omie L. Dixon* . . . . . . Asst. to the Bursar
John Hope, Jr., A.M†. Manager of University Bookshop
Hobart Calvin Jackson, B.S.— Asst. Manager of University Bookshop
Evelyn Young Jenkins*— Asst. Secretary to the President
Leona Elizabeth Johnson, A.M.* Asst. Secretary to the Registrar
Myrtle T. Mickens, B.S.— Secretary to Supervisor of Practice Teaching Program
Constance Crocker Nabrit, B.S.S.— Assistant to the President
Cloatee Arnold Price* . . . . . Asst. to the Bursar
Alvin Andrew Reid, M.B.A. . . . . . Accountant
Lucile Mack Strong, A.B. . . . . . Bursar
Frankye Warner
Secretary to Director School of Library Service
Dorothy Williams Wright, LL.B. . . Director of Publicity

LIBRARY STAFF

Wallace Van Jackson, A.M. in L.S. . . . . Librarian
Gaynelle Wright Barksdale, A.M. in L.S.— Reference Librarian
Lois G. Dozter, B.S. in L.S. . . . . . Catalogue Librarian
Ellenor Chaires Gaillard, A.B. in L.S.*— Circulation Librarian
Louise Holmes Elder, B.S. in L.S.*— Acting Circulation Librarian
Thelma Louise Cunningham, B.S. in L.S.— Periodicals Librarian

† On leave, 1944-1945.
* Part of year.
CATALOGUE

Ethel Bowden Hawkins, B.S. in L.S.— Reserve Librarian
Emily Copeland, B.S. in L.S. Order Librarian
A. Bernice Bryant, B.S. in L.S. Assistant Cataloguer
Eloise Jackson, A.B. General Service Assistant
Minnie B. Rowe Catalogue Assistant
Odelia Stephens Special Assistant
Liddelle E. Taylor Secretary to the Librarian

BUILDINGS AND GROUNDS

Benjamin Franklin Bullock, A.M. Grounds
Alexander S. Huth Buildings

BOARDING DEPARTMENT

Lyda McCree Kennedy, A.B. Dietitian
Thelma H. Jones Assistant to Dietitian
H. Belle Raiford Hostess
Josephine Dibble Murphy Assistant Hostess

POWER PLANT

Vincent Augustus Daley Superintendent
John Baffin Shepherd Chief Engineer
Willis James Johnson Engineer
H. L. Moreland Engineer
Howard L. Ray Engineer
FACULTY OF ARTS AND SCIENCES

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.

RUFUS EARLY CLEMENT  
President  
A.B., Livingstone College, 1919; B.D., Garrett Biblical Institute, 1922; A.M., Northwestern University, 1922; Ph.D., 1930.

HELEN TUCKER ALBRO  
Biology  
A.B., Brown University, 1919; A.M., 1923; Ph.D., 1927. Department of Biology, Spelman College.

CLARENCE ALBERT BACOTE  
History  
A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Student, Summers, 1930, 1931; 1933-1934; 1937-1938.

JESSE B. BLAYTON  
Accounting  
Certified Public Accountant, Georgia, 1928; LL.B., American Extension School of Law, 1936; Student, School of Commerce, University of Chicago, Summers, 1933, 1934, 1935; 1934-1935.

GLADSTONE LEWIS CHANDLER  
English  

WILL MERCER COOK*  
French  
A.B., Amherst College, 1925; Diplome de l'Universite de Paris, 1926; A.M., Brown University, 1931; Ph.D., 1936; Student, Universite de Paris, 1934-1935.

RUSHTON COULBORN*  
History  
A.B., McGill University, 1926; Ph.D., London University, 1930; Student, Ecole Libre des Sciences Politiques, Paris, 1927-1928.

WILLIAM HENRY DEAN, JR.*  
Economics  
A.B., Bowdoin College, 1930; A.M., Harvard University, 1932; Ph.D., 1938.

HAROLD EUGENE FINLEY
Biology
B.S., Morehouse College, 1928; M.S., University of Wisconsin, 1929; Ph.D., 1942. Department of Biology, Morehouse College.

HENRIETTA LOUISE HEROD
English
A.B., Butler University, 1925; A.M., Radcliffe College, 1929; Ph.D., University of Chicago, 1942. Department of English, Spelman College and Atlanta University.

KIMUEL ALONZO HUGGINS
Chemistry
A.B., Morehouse College, 1923; M.S., University of Chicago, 1929; Ph.D., 1937.

WALLACE VAN JACKSON
Librarian
A.B., Virginia Union University, 1934; B.S. in L.S., Hampton Institute, 1934; A.M. in L.S., University of Michigan, 1935; Student, University of Chicago, 1939-1941.

EDWARD ALLEN JONES
French
A.B., Morehouse College, 1926; Certificat d'Etudes Francaises, Universite de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplome de l'Universite de Paris, 1936; Ph.D., Cornell University, 1943. Department of French, Morehouse College.

LORIMER DOUGLAS MILTON
Economics
A.B., Brown University, 1920; A.M., 1920; Student, Harvard Graduate School of Business Administration (Special Session for Executives), Summer, 1931.

SAMUEL MILTON NABRIT
Biology
B.S., Morehouse College, 1925; M.S., Brown University, 1928; Ph.D., 1932.

JOSEPH ALPHONSO PIERCE
Mathematics
A.B., Atlanta University, 1925; M.S., University of Michigan, 1930; Ph.D., 1938.

IRA DEAUGUSTINE REID
Sociology
A.B., Morehouse College, 1922; A.M., University of Pittsburgh, 1925; Ph.D., Columbia University, 1929.
WILLIAM GETER THOMAS  French  
A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Diplome d'études francaises, degre superier, Universite de Nancy, Summer, 1927; Diplome des Cours de civilisation francaise, Universite de Paris, 1928; Diplome de l'Ecole de preparation des professeurs de francais a l'étranger, 1937; Student, Middlebury College, Summers, 1941, 1942, 1943, 1944; Radcliffe College, second semester, 1944-1945. Department of French, Spelman College.

NATHANIEL TILLMAN  English  

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.

WILLIAM E. BURGHARDT DUBOIS  Professor of Sociology, Emeritus  
A.B., Fisk University, 1888; A.B., Harvard University, 1890; A.M., 1891; Ph.D., 1895; Student, University of Berlin, 1892-1894; LL.D., Howard University, 1930; Litt.D., Fisk University, 1938; LL.D., Atlanta University, 1938; L.H.D., Wilberforce University, 1940.

ASSISTANTS

WILMOTH ANNETTE CARTER  Sociology  
A.B., Shaw University, 1937; A.M., Atlanta University, 1943.

LUCY LEE CLEMMONS*  English  
A.B., Louisville Municipal College, 1939; A.M., Atlanta University, 1941; Student University of Wisconsin, 1944-1945.

VERA LOUISE SUGG  English  
A.B., Bennett College, 1941; A.M., Atlanta University, 1944.

FACULTY OF THE SCHOOL OF SOCIAL WORK

Forrester B. Washington, A.M., LL.D. Director

Mabel A. Cogwell, B.S. Registrar

Frankie V. Adams Group Work
A.B., Knoxville College, 1925; Diploma, New York School of Social Work, 1927; A.M., New York University, 1937.

William Yancey Bell, Jr. Social Work Administration
A.B., Northwestern University, 1936; A.M., University of Pittsburgh, 1938; Student, Howard University, 1936-1937; 1938-1939.

Herbert C. Boggs Social Statistics
A.B., Talladega College, 1933; M.S., University of Michigan, 1934; Student, 1934-1935; 1939-1940.

Victor D. Carlson Medical Social Work
A.B., Reed College; A.B., University of Oregon; Certificate of Social Work, University of Oregon School of Social Work, 1931.

Raymond H. Carter Medical Information
A.B., Morehouse College, 1903; M.D., Leonard Medical School, 1907; Student, Harvard Medical School and Boston City Hospital, 1921-1924.

Hortense S. Cochrane* Psychiatric Social Work

Annie Lee Davis Child Welfare
Ph.B., University of Chicago, 1933; A.M., School of Social Service Administration, University of Chicago, 1938.

Hugh Morris Gloster USO Policy and Practice
A.B., Morehouse College, 1931; A.M., Atlanta University, 1933; Ph.D., New York University, 1942.

Robert M. Hughes Psychometrics
B.S., Ohio State University, 1934; A.M., 1935; Student, University of Michigan, 1936; Indiana University, 1937.

LORRAINE H. JENNICH
Advance Case Work
A.B., University of Wisconsin, 1928; M.S.S., Smith College
School for Social Work, 1930.

EDWARD M. KAHN
Social Work and the Law and Social Legislation
LL.B., Brooklyn Law School of St. Lawrence University,
1914; Student, New York School of Social Work, Summer,
1919; Special Work, New York School for Social Research,
1920; Special Work in Community Organization and Social
Work Administration, University of Chicago, 1922.

HARRY R. LIPTON
Comparative Psychiatry
A.B., Wayne University, 1932; M.D., 1936; Student, Co-
lumbia University, 1938.

WILLIAM A. MASON
Public Health
B.S., Ohio State University, 1919; M.D., Meharry Medical
College, 1929; Student, National Institute of Health,
Washington, D. C., 1940.

JOSEPH W. NICHOLSON
Religion and Personality
B.S., Howard University, 1923; B.D., Garrett Biblical In-
itute, 1928; Ph.D., Northwestern University, 1932.

JOSEPH SHABSES
Group Analysis
A.B., College of the City of New York, 1940; M.S.S.A.,
University of Pittsburgh School of Applied Social Sciences,
1942.

SALINA SHAW
Field Work Supervisor
A.B., Morris Brown College, 1941; Diploma, Atlanta School
of Social Work, 1933.

THEODORE T. TARAIL
Community Organization
A.B., College of the City of New York, 1934; Diploma,
New York School of Social Work, 1940.

GERTRUDE N. THOMAS
Travelling Field Work Supervisor
A.B., Talladega College, 1932; Diploma, Atlanta School
of Social Work, 1936.

ALBERT L. THOMPSON
B.S., LeMoyne College, 1938.
Forrester B. Washington  
*Social Work Among Negroes in America*
A.B., Tufts College, 1909; Student, Harvard University, 1913-1914; New York School of Social Work, 1915-1916; A.M., Columbia University, 1917; LL.D., Morehouse College, 1943.

Kendall Weisiger  
*Personality Development for Social Workers*
B.S., Virginia Polytechnic Institute.

William Walter Young  
*Psychiatric Information*
A.B., Randolph-Macon College, 1909; M.D., Johns Hopkins University, 1913.
FACULTY OF THE SCHOOL OF LIBRARY SERVICE

Eliza Atkins Gleason, Ph.D.†
Director

Virginia Lacy Jones, M.S. in L.S. Acting Director

Hallie Beachem Brooks*
Certificate, Indiana State Public Library Training Course, 1924; A.B., Butler University, 1934; B.L.S., Columbia University, 1940; Student, Graduate Library School, University of Chicago, Summers, 1942, 1944.

Eliza Atkins Gleason
A.B., Fisk University, 1930; B.S. in L.S., University of Illinois, 1931; A.M. in Librarianship, University of California, 1936; Ph.D., University of Chicago, 1940.

Virginia Lacy Jones
B.S. in Ed., Hampton Institute, 1936; B.S. in L.S., 1933; M.S. in L.S., University of Illinois, 1938; Student, School of Library Service, Columbia University, Summer, 1941; Graduate Library School, University of Chicago, 1943-1945.

Anne McKay
B.S., Hampton Institute, 1934; B.S. in L.S., Atlanta University School of Library Service, 1944.

Jennie Della Pritchard
A.B., Spelman College, 1938; B.S. in L.S., Atlanta University, 1943; Student, Columbia University, Summer, 1944.

†On leave 1945-1946.
*Part time.
FACULTY OF THE SCHOOL OF EDUCATION

ALFONSO ELDER, Ed.D.  Director

RESIDENT STAFF

BENJAMIN FRANKLIN BULLOCK
B.S. in Agriculture, University of Minnesota, 1913; Student, University of Minnesota, Summer, 1914; Cornell University, Summer, 1919; Rutgers University, 1929-1930; A.M., Columbia University, 1931.

ORAN WENDLE EAGLESON
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935.

ALFONSO ELDER
A.B., Atlanta University, 1921; A.M., Teachers College, Columbia University, 1924; Student, University of Cambridge, Summer, 1928; University of Chicago, Summers, 1930, 1931; Ed.D., Teachers College, Columbia University, 1938.

HENRY COOKE HAMILTON
A.B., Atlanta University, 1921; A.M., University of Pittsburgh, 1928; Ed.D., University of Cincinnati, 1937.

HAS OLIVER JOHNSON
B.S., Tennessee State College, 1934; A.M., University of Iowa, 1936; Student, Fisk University, Summer, 1938; University of Chicago, Summer, 1940; Ed.D., Columbia University, 1944.

ALPHONSO A. MCPHEETERS
B.S., Wilberforce University, 1922; A.M., University of Cincinnati, 1930; Ed.D., 1944.

HELEN ADELE WHITING
B.S., Columbia University, 1926; A.M., 1931; Student, Summer, 1931 and first semester, 1939-1940; Special Diploma, Supervisor of Elementary Schools, 1926; Special Diploma, Supervisor of Rural Schools, 1935; New York University, Summer, 1941; University of Chicago, Summer, 1942.

THERESA ADA WOODRUFF*
A.B., Washburn College, 1926; Student, University of Chicago, Summers, 1927, 1932; Columbia University, Summer, 1929; Ohio State University, Summer, 1938, A.M., New York University, 1944.

MEMBERS OF THE ATLANTA UNIVERSITY SYSTEM COOPERATING IN TEACHER EDUCATION

LUCILLE SARAH BAKER

PEARLIE ERNESTINE REED
A.B., Fisk University, 1926; A.M., University of Cincinnati, 1935; Student, Summers, 1935, 1939; University of Minnesota, Summer, 1936; Columbia University, Summer, 1937; University of Chicago, Summers, 1940, 1942. Head of Nursery School, Spelman College.

MATILDA LYNETTE SAINE
A.B., Spelman College, 1940; A.M., Atlanta University, 1942; Student, University of Chicago, Summer, 1944. Department of Education, Spelman College.

JOSEPH LIVINGSTON WHITING
A.B., University of Pennsylvania, 1903; A.M., Columbia University, 1929; Student, Ohio State University, Summer, 1927; Harvard University, Summer, 1934. Department of Education, Morehouse and Spelman Colleges.

STAFF OF UNIVERSITY LABORATORY SCHOOL

THERESA ADA WOODRUFF*  Principal
A.B., Washburn College, 1926; Student, University of Chicago, Summers, 1927, 1932; Columbia University, Summer, 1929; Ohio State University, Summer, 1938; A.M., New York University, 1944.

CALLIE MAE MONTGOMERY  Acting Principal, First Grade
A.B., Morris Brown College, 1935; A.M., Atlanta University, 1938.

HALLIE BEACHEM BROOKS  Librarian
Certificate, Indiana State Public Library Training Course, 1924; A.B., Butler University, 1934; B.L.S., Columbia University, 1940; Student, Graduate Library School, University of Chicago, Summers, 1942, 1944.

*On leave 1944-45.
ALLYCE CATHRYN WATSON JOHNSON  Third Grade
B.S., Tennessee A. and I. State College, 1934; Student,
Summers, 1935, 1936; Fisk University, Summer, 1936;
A.M., Columbia University, 1944.

BEULAH ABLES LEWIS  Sixth Grade
A.B., Spelman College, 1934; A.M., Atlanta University,
1937; Student, Columbia University, Summer, 1939.

JEANNETTE C. LYNCH  Fourth Grade
A.B., Hampton Institute, 1937; A.M., North Carolina
College for Negroes, 1944.

HELEN WHITE MOORE  Second Grade
A.B., Morris Brown College, 1940; Student, Atlanta Uni-
versity, Summer, 1942.

JUANITA GEORGE PIERCE*  Physical Education
A.B., Fisk University, 1932; Student, University of Michi-
gan, Summers, 1936, 1937; New York University, 1944-
1945.

*On leave 1944-45.
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” 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.
1885-1886  Acting Presidency of Thomas N. Chase.
1886-1887  Acting Presidency of Horace Bumstead.
1887-1888  Acting Presidency of Cyrus W. Francis.
1888-1907  PRESIDENCY OF HORACE BUMSTEAD.
1907-1922  PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923  Acting Presidency of Myron W. Adams.
1923-1929  PRESIDENCY OF MYRON W. ADAMS.
1929-1936  PRESIDENCY OF JOHN HOPE.
1936-1937  Acting Presidency of Florence M. Read.
1937-     PRESIDENCY OF RUFUS E. CLEMENT.

Atlanta University, a non-sectarian institution, is one of the out-growths 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 resources of the institution are now being devoted to graduate work.

On September 1, 1938, the Atlanta School of Social Work became affiliated with Atlanta University. While retaining its separate corporate existence and its own board of trustees, it is the school of social work of the University and is called the Atlanta University School of Social Work. The members of the faculty are recognized as the members of the faculty of Atlanta University.

THE UNIVERSITY PLAN

In accordance with the affiliation agreement, the Board of Trustees of Atlanta University includes 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. There is cooperation with Clark College and Morris Brown College also, and under the leadership of the University, exchanges of teachers and students have been arranged in the four undergraduate colleges.

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.

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 School of Education there is a Laboratory School, including nursery school, kindergarten and elementary school. In these days of strong business organization and effective team work, the affiliation suggests unlimited possibilities—four 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 seventy-five 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.

THE WARE PROFESSORSHIP FUND

The Atlanta University graduates, former students, and their friends, in memory of the Ware family—Edmund Asa Ware, founder and first president of the University; Edward Twichell Ware, third president of the University; Mrs. Sarah Jane Twichell Ware; Mrs. Alice Holship Ware, Miss Emma C. Ware, Mrs. Gertrude Ware Bunce and Mrs. Katherine Ware Smith—have established the Ware Memorial Professorship Fund to which they have contributed over the years $57,320.54, the income from which is credited toward the salary of the professor of sociology. Additions to the Fund are constantly being made by the alumni and their friends.
THE PEOPLE'S COLLEGE

The People's College, organized in the fall of 1942, is an adult education program sponsored by the University in cooperation with colleges, public schools, churches, civic associations, business enterprises and social agencies of the community. The program is under the direction of the Department of Sociology. Courses ranging in content from the philosophical and cultural to the manual and practical are open to every one without charge. No academic credit is given for the work.

Elastic and expansive in its operation, the People's College through weekly radio broadcasts, film forums, panel discussions, workshops and a rental library reaches many people who never sit in a university classroom. The whole program seeks to carry out in community education one of Atlanta University's purposes—the acquisition of knowledge, and, as far as possible, the revealing of knowledge for effective living.

SPECIAL CONSIDERATION FOR VETERANS OF WORLD WAR II

Atlanta University will make its facilities available as widely as possible to men and women returning from the various services. The organization of the University permits considerable flexibility in programs and will adjust itself to the needs of those seeking graduate and professional courses offered at this institution.

The University will make to returning veterans whatever considerations are possible without lowering the standard and impairing the prestige of the degrees for which these men and women are candidates. The University must, of course, satisfy itself that the applicant is prepared to do the work of the proposed program, but it will allow him to progress as fast as his abilities permit. The present accelerated program will be continued.

Veterans may enter Atlanta University at four times during the year: In September, February, June or July as per University Calendar.

The Servicemen's Readjustment Act, approved June 22, 1944, provides educational training at government expense at an approved educational institution of the veteran's own selection for those who qualify under the regulations. At-
Atlanta University is one of the institutions which has been approved for the training of veterans.

SUMMER SCHOOL

The summer school is conducted by Atlanta University with Morehouse College, Spelman College, Atlanta University School of Social Work, Clark College, 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. In view of the emergency created by the war, the summer school will again operate during the summer of 1945 on a two-session plan of five weeks each. For further information write the Registrar.

PUBLICATIONS

These include the annual catalogue, other numbers of the Atlanta University Bulletin, and Phylon. Phylon and the Bulletin are published quarterly.

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. In connection with studies in the curriculum, there were edited in 1933 by Mrs. Helen A. Whiting of the Atlanta University School of Education and published by Atlanta University, a series of three stories taken from Negro life entitled "Negro Folk Tales," "African Folk Lore," and "Ten Stories of Slave Adventure."

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. The series was discontinued in 1917. In 1940, the Atlanta University Review of Race and Culture, which is published under the name of Phylon, was begun. Dr. Ira DeA. Reid, head of the Department of Sociology, is editor-in-chief, and is assisted by an editorial board from the departments represented in the social sciences and the humanities. The review, which consists of
about a hundred pages of printed matter, is published quarterly.

Under the direction of Dr. Mercer Cook, professor of French in Atlanta University, there has been published a series of stories by Negroes or about Negroes for use in beginning French classes. Three of this series have been published. These include "Les Singes de Dieu et les Hommes du Diable." by Alexander Privat d'Anglemont (1815?-1859), a Negro from Guadaloupe who went to Paris and became a friend of the elder Dumas, Balzac, Baudelaire and other important figures; "Zimeo," by Jean Francois de Saint Lambert (1716-1803), one of the oldest stories about the Negro in French language; and "Ourika," by Claire de Duras (1778-1829), a tragic story of a Negro girl during the French Revolution, which was first published in 1824 and up to now has been available only in rare editions.

LIBRARY

The Atlanta University Library, made possible by a gift from the General Education Board, stands on the block of land at the south end of Chestnut Street between Spelman College and Morehouse College. The book collections of the four affiliated institutions — Atlanta University, Morehouse College, Spelman College and the Atlanta University School of Social Work—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 more than 75,000 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 left is the reserve book room, and on the right the periodical 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. In the stack rooms are 48 cubicles for the use of graduate students and faculty. The Atlanta University School of Library Service occupies the third floor.
The Atlanta University Library serves not only Atlanta University and affiliated institutions—Spelman, Morehouse, and the Atlanta University School of Social Work—but the other institutions of higher learning in Atlanta, namely, Morris Brown College, Clark College, and Gammon Theological Seminary.

The library receives 665 different periodicals and has a professionally trained staff of nine assisted by clerical and student help. As the result of gifts for the purchase of books by the Carnegie Corporation, the General Education Board, and friends, a center of research is slowly being built here. Recent gifts of manuscripts, music and theatre materials, including the Harold Jackman Collection consisting of more than 600 items on contemporary Negro life, make the collection on the Negro increasingly valuable.

LABORATORY SCHOOL

A laboratory or demonstration school, beginning with the nursery school and going through six years of the elementary school, is maintained as a part of the Atlanta University program.

The school is conducted in connection with the University's School 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 School of Education practice in teaching, but to provide them with an opportunity to observe good teaching and its results on the primary and intermediate grade levels.

The six elementary grades are taught in the Oglethorpe School on the old University campus. In 1935 the kindergarten became a department of the nursery school at Spelman College.

NURSERY SCHOOL

The Nursery School, opened by Spelman College in the fall of 1930 and for six years conducted in the Laura Spelman Rockefeller Memorial Building, is now housed in the building formerly occupied by the Leonard Street Orphans Home immediately adjoining the Spelman College campus. This property was acquired by Atlanta University in the
fall of 1936. Acquisition of this property has made it possible to care for one hundred children in the nursery school, and to enlarge considerably the work of the Atlanta University system in the fields of parent education, teacher training, observation, and research in child development.

The children enrolled in the nursery school range in age from eighteen months to five years, and are divided into activities groups according to their physical and mental development. In the new building it is possible to provide separate classrooms, playrooms, and sleeping rooms for each of these groups. In addition to the several activities rooms, a large dining room provides for the serving of the morning orange juice and the noonday lunch. In the basement is a large playroom for use in damp or inclement weather. On the second floor are spacious, well-ventilated sleeping rooms and bathing facilities, and a balcony for sun-bathing. In addition, the building has ample offices, conference rooms, living quarters for the staff, a kitchen and service room. Out-of-doors is a well-equipped playground with sandboxes, slides, swings, and flower garden.

LABORATORIES

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

DORMITORIES

Two dormitories, one for women and one for men, provide accommodations for 200 students. 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; sheets, towels and one blanket are provided 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.

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 examinations 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.

RELIGIOUS OPPORTUNITIES

There are daily chapel services at Spelman College and Morehouse College to which students of the University are welcome. On Sunday afternoon at three o’clock, throughout the college year, there is held at Sisters Chapel on Spelman College campus a preaching service which is attended by the students and faculties of the four 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.

JOHN HOPE LECTURE

In memory of Dr. John Hope there has been established, through the generosity of friends, an annual lecture at Atlanta University known as the John Hope Lecture. The speaker is a person of distinction in some field of knowledge. The last John Hope Lecture was given on March 23, 1944, by Mr. Edward Clark Carter, Secretary-General of the Institute of Pacific Relations and President of Russian War Relief.

SPECIAL LECTURES, CONCERTS, ENTERTAINMENTS

1944

Sept. 28 Convocation. Dr. E. Stanley Jones, Missionary and Religious Leader.

Oct. 15 Charter Day Convocation. Mr. Walter White, Secretary, National Association for the Advancement of Colored People. "The Twilight of White Domination."

18 Recital. Max Rosen, Violinist.
21 Chinese Movies.
29 Exhibit. “The Races of Mankind.”


17 Forum. Miss Elizabeth Monkhouse. “Post-War Reconstruction in Great Britain.”
20 Exhibit. Chinese Ceramics.

8 Recital. Lionel Nowak, Pianist.
15 18th Annual Christmas Carol Concert.
16

1945

27 Recital. Ellabelle Davis, Soprano.
28 University Center Convocation. President John W. Haywood of Gammon Theological Seminary.
28 Exhibit. Photographs of Celebrated Negroes by Carl Van Vechten.

3 One-Woman Theatre. Marjorie Moffett, Actress.
7 Forum. Dr. Lorenzo Turner of Fisk University.
West African Songs and Stories from Northern Brazil (Illustrated).

7 Mrs. Ruth Bryan Owen. “There Will Always Be a Denmark.”


12 Exhibit. “Morehouse — The Past and the Present.”

14 Forum. Dr. Clyde V. Kiser of the Milbank Memorial Fund. “Population Changes in the United States.”

15 Recital. Roland Hayes, Distinguished American Tenor.

19 Morehouse Founders Day. Dr. Will W. Alexander, Vice President, Rosenwald Fund.

19 Morehouse Anniversary Broadcast. President Benjamin E. Mays.


Mar. 1 Convocation. Dr. Syud Hossain, World Affairs Interpreter. “What About India?”

1 Exhibit. The Contemporary Negro.

7 Forum. Dr. Louis Wirth of the University of Chicago. “American Minorities and the War.”

13 Open Meeting. Reverend John Paul Pack, pastor of the First Christian Church, Chattanooga, Tennessee; Dr. William Stuart Nelson, Dean of the School of Religion, Howard University.

16 The University Players’ presentation “Pride and Prejudice.”

21 Dr. H. Shelton Smith of Duke University.

24 Joint Recital. Bessie Helena Mayle, Soprano — Harvey Huggins, Baritone.

26 Erika Mann, War Correspondent.
April 1

28th

Fourth Annual Exhibition of Paintings, Sculpture and Prints by Negro Artists—sponsored by Atlanta University.

2

Clifton Fadiman, John Kieran, Franklin P. Adams and Dan Golenpaul of "Information Please."

6

Recital. Alma Stone, Pianist.

11

Spelman Founders Day Celebration. Dr. Horace Mann Bond. "The Seven Labours of Modern Woman."

12

Convocation. Maurice Hindus, Author, War Correspondent. "Russia."

13

Concert. Spelman College Glee Club.

16

Concert. Morehouse College Glee Club.

24

Convocation. Dr. Harold Cooke Phillips.

May

11

Concert. Atlanta Morehouse-Spelman Chorus.

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 ........ 150.00

Fees for single courses—three credit hours a week for one semester ........ 22.50

Late registration fee ........ 5.00

*Laboratory fees—per course per semester ........ 6.00

Breakage deposit ........ 5.00

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.

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

*For research in chemistry, students pay $25.00 for chemicals and supplies, which the University matches up to $25.00 additional. Costs of research material over $50.00 are borne by the student.
Tuition and fees, including laboratory, are due at the beginning of each semester. Students who withdraw within the first month after registration will be reimbursed two-thirds of their tuition fee; during the next thirty days, one-third of the semester tuition will be refunded; there will be no refund after this period. Health and matriculation fees are not refundable.

For the boarding students the year is divided into nine months of four weeks each. Board and room amounting to $36.00 per four weeks, or $162.00 per semester, must be paid by the semester, or on the following dates: September 17, October 15, November 12, December 10, January 7, February 4, March 4, April 1, and April 29.

The boarding department will be closed during the Christmas holidays. Credit for these days will be used for the last fiscal period April 29 to June 4. No deductions will be made in the charge for board for any fraction of a week, nor for opening and closing weeks.

Parents or guardians responsible for the expenses of a student are asked to make their payments directly to the University instead of sending such monies through the student. This will prevent many mistakes and will enable the parent's or guardians to be sure at all times how the student's account stands with the University.

Please send all payments to Atlanta University, Office of the Bursar, Atlanta, Georgia.

HOUSING

Application for reservation of a room in the University Dormitory should be made as soon as the applicant has received his letter of admission. All applications should be accompanied by a room reservation fee of $10.00. This will be credited to the first month's room and board.

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 ............................................... $150.00
Room and Board .................................................. 324.00
Fees (Matriculation and Health Service) ...................... 10.00
Laundry, pressing and incidentals ............................. 41.00
Textbooks and supplies ......................................... 25.00

Total ................................................................. $550.00

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.

UNIVERSITY FELLOWSHIPS

A limited number of University Fellowships of $500 are open to young men and young women holding a master's degree or its equivalent, who wish to continue graduate study. The primary purpose of these fellowships is to provide opportunities for broadening research training and equipment, for advanced training within the field of the student's specialization, or, for field work or other experimental training intended to supplement formal preparation in the fields of biology, chemistry, economics and business administration, education, English, French, history, mathematics, sociology and library service. A request for application form should be sent to the Registrar of the University.

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 offices, 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 Registrar.

The University does not maintain a student loan fund. However, there does exist a cooperative arrangement with a foundation whereby a few worthy students who are residents of Georgia might be recommended for loans.
STATE AID

State aid is available for bona fide citizens of the State of Georgia who are eligible for graduate study. Application for this aid should be made in advance of registration. Application forms may be obtained from the Registrar of the University.

GRADUATE WORK IN 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.

In keeping with the purpose of Atlanta University to widen the opportunities for training Negro men and women for careers in business, the Carnegie Corporation has endowed The Andrew Carnegie Professorship in business administration.

ADMISSION

Application for admission to the University 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 University 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 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.

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 FOR DEGREES

Admission and registration do not of themselves admit to candidacy for a degree. Any student who has satisfied all undergraduate prerequisites, the examinations in English fundamentals and foreign language, who has demonstrated his ability to do major work of graduate character, and whose subject for his thesis has been approved, may, on the recommendation of the Major Department or the School, be admitted to candidacy for a 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 on or before the date stated in the University Calendar.

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 by the School of Arts and Sciences on fulfillment of the following requirements:

MASTER OF ARTS OR MASTER OF SCIENCE

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 reading knowledge of French or German or Spanish.

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

5. 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.

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

7. 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.
CATALOGUE

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.

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.
COURSES OF INSTRUCTION

ARTS AND SCIENCES

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, Spelman College, Clark College and Morris Brown 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 physio-chemical constitution of living matter; role of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroosmosis; hydrogen-ion determination; special activities—circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Two lectures, one recitation, six hours laboratory.

4 credits each semester.

467-468. PROTOZOOLOGY. The biology of the protozoa with special attention to the taxonomy, life histories, physiology and genetics of the major groups of free living protozoa; training in micro-technique and special methods; general considerations on parasitic species. For those interested in protozoological research or the teaching of biology. Prerequisite: Approval of instructor. Two lectures or recitations, six hours laboratory. Offered in 1944-1945 and in alternate years.

3 credits each semester.

471. GENERAL PARASITOLOGY. A course with emphasis upon general
principles of parasitism and biological interrelationships as illustrated by protozoan, helminth, and arthropod groups. For those interested in research, medicine, or the teaching of biology. Prerequisite, approval of instructor. Offered in 1945-46 and in alternate years. Two lecture-discussions and two two-hour laboratory periods each week. 3 credits first semester.

472. ADVANCED ZOOLOGICAL PROBLEMS. Individual work dealing with advanced phases of zoology not taken up in regular courses. Prerequisite, approval of instructor. Offered in 1945-46 and in alternate years. 3 credits second 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. Prerequisite: Introduction to Entomology and approval of instructor. 3 credits each semester.

505-506. ENDOCRINOLOGY. A general consideration of the phylogeny, embryology, histology, and physiology, of the glands of internal secretion. Demonstrations, class experiments, and individual laboratory problems provide training in experimental methods and techniques. Prerequisite: 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.

CHEMISTRY

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.

465. 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.  

466. ADVANCED QUANTITATIVE ANALYSIS. A study of the methods of quantitative analysis based upon modern theory. In the laboratory practice is given 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 first semester.

501. ADVANCED ORGANIC CHEMISTRY. A review of the common reactions met with in elementary organic chemistry, and a critical discussion of the electron theory of valence, tautomerism, molecular rearrangements and condensations. Lectures or recitations 3 hours per week. 3 credits first semester.

502. ADVANCED ORGANIC CHEMISTRY. (Continuation of Chemistry 501). A study of carbohydrates, and aromatic series, dyes and the alkaloids. Lectures or recitations 3 hours per week. 3 credits second semester.

503. 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 first semester.

504. 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; examinations of blood, bile, and urine; the analysis of foods, particularly milk. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.

506. 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 electro-chemistry. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits second semester.

511. ORGANIC PREPARATIONS. Work in synthesis and a study of reactions of organic compounds of theoretical and applied importance. Lectures, one hour per week; laboratory, 6 hours per week. 3 credits first semester.

513. QUALITATIVE ORGANIC ANALYSIS. A study of the characteristic chemical reactions of compounds containing elements commonly present in organic substances (C, H, O, Cl, Br, N, S) and the
determination of their classification and identity.

3 credits first semester.

514. QUANTITATIVE ORGANIC ANALYSIS. Determination of carbon, hydrogen, and nitrogen by combustion. The student carries out the combustion of a substance unknown to him belonging to each group; nitrogen; C— and H— determination in the absence of other elements; the same with nitrogen; the same with halogen or sulphur; a liquid. A test analysis is given in completion of the course of elementary analysis. Both macro- and micro-chemical methods of analysis are studied.

3 credits second 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 AND BUSINESS ADMINISTRATION

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 banking process and the banking system; foreign and domestic exchange, the business cycle; the history of banking both in this country and the more important countries of Western Europe. Prerequisite: Elementary Economics.

3 credits each semester.

457. COST ACCOUNTING. A study of basic cost principles, control and costing of manufacturing cost elements, job-order cost systems, standard costs and budgets, and executive and managerial uses of costs. The course is developed to demonstrate that cost accounting for distribution, and for management of non-processing business units and non-profit enterprises is as essential a part of cost accounting as manufacturing costs. Prerequisite: Introductory Accounting and Introductory Economics.

3 credits second 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, organization, types of policies, mortality, loading, reserves, the law governing insurance. Prerequisite: Elementary Economics. 3 credits second semester.

471. **Corporation Finance.** The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization, reorganization, and control; adjustments of management and investor requirements. Introductory Accounting is a prerequisite or may be taken concurrently. 3 credits first semester.

472. **Problems in Business Finance.** Approach to the financial problems of both small and large enterprises by the case method; security distribution and public regulation; extensive use of sources of corporation data supported by critical class analysis. Seminar discussions may be required. Prerequisite: Corporation Finance. 3 credits second semester.

476. **Marketing.** This course describes the background of the marketing structure of the modern business organization and some causes of the present maladjustments between production and consumption. It seeks to explain the organization and the governing principles by which our distributive system operates. Such topics as the following will be considered: the functions of marketing; the channels of distribution; the methods and costs of marketing; the nature and effects of competition in marketing; the elements of selling, advertising and sales promotion; market policies and operations; probable trends of market expansion; and an introduction to marketing research. 3 credits second semester.

477-478. **Principles and Methods of Statistics.** A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. 3 credits each semester.

479. **Problems in Industrial Management.** A course which aims
to provide a study of actual business problems concerned with manufacturing and extractive processes, making use of cost accounting as a tool. The course is designed not alone for accountants of industrial concerns, but, as well, for those who may have to do with any phase of manufacturing, or the management of industrial concerns. Prerequisite: Introductory Accounting and Introductory Economics. 3 credits first semester.

481. Principles and Practices of Real Estate. This course is designed to acquaint the student with current real estate practice as well as the theory underlying land ownership. The course is taught from the viewpoints of home owners, investors, brokers, and others having interest in real property. Particular attention is paid to laws governing titles, mortgages, inheritance, and the like. Sources of mortgage financing, including private and public agencies, are studied. Prerequisite: Introductory Economics. 3 credits first semester.

482. Public Finance. A study of the principles and policy of federal, state, and local finance; the growth and sources of public revenues and expenditures; the principles and problems of taxation and the public debt. 3 credits second semester.

487. The Consumer and the Marketing System. The economic position of the consumer in our society and his problems as a buyer of consumer goods and services constitute the central theme of the course. The characteristics of the consumer buyer, the retail market, and the commodities purchased are studied and the results as regards price policies and selling methods of the retail market, retail functions and their cost, and means of increasing the efficiency of consumer buying are critically considered. 3 credits first semester.

488. Consumption and Standards of Living. This course treats as its primary problem the nature of consumers' wants, how they originate and change. The method of attacking the subject is mainly through the collection and analysis of expenditure data. However, other methods of studying standards of consumption are employed and theories, their origin and significance, are examined. 3 credits second semester.

491. Recent Economic Theory. Recent formulations of the principles and concepts of general economic theory; analysis of the price policies of the individual firm from the standpoint of monopoly and competition. 3 credits first semester.
492B. STUDIES IN DYNAMIC ECONOMIC THEORY. An analysis of the economic forces operating under conditions of progress. Special attention will be given to the theories of capital and of profit. 3 credits second 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.

506. INTERNATIONAL TRADE. Historical development and modern versions of the theory of international trade; mechanisms of adjustment under gold and paper standards; types of national economic policy of international significance. Prerequisite: Money and Banking. 3 credits second semester.

511-512. 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.

523-524. 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.

530. ADVANCED MONEY AND BANKING. A study of the operations of central banks of the principal countries of the world. 3 credits first semester.

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

ENGLISH

400. THE TEACHING OF ENGLISH. A study of the materials and methods in the teaching of secondary school English. Required of those who choose the teacher-training course in English. 3 credits second semester.
401. **Elements of Phonetics.** A study of the mechanics of speech-sounds and the phonetic structure of English. To be taken before or with Old English or Middle English.  
3 credits first semester.

403. **Old English.** A study of Old English grammar with readings.  
3 credits first semester.

411. **Beowulf.** A careful reading of the text, with attention to literary and linguistic values and Germanic customs. Prerequisite: Old English.  
3 credits second semester.

421. **Middle English.** A study of the fundamentals of Middle English grammar, phonology and morphology; a detailed reading of specific texts; and rapid reading throughout the range of Middle English literature. Prerequisite: Old English.  
3 credits first semester.

422. **Chaucer.** An introduction to the language and poetry of Chaucer. The minor poems and the Canterbury Tales.  
3 credits second 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.  
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.  
3 credits second semester.

453. **Seventeenth Century English Literature.** An appreciative and analytical study of the non-dramatic literature, stressing the main currents of thought throughout the century. Bacon, Milton, Donne, Walton, and Dryden will receive the major emphasis.  
3 credits second semester.

454. **Eighteenth Century English Literature.** A study of the most important non-dramatic writers of the eighteenth century, with especial emphasis on Addison and Steele, Swift, Defoe, Pope, Johnson, Fielding, and Burns. It will introduce the student to the Neo-Classicism of the period, to the growth of periodicals, to the early Romanticism, and to the rise of the Novel.  
3 credits second semester.
461-462. SHAKESPEARE. An intensive study of the important plays of Shakespeare. 3 credits each semester.

468. DRAMA OF THE RESTORATION AND THE EIGHTEENTH CENTURY. A study of the English drama and of the influences that played upon it from Dryden to Sheridan. 3 credits second semester.

469-470. NINETEENTH CENTURY PROSE. A study of prose literature from 1800 to 1900, exclusive of the novel as a record of the main current of thought. Continental influence will be given appropriate attention in the course. 3 credits each semester.

471-472. THE ENGLISH NOVEL. A study of the history of the novel to Thomas Hardy. 3 credits each semester.

473. THE ENGLISH DRAMA SINCE 1890. A survey of the forms and themes of the modern drama. 3 credits first semester.

477-478. AMERICAN LITERATURE SINCE 1870. A study of the main currents of literary thought and expression in America from 1870 to the present. 3 credits each semester.

485-486. PRINCIPLES OF LITERARY CRITICISM. This course combines two purposes in the study of literary appreciation and values; the development of an appreciation of literature as an introduction to the study of formal literary criticism and a study of the history and principles of literary criticism from Aristotle to the modern theories of creative criticism as propagated by Spingarn. 3 credits each semester.

487-488. MODERN BRITISH LITERATURE. A study of British literature from 1900 to the present. 3 credits each semester.

492. NEGRO LITERATURE. An introductory survey and critical interpretation of the contribution of Negro authorship to American Literature. The materials and tendencies of Negro literature are traced and interpreted in relationship to the larger background and growth of American life and expression. 3 credits second semester.

495. HISTORY OF THE ENGLISH LANGUAGE. The nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits first semester.

501. SIXTEENTH CENTURY NON-DRAMATIC LITERATURE. A survey of the literary movements, forms, and works, with proper attention to background. 3 credits first semester.
505. **ENGLISH DRAMA TO 1642.** A survey of the development of the English Drama from the beginning to the close of the Theatres in 1642. 3 credits first semester.

506. **ENGLISH DRAMA FROM 1660 TO 1800.** A survey of the Drama in England from 1660 to 1800. 3 credits second semester.

507. **THE LITERARY HISTORY OF ENGLAND.** The literary history of England from the beginning to 1500. 3 credits first semester.

510. **MILTON.** A study of the works of Milton. 3 credits second semester.

537-538. **SEMINAR. RESEARCH PROBLEMS IN A SPECIFIED FIELD.** The work will vary from year to year. 2 credits each semester.

545. **PROSEMINAR. MATERIALS AND METHODS OF RESEARCH.** Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all graduate students in English. 3 credits first 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 study of Diderot and the *Encyclopédie* and on the life and work of Marivaux, Beaumarchais, Voltaire, Montesquieu, Chenier, and Rousseau. Prerequisite: A Survey of French Literature. 3 credits each semester.

457-458. **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, Molière, 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 century. Conducted in French. Prerequisite: A Survey of French Literature. 3 credits each semester.

465-466. THE NEGRO IN FRENCH LITERATURE. The Negro character and author in French literature, history, and civilization, from the Chanson de Roland to the present, with special emphasis on the eighteenth, nineteenth and twentieth centuries. 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.

502. FRENCH LITERATURE OF THE SIXTEENTH CENTURY. A study of Rabelais, Ronsard, Montaigne and other important literary figures of the sixteenth century. 3 credits second semester.

503. THE FRENCH ROMANTIC DRAMA. A study of the theater of Dumas pere, Hugo, Musset, Mermime and Vigny. Pre-romantic influences, both French and foreign, are also considered. 3 credits first semester.

504. THE FRENCH REALISTIC DRAMA. The French theater of the second half of the nineteenth century, from Dumas fils to Brieux. 3 credits second semester.

505. HONORE DE BALZAC. An intensive study of the great novelist. 3 credits second semester.

507-508. COURS DE STYLE. This course is devised to enable advanced students of the French language to acquire a feeling for and a familiarity with French style. It seeks to give a mastery of those difficulties of syntax and idiomatic locutions so necessary for correct literary expression. 3 credits each semester.

523. FRENCH GRAMMAR FOR TEACHERS. A review of French grammar and composition, with some stress on methods of teaching. 3 credits second semester.

524. INTRODUCTION TO THE CONTEMPORARY FRENCH NOVEL. A study of some of the most representative works of Proust, Gide, Colette, Mauriac, Maurois, Roger Martin du Gard, Duhamel, and Romaines. 3 credits second semester.

547-548. SEMINAR IN FRENCH. A systematic study of modern French
literature, with assignments and prepared reports based on reading and research. Required of all graduate students in the department. 1 credit each semester.

HISTORY

AMERICAN HISTORY

466. THE NEGRO IN AMERICAN LIFE. A series of lectures on Negro history covering the economic, social, political, literary and educational phases of the subject from the African background to the present. Members of other departments who are specialists in the aforementioned fields will assist the department of history in conducting the course. 3 credits second semester.

471-472. AMERICA FROM 1600 TO 1828. A survey of the culture and institutions of the thirteen colonies; the relations of the colonies with the British government; the Revolutionary War; the problems of the constitutional convention and the struggle for union. 3 credits each semester.

473. AMERICA FROM 1828 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 Civil War. 3 credits each semester.

474. AMERICAN NEGRO CULTURE. A social study of the American Negro and his environment with stress upon Marxian and other interpretations of development in politics, economics, and art. 3 credits second semester.

475-476. AMERICA FROM 1865 TO 1917. 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 each semester.

477. AMERICA SINCE 1917. A study of American participation in the World War and the shifting political, economic and social philosophy of present-day society. 3 credits first semester.

EUROPEAN HISTORY

405-406. THE OLD REGIME AND THE REVOLUTIONARY ERA. A short account of Europe after the age of Louis XIV; a study of the phenomenon of Enlightened Despotism, of the nature of the French Revolution and the career of Napoleon. 3 credits each semester.
409-410. EUROPE FROM 1815 TO 1870. A study of the political and economic developments of the period, with special emphasis on the importance therein of ideological considerations.
   3 credits each semester.

411-412. EUROPE FROM 1870 TO 1914. An intensive study of international relations in the period with a background of the internal political and economic development of the nations.
   3 credits each semester.

424. INTERNATIONAL RELATIONS SINCE 1914. The causes of the War of 1914, its course and the settlement after it; a sketch of international relations since 1919 with emphasis upon the growth of Russia's power and the resurgence of Germany.
   3 credits second semester.

ANCIENT HISTORY

415-416. SYRIA, PERSIA, GREECE AND ROME. A schematic and analytical treatment of the civilizations of the Near East and the Mediterranean which stand between the Mesopotamian, Egyptian and Minoan civilizations and the civilizations of Europe.
   3 credits each semester.

417-418. THE ANCIENT HISTORY OF AFRASIA. The derivation of civilized life from primitive cultures. A schematic and analytical treatment of the Indus (First Indian), Sumerian, Babylonian-Assyrian, First and Second Egyptian and Minoan Civilizations.
   3 credits each semester.

428. THE ANCIENT HISTORY OF CHINA. A schematic and analytical treatment of the history of China from origins to 589 A.D. Special attention is given to the Shang period in the light of the Anyang excavations. The treatment of the entire subject is related comparatively so far as possible to the history of European and Greek and Roman Civilizations.
   3 credits second semester.

547-548. SEMINARS. Students writing theses will attend a small number of weekly lectures upon historiography at the beginning of the first semester of their first year. At the conclusion of the lectures students will be grouped into seminars, each seminar being devoted to kindred subjects. The seminars will meet each week, will discuss problems arising out of their members' theses and, in addition, will hear and discuss one short paper per semester by each member of the seminar.
477-478. **PRINCIPLES AND METHODS OF STATISTICS.** A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. 3 credits each 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 Calculus III. 3 credits second semester.


508. **INTRODUCTION TO ALGEBRAIC THEORY.** Matrices, bilinear, quadratic, and Hermitian forms; linear transformations; invariant factors and elementary divisors. Prerequisite: Approval of instructor. 3 credits second semester.

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

511. **ADVANCED CALCULUS.** Convergence of simple and multiple improper integrals. Functions defined by improper integrals. Line and surface integrals. Theorems of Green and Stokes. Complex functions; Cauchy's theorem; residues. Elliptic integrals and functions. Prerequisite: Calculus III. 3 credits first semester.

512. **ANALYTICAL PROJECTIVE GEOMETRY.** The course is intended to introduce the student to the basic ideas and methods of
higher geometry. The fundamental topics of projective geometry are treated by analytic methods. Prerequisite: Approval of instructor. 3 credits second semester.

515. Theory of Functions of a Real Variable. This course is intended to cover the fundamental parts of the theory of functions of a real variable. The following topics will be studied: real number systems; point sets on the line and in the plane; limits; continuous functions and their properties; derivatives; Riemann and Lebesgue integration. Prerequisite: Approval of instructor. 3 credits first semester.

516. 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. Prerequisite: Approval of instructor. 3 credits second semester.

517-518. Mathematical Theory of Statistics I and II. A critical study of averages, coefficients of dispersion and skewness, correlation, sampling, probable error, the theory of frequency distributions, and a study of some of the contributions of Pearson, Charlier, and Thiele. Prerequisite: Approval of instructor. 3 credits each semester.

519. Theory of Probability. Permutations, combination theory of expectation, dependent and independent variates, Tchebycheff's inequality, the probability integral, application to problems in mathematical statistics. Prerequisite: Approval of instructor. 3 credits first semester.

520. Finite Differences. The elementary theory, including methods of interpolation and summation, graduation of data. Prerequisite: Approval of instructor. 3 credits second semester.

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

Sociology

Instructional Courses

447-448. Foundations of Social Science I. A basic seminar course for social science and sociology majors, which seeks to develop a knowledge of related social disciplines and to promote an
integration of that knowledge. Emphasis is placed upon the theories of sociology, economics, history, and social psychology. Special phases of the social sciences are presented by visiting professors. Readings, discussions, laboratory and special research assignments. Required of all graduate students in sociology. 6 credits each semester.

467-468. FOUNDATIONS OF SOCIAL SCIENCE II. A continuation of the basic seminar for social science and sociology majors with emphasis upon the techniques of sociology, economics, history, and social psychology. Special phases of the social sciences are presented by visiting professors. Readings, discussions, laboratory and special research assignments. Required of all graduate students in sociology. 3 credits each semester.

477-478. PRINCIPLES AND METHODS OF STATISTICS. A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. 3 credits each semester.

479. SOCIAL PSYCHOLOGY. The application of the principles of psychology to the social sciences. 3 credits first semester.

SOCIAL ORGANIZATION AND DISORGANIZATION

455. WAR AND SOCIETY. An analysis of current and future social and economic problems created by this war. Special attention is given to propaganda, planning, and the "danger zones" of social reconstruction. Lectures, reading, discussions and reports. 3 credits first semester.

476. SOCIAL INSTITUTIONS. A study of the essential components of social institutions, their origin and evolution, the way in which they develop their general and unique characteristics, and their relation to the individual. 3 credits second semester.

481. THE FAMILY. The natural and the institutional family considered in development, nature of problems, and prospect. 3 credits second semester.

483. SOCIAL PATHOLOGY. A study of crime, disease and social legislation. 3 credits first semester.

484. SOCIAL CONTROL. The sociological aspects of the way society keeps order. The course analyzes the science, criteria and
methods of control exercised through constructive and exploitive
instruments. 3 credits second semester.

SOCIETY AND CULTURE

471. AFRICAN CULTURE. A study of the history and development
of the people of Africa. 3 credits first semester.

474. AMERICAN NEGRO CULTURE. A social study of the American
Negro and his environment with stress upon Marxian and other
interpretations of development in politics, economics, and art.
3 credits second semester.

490. RACE AND CULTURE PROBLEMS OF THE MODERN WORLD. A geo-
ographical study of race and culture problems all over the world.
Lectures, readings, reports and discussions.
3 credits second semester.

POPULATION PROBLEMS

503. HUMAN ECOLOGY. The relations of human beings and human
institutions with reference to their spatial aspects.
3 credits first semester.

504. URBAN SOCIOLOGY. An analysis of the town, city, and metropo-
litan areas as legal, political, economic and social units, and
their effect upon individual and group life. Special attention is
given to Southern towns and cities. 3 credits second semester.

511. RURAL SOCIOLOGY. An analysis of the social conditions of
people on the land, and the theories and practices attending
present programs for rural change. 3 credits first semester.

512. SOCIOLOGY OF THE SOUTH. An interpretation of the regional
significance, structure, growth and role of the area, its people
and its institutions in the economy of the United States. Lectures
and individual projects. 3 credits second semester.

SOCIAL THEORY

505-506. SOCIAL THEORY. The emergence of sociology as a dis-
cipline of the social sciences and characteristics of the prin-
cipal theories, concepts and methods of American sociology.
3 credits each semester.

SOCIAL RESEARCH

545-546. SOCIAL RESEARCH. A tool course fundamental to all re-
search in the social sciences. Emphasis is placed upon types and
method of research. Group and individual projects are undertaken. Required of all sociology majors.

3 credits each semester.

547-548. **Seminar in Sociology.** Required of all graduate students in sociology.
The Atlanta University School of Social Work is a member of the American Association of Schools of Social Work.

The purpose of the Atlanta University School of Social Work is to serve as an institution for the training of students on a graduate level for the profession of social work. Social Workers are more in demand now than ever before because of the war. This demand will possibly remain at a high level not only for the "duration" but for a considerable period following the war. Foreign rehabilitation needs as well as problems of domestic readjustment will require more than the available supply of trained social workers.

New courses are being offered by the School to prepare students to work with the changing social scene. Personnel Problems in Industry, Counselling with Returned Veterans, Services to the Families of Veterans and Displaced War Industry Workers are some of the areas covered and directly related to the war and post war periods. In addition to new courses current material is constantly integrated into our regular courses as the socio-economic conditions change.

This emphasis upon present social conditions is carried out not only in the courses in theory offered, but in field work placements of the students. The accredited social work agencies both in Atlanta and in other cities selected by the School for placement of its students are those engaged in meeting the present needs of individuals, groups and communities. The student workers placed in these agencies receive the type of training that enables them to understand and participate in current practices. About one-half of a student's time is spent in actual work with the various agencies to which he is assigned during the period he attends the School.

The requirements for admission are as follows:

1. Graduation from an accredited college or university.
2. A well-rounded undergraduate preparation which has included basic courses in each of the following four fields of the social sciences: economics, political science, psychology, and sociology, including social anthropology.
3. The applicant must be twenty-one years of age and not over forty-five.
4. A certificate of good health from a physician.
5. Recommendations regarding character and personality from at least three persons whose opinions regarding the fitness of the applicant for social work training would be valuable from the point of view of the School.

Students who meet the required standard of work during their first year of attendance may file application for candidacy for the degree of Master of Social Work. Students whose academic qualifications do not entitle them to become candidates for the professional degree, or who do not wish to write a thesis, or who prefer an extra semester of field work, but who satisfactorily fulfill the prescribed requirements of classroom work and field work, may receive the Diploma of the School.

Application for admission should be made to Dr. Forrester B. Washington, Director, Atlanta University School of Social Work, 247 Henry Street, S. W., Atlanta, Georgia.
SCHOOL OF LIBRARY SERVICE

BASIC INFORMATION

The annual enrollment in the School of Library Service is limited to approximately thirty selected students, whose academic records and personal qualities seem to indicate that they will succeed as professional librarians. Application for admission may be submitted at any time but should, if possible, be presented not later than July 1.

New students will not be admitted at any time other than at the beginning of the fall semester.

The professional courses leading to the degree in Library Service will not be offered in the summer session.

ADMISSION REQUIREMENTS

1. Graduation from an approved four-year college of arts and sciences in the upper half of the class and with a well-balanced selection of courses including work in the social sciences, the natural sciences, and the humanities.

2. A reading knowledge of at least one foreign language.

3. Sufficient facility in the use of the typewriter so that all required written materials may be typewritten.

4. A minimum age of twenty; a maximum age of thirty-five. The maximum age limit may, in exceptional cases, be waived.

5. Recommendations from at least three people satisfactory to the School of Library Service regarding fitness for library work, ability, character, and experience. No one of the persons from whom recommendations are received may be a relative and one must be a librarian.

6. A signed certificate of health from a physician on a blank provided by the School of Library Service.

REGISTRATION

Students 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.
REQUIREMENTS FOR GRADUATION

1. The completion of the work of the first semester with an average grade of C and that of the second semester with an average grade of B.

2. Included in the work of the second semester will be the successful completion of four weeks of supervised field work in libraries designated by the school.

DEGREE

Students who meet the requirements for graduation will be awarded the degree of Bachelor of Science in Library Service.

COMBINATION PROGRAM

Students desiring, and who the School feels can profit from such a plan, may register for a combination program in the School of Library Service and a subject department. This program will necessitate at least two full academic years to complete the requirements for the B.S. in Library Service. If a degree is sought in the subject field also, the time will have to be adjusted to meet the requirements of the subject department.

COURSES OF INSTRUCTION

FIRST SEMESTER

ADMINISTRATION. An analysis of the principles of management, and an examination of the process of administration as applied to the field of library service.

BACKGROUND FOR LIBRARY SERVICE. This course is designed to present a brief survey of the wide and varied opportunities which library work offers, to sketch the development of school, public, college and special library service in the United States, and to point out the essential features of librarianship in relation to each of these types of libraries.

BIBLIOGRAPHY AND REFERENCE. The aim of this course is to acquaint the student with the various types of reference materials, such as encyclopedias, dictionaries, documents, bibliographies, indexes, etc. Emphasis is put on the development of skill in the use of these materials, of judgment in their selection and acquisition and on the administration of the reference department. This course continues in the second semester.
BOOK SELECTION. This course aims: (1) to assist the student in obtaining a wider background of general reading through acquaintance with some of the standard books in fields of general interest; (2) to present the fundamental principles of evaluating and selecting books in terms of their values and usefulness to readers; (3) to discuss the physical book and the American book trade for the purposes of library book selection; (4) to acquaint the student with order routines and procedures.

TECHNICAL PROCESSES. An introduction to the fundamental principles of cataloging and classification including: the making of unit cards, use of reference works in cataloging, personal name entries, anonymous classics, book numbers, the shelf list, and subject headings. The Library of Congress classification and the Dewey Decimal Classification are studied comparatively and practice is given in classifying books in the various subjects. This course continues in the second semester.

SECOND SEMESTER—REQUIRED

LIBRARY SERVICE FOR YOUNG PEOPLE. The aim of this course is twofold: (1) to acquaint students with the problems involved in the efficient management of libraries for young people in the elementary and secondary schools, and in children's and young adults' departments in public libraries; (2) to acquaint students with imaginative and informational literature suitable for the various needs of young people from nursery school age through adolescence. Consideration is given to the objectives of library service for young people, the criteria for judging and selecting books, story-telling, and cooperation with other libraries and educational agencies.

LITERATURE AND REFERENCE SERVICE IN SPECIAL SUBJECTS. From the survey of types of reference materials, this course proceeds to the study of bibliographic and reference sources in subject fields, including the physical and biological sciences, the social sciences and the humanities. The basic assumption throughout is that this wider knowledge of the literature of special subject fields is necessary for the building up and organizing of adequate book and periodical collections and for using them effectively in reference service.

METHODS AND PROBLEMS IN READING. This course telescopes the entire field of reading and presents the subject as it affects the librarian in the interpretation of the library as a significant educational agency. The course divides itself into three parts: (1) the status of culture, education and reading in the United States
at the present time; (2) a consideration of the specific methods and problems met in a developmental, corrective and remedial reading program; and (3) the role of the library in the effort to improve the status of reading.

TECHNICAL PROCESSES. A continuation of the work of the first semester. Some of the topics included are: the ordering and use of printed catalog cards, corporate entries, cataloging of serials and special collections, and filing. There is a continuation of the study of the Dewey Decimal Classification, covering the subjects not studied during the first semester. The work of the catalog department is studied from an administrative point of view with special emphasis on the integration of the department into the whole library program including selective, cooperative and centralized cataloging.

SECOND SEMESTER — ELECTIVES

THE COLLEGE LIBRARY. This course considers the organization of the college library, the relation of the library to the college curriculum and instruction, problems and methods of book selection, the work of the various departments from the standpoints of administration and service, personnel, finances, buildings and equipment, reports and publicity.

THE PUBLIC LIBRARY. A study of the government and administration of public library service including policies and techniques of book selection. Special reference is given to the unique features of public library service to Negroes.
THE PURPOSE AND PROGRAM OF THE SCHOOL OF EDUCATION

The main objective of the School of Education is to develop men and women for professional leadership in teaching, administrative, and supervisory positions. The second objective is to cooperate with organized institutions and agencies in promoting improvements in school programs and practices through field studies, research projects, special workshops, and professional conferences.

The School of Education recognizes the need at the graduate level for two emphases in education which differ in direction but not in quality. One emphasis is upon meeting the needs of students who desire that their graduate training culminate in a broad understanding of educational problems and practices and in their expert competence in planning and executing teaching, administrative, and supervisory programs. For this group, a program of studies leading to the degree of Master of Education is provided.

The second direction of emphasis is upon the training of students who feel that they can make their greatest contribution as educational workers through the development of their abilities to make intensive studies of problems in which research techniques are used. For this group, the degree of Master of Arts with a major in education is provided.

In the programs leading to both degrees, the M.A. and the M.Ed., opportunities are provided for students to concentrate in one of the following areas:

A. Elementary School Administration.
B. Secondary School Administration.
C. Early Childhood Education: Nursery, Kindergarten, and Primary Education.
D. Elementary School Instruction: Grades 4-8.
E. Secondary School Instruction.
F. Supervision.

In each area of concentration, the professional competence of the student is developed through appropriate courses in applied education, supervised programs of individual study and planning, and field work.
ADMISSION TO CANDIDACY FOR A DEGREE

Students admitted to graduate standing may be accepted as candidates for a degree in the School of Education upon the presentation of certain courses in education which are ordinarily taken at the undergraduate level and upon the satisfactory completion of specified work at the graduate level.

The courses in education which are ordinarily taken at the undergraduate level and which are prerequisite to admission to candidacy for a degree are:

1. A course in Educational Psychology.
2. A course in the elements of teaching.
3. Practice Teaching or its equivalent.

The requirements at the graduate level prerequisite to admission to candidacy are:

1. Demonstrated competence in English fundamentals.
2. Successful completion of one of two background courses in education, namely, Culture and the Curriculum and Behavior and Its Measurement or the equivalent.
3. Acceptable performance on the Qualifying Examination in Education.

Applications for admission to candidacy should be made on special blanks which may be secured at the Office of the Registrar. These applications must be filed on or before the date stated in the Calendar.

REQUIREMENTS FOR DEGREES IN EDUCATION

The minimum number of semester hours of graduate work required for the degree of Master of Arts with a major in education is 24. Of the 24 hours, 15 to 18 hours must be in education and the remaining hours may be in another department according to the needs and interests of the student.

The minimum number of semester hours of graduate work required for the degree of Master of Education is 30.

The individual needs of the student, the amount and kind of work in education taken at the undergraduate level, and the requirements of the professional certificate which the student is to meet will determine the work which the student will do in education. However, a minimum of 18 hours of work must be done in education according to a plan worked out by the student and approved by his adviser.
Students pursuing work leading to the M.Ed. degree are expected to present from 9 to 12 semester hours of undergraduate work in education including Educational Psychology, a course in principles or methods of teaching, and Practice Teaching. Students who are admitted to graduate standing and who do not present the undergraduate work in education expected at entrance will be required to take more than 18 hours in education according to their needs. The remaining hours may be taken in other departments of the University.

At least one year's residence at the University or the equivalent is required for both the degree of M.A. and M.Ed.

**COURSES OF INSTRUCTION**

**ADMINISTRATION AND SUPERVISION**

**427A. ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS.** This course is designed as an introductory course for those who expect to become principals of elementary schools. Topics relating to the following will be considered: the purposes of elementary education; the relationship of the principal to pupils, teachers, the school board and the community; types of school organization; administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; office administration; plant operation; assemblies; pupil activities; special classes; library and health programs.

3 credits first semester.

**427B. THE SECONDARY SCHOOL PRINCIPAL.** This course is designed as a first course for those who expect to become principals of secondary schools. The topics considered at the secondary school level are similar to those listed under the course Organization and Administration of Elementary Schools.

3 credits first semester.

**465. METHODS, MATERIALS AND MANAGEMENT IN THE SMALL RURAL SCHOOL.** This course deals with materials and techniques of life-related teaching in the rural elementary schools. Improved school housekeeping, individual instruction, inexpensive pupil records, grouping, seatwork and schedules are given careful study. School and community planning to meet local needs will be engaged in as well as the newer methods of teaching.

3 credits second semester.
510A. Investigations in Elementary School Administration.
See course 510 under Investigations and Field Work, page 66.
3 credits either semester.

See course 510 under Investigations and Field Work, page 66.
3 credits either semester.

511A,B. Apprenticeship in School Administration. See course
511 under Investigations and Field Work, page 67. (Not offered
in the summer.) 3 credits either semester.

527. Administrative Problems in Elementary and Secondary
Schools. This course is planned for high school and elementary
school principals who wish to do advanced work in school ad­
ministration. Emphasis in the course will be placed upon a care­
ful analysis of desirable practices with regard to techniques of
democratic leadership in planning with staff, student, and com­
community groups. Further, emphasis will be placed upon formulat­
ing criteria and planning appropriate techniques for evaluating
the work of the school. Parallel to this, opportunities will be
afforded members of the group to plan and carry forward
through discussion and investigations special projects designed
to meet the needs of principals in their local school situations.
3 credits second semester.

550. Field Work in County School Supervision. This course is
open only to students who are preparing for positions as super­
visors of rural schools. It is designed to give the apprentice first­
hand experience through observation, participation, and prac­
tice with full responsibility in counties with cooperating Jeanes
supervising teachers. During this period the apprentice is ex­
pected to engage in a significant project under the guidance of
the cooperating supervisor and the University instructors of
supervision. Prerequisite: Central Seminar in Rural School Su­
pervision. (Not offered in the summer.)
8 credits second semester

551. Central Seminar in Rural School Supervision. This course
is the core program for students who wish to prepare for po­
sitions as supervisors of rural schools. The problems considered
in the course are those related to child development, community
study, and school programs in which teachers in the field have
expressed the greatest need for supervisory guidance. In the
development of special supervisory techniques to meet existing
needs, special emphasis is placed upon the life-related program
and the elementary school victory program. Each student, however, is given the opportunity to do most of her planning in connection with the needs and special programs of the schools in the area in which she expects to serve. Several educational observation trips to rural centers engaged in noteworthy programs within and without the state of Georgia are made possible. Special consultants cooperate in serving the purposes of this program. (Not offered in the summer).

8 credits first semester.

552. Workshop in County School Supervision. Individual and group guidance will be afforded students in the study of child growth needs, teacher competences, elementary school programs, and supervisory skills in organizing and guiding teachers and community programs to meet these needs. (Offered only in the summer.)

6 credits first session.

CHILDHOOD EDUCATION: NURSERY, KINDERGARTEN, PRIMARY, AND ELEMENTARY

401. Methods and Materials of Classroom Procedure. This course includes the interpretation of observations made in the demonstration school, a study of the development of the philosophy upon which modern classroom procedures are based, and guidance in seeing how the needs of children in local school situations may be analyzed for the purpose of developing appropriate classroom procedures. Special attention will be given to the development of curriculum units of instruction.

3 credits first semester.

401A. Arithmetic in the Elementary School. The purpose of this course is to acquaint the student with sources of information on the teaching of arithmetic and with the best means of planning curriculum experiences in this field. Emphasis will be placed upon diagnostic as well as remedial and preventive procedures.

3 credits second semester.

401B. Arts and Crafts in the Elementary School. In this course the student experiments with materials, processes, and tools in order to gain an understanding of ways in which children work with wood, clay, paper, and textiles. Special emphasis is placed upon the place of the arts in typical elementary school units of instruction.

3 credits either semester.

401C. Social Studies in the Elementary School. In this course, emphasis is placed upon the development of a philosophy with
regard to the objectives and problems in the teaching of social studies in the elementary school. Students will have the opportunity to collect and organize materials of instruction, to develop appropriate units, and to formulate criteria for measuring the results of social studies instruction. 3 credits first semester.

401D. SCIENCE IN THE GRADES. This course is designed to emphasize the aims and values of elementary science and to acquaint teachers with appropriate materials and procedures for use in the teaching of science to children. 3 credits second semester.

405. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT. The experiences in this course cover the study of the life cycle (the prenatal stage through old age) with emphasis on the physiological, mental, emotional, and social growth needs of children and adolescents. Prenatal development will be studied together with behavior expectancies during infancy and experiences and behavior patterns in nursery, kindergarten, and primary school. The students in this course should attempt to develop integrating personalities for themselves.

The students will be expected to observe children, to make and interpret behavior journals, and to compile and interpret anecdotal records of children’s growth.

Instructors of biology, sociology, economics, and psychology of the University System will render services as resource persons. Individuals from other agencies will offer special assistance as needed. 3 credits first semester.

409. DIRECTED OBSERVATION IN DEMONSTRATION SCHOOL. Students will elect to observe in the Nursery School or one of the grades in the elementary school. Arrangements for observation will be made with the principal of the demonstration school at the first general conference. Students will spend most of the required observations in the grade chosen. Those who elected this course in previous summers may enter again for full credit provided they register for observation in a different grade. Prerequisite: Concurrent registration in 401. 3 credits first semester.

414. NURSERY-KINDERGARTEN-PRIMARY SCHOOL PROGRAM. Consistent with the organismic point of view, the correlation of growth needs of children in the nursery, kindergarten, and primary school is studied in connection with the directional process goals, conditions necessary to achieve these goals, and evaluation techniques and instruments for obtaining evidence
of pupil progress and growth toward these goals. Opportunities for student participation and practice, and the development of case studies are provided.

Prerequisite: 405. Principles of Human Growth and Development. 3 credits each semester.

491A. Teaching of Reading in the Elementary School. This course is concerned with techniques and materials of reading for children on the primary, middle and upper grade levels. Manuscript writing will be taught. A limited amount of observation and practice is arranged for students taking this course. 3 credits first semester.

491B. Reading Laboratory. Through lectures, reports, and laboratory work with deficient readers from grades three to nine, three areas of reading problems will be studied intensively: (1) diagnosis of reading difficulties through informal and formal tests and audio-visual instruments; (2) reading materials of various kinds—workbooks, manuals, basal texts, special remedial texts, adapted materials for older retarded readers, and book lists of recreatory readings for various groups; and (3) special reading techniques worked out to meet the immediate needs of the cases who will compose the experimental reading class.

Prerequisites: Educational Psychology and Methods of Teaching Reading. 3 credits second semester.

492. Children's Literature. This course aims to familiarize students with a wide range of desirable books for boys and girls of various ages, abilities, and interests, and to guide students in building up a sense of values in the selection of books for different purposes. 3 credits second semester.

510C. Investigations in Early Childhood Education. See course 510 under Investigations and Field Work, page 66. 3 credits either semester.

510D. Investigations in Elementary School Instruction. See course 510 under Investigations and Field Work, page 66. 3 credits either semester.

511C,D. Apprenticeship in Elementary School Teaching. See course 511 under Investigations and Field Work, page 67. (Not offered in the summer.) 3 credits either semester.

GUIDANCE

430. Principles and Practices in Vocational and Educational
GUIDANCE. In recognition of the need for vocational and educational guidance in schools, this course is designed to help teachers and administrators to plan for more effective action on their part in this area. Special consideration in the course will be given to the applications of guidance techniques including interviews and observation; to the place of guidance in the classroom and other school activities; to counseling with pupils and parents regarding study, discipline, health, emotional and vocational problems. Each student will be given an opportunity to plan a guidance program to meet the needs in the school situation in which he expects to work. 3 credits second semester.

HEALTH EDUCATION

417. MATERIALS AND METHODS IN HEALTH EDUCATION FOR ELEMENTARY AND HIGH SCHOOL TEACHERS. This course is designed to meet the needs of teachers and others who are charged with the guidance of children in their health problems, as well as the care of their own health. It will consist of lectures, discussions, moving pictures, first aid demonstrations, and construction of devices that will aid in health programs. Attention will be given to the use of health agencies that render health service. Opportunity will be given each enrollee to work on a major health problem in a particular school. 3 credits either semester.

535. MENTAL HYGIENE. This course approaches the problem of mental health from the standpoint of the normal, healthy personality. There is some discussion of the outstanding types of personality difficulties, and practical suggestions are stressed that are useful in the attainment and maintenance of sound mental health. The importance of mental hygiene principles in school and social work is emphasized. Prerequisite: General Psychology or approval of instructor. 3 credits first semester.

INVESTIGATIONS AND FIELD WORK

510. COURSES IN INVESTIGATIONS. Each student taking work leading to the Master of Education degree is required to take at least one course dealing with investigations in education. The major purpose of these courses is to provide opportunities for students to become familiar with the results of investigations in selected aspects of education. In these courses, students will choose problems in which they have particular interests, review critically the investigations that have been made of the selected problems, prepare reports summarizing available studies, and
propose plans for further investigations of problems selected for special study. In the preparation of written work, special emphasis will be placed upon the quality and organization of material, illustrative diagrams, use of source materials, and use of standard forms. Courses in investigations are offered in the following fields of education:

A. Elementary School Administration  
B. Secondary School Administration  
C. Early Childhood Education  
D. Elementary School Instruction: Grades 4-8  
E. Secondary School Instruction  
F. Supervision  

For credit, see pages 62, 65, 70.

511. Apprenticeship or Field Work. Each candidate for the Master of Education degree must satisfy the staff through apprentice experience that he is ready to undertake responsibilities in the area of his concentration. For experienced teachers, supervisors, and administrators, apprenticeship will be arranged individually in the light of the nature and scope of their previous experiences.

This course is not offered in the summer. For credit, see pages 62, 65, 70.

MEASUREMENT, EVALUATION, AND RESEARCH

453. Statistics in Psychology and Education. This course is a study of the applications of statistical techniques to psychological and 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.

546. Human Behavior and Its Measurement. See course 546 under Philosophy of Education.

571. Educational Research and Thesis Writing. This course is required of all students who are working for the Master of Arts degree with a major in education. 3 credits either semester.

PHILOSOPHY OF EDUCATION

545. Culture and the Curriculum. Basic to all graduate work in education is an integrated point of view of the role of edu-
cation in society. Such an outlook should be based upon an understanding of the relationships between educational trends and social thought and action. This course is designed to develop an integrated outlook for education in modern life and to lay the foundation for purposeful experiences at the graduate level through a consideration of the ways in which organized education has attempted to respond to changes in economic and social patterns of living. Further, it deals specifically with the ways in which education has attempted to respond to intellectual and psychological concepts of philosophy, psychology, curriculum patterns, and teaching. Through the integrated experience provided for in the course, the student is prepared for the Qualifying Examination in education, and specialization in restricted areas. 3 credits first semester.

546. HUMAN BEHAVIOR AND ITS MEASUREMENT. This course is a continuation of the work done in the course Culture and The Curriculum. In the course, emphasis is placed upon the influence of psychological concepts of human behavior upon educational patterns of learning and teaching. This emphasis is paralleled by the development of an understanding of and the ability to use the basic techniques and materials of measurement and evaluation. 3 credits second semester.

PSYCHOLOGY OF EDUCATION

405. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT. See course 405 under Childhood Education, page 64. 3 credits first semester.

408. BEHAVIOR PROBLEMS. Students are guided in making a scientific approach to the identification, diagnosis, prognosis, and reconditioning of behavior problems which are frequently manifested by children and adolescents. Extensive use is made of case studies and other pertinent literature. 3 credits second semester.

412. RESEARCH IN EARLY CHILDHOOD EDUCATION. This course offers guidance in the preparation of case studies and deals with a wide range of children's behavior and techniques of research in clinical situations. A weekly seminar of two hours will take place for the guidance in the development and interpretation of case studies. Prerequisites: the course in Principles of Human Growth and Development and the course in Nursery-Kindergarten-Primary School Program. 3 credits second semester.
480. Psychology of Individual Differences. A study of the differences among individuals due to race, sex, age, intelligence, and other factors. 3 credits second semester.

483. Adolescent Psychology. The purpose of this course is to provide the student with information on the child's behavior for the period between the twelfth and eighteenth years. 3 credits first semester.

519-520. Advanced Educational Psychology. This course 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.

535. Mental Hygiene. This course approaches the problem of mental health from the standpoint of the normal, healthy personality. There is some discussion of the outstanding types of personality difficulties, and practical suggestions are stressed that are useful in the attainment and maintenance of sound mental health. The importance of mental hygiene principles in school and social work is emphasized. Prerequisite: General Psychology or approval of instructor. 3 credits first semester.

RURAL EDUCATION

464A. Rural Life and Society. A study of (a) the economic, social, political, and spiritual contributions of rural life to American society; (b) the present status of the rural Negro in America; and (c) the functioning of the private and public agencies for the improvement of rural life, with emphasis on the work among the rural Negroes. 3 credits first semester.

464B. The Rural Environment. A study of the basic principles of (a) soil management; (b) plant and animal growth and reproduction; and (c) wild life and its significance to the farmer. 3 credits first semester.

465. Methods, Materials and Management in the Small Rural School. This course deals with materials and techniques of life-related teaching in the rural elementary schools. Improved school housekeeping, individual instruction, inexpensive individual pupil-records, grouping, seatwork and schedules are given careful study. School and community planning to meet local
needs will be engaged in as well as the newer methods of teaching. 3 credits second semester.

SECONDARY SCHOOL INSTRUCTION

400A. ENGLISH IN THE SECONDARY SCHOOL. A study of the materials and methods in the teaching of secondary school English. 3 credits second semester.

429. THE INSTRUCTIONAL PROGRAM OF THE SECONDARY SCHOOL. This course is required of all students with major interests in secondary education. Special consideration is given to secondary school curriculum materials and patterns, general techniques of teaching at the secondary school level, and to special techniques and evaluating the outcomes of instruction. 3 credits first semester.

429B. SOCIAL STUDIES IN THE SECONDARY SCHOOL. This course will deal with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials. 3 credits second semester.

491C. TEACHING READING IN THE SECONDARY SCHOOL. Reading on the junior and senior high school levels is approached from a developmental point of view. The uses of basic reading skills and techniques are interpreted in the light of needs arising from the total curriculum and from the standpoint of current problems which are confronting pupils and teachers. 3 credits first semester.

510E. INVESTIGATIONS IN SECONDARY SCHOOL INSTRUCTION. See course 510 under Investigations and Field Work, page 66. 3 credits either semester.

511E. APPRENTICESHIP IN TEACHING IN SECONDARY SCHOOLS. See course 511 under Investigations and Field Work, page 67. (Not offered in the summer.) 3 credits either semester.
DEGREES CONFERRED IN 1944

HONORARY DEGREE

DOCTOR OF LAWS

CHARLES CLINTON SPAULDING

Honorary Master of Arts and Doctor of Laws of Shaw University; eminent insurance executive and banker; pioneer in Negro business; holder of the Harmon Award for creative achievement in industry and business; president emeritus of the National Negro Business League; constant and generous supporter of efforts for human welfare and uplift; faithful worker in American Race Relations; ardent believer in the inherent capacity of trained youth of all races; patient, sane, impartial civic leader; astute economic statesman and Christian gentleman.

DEGREES IN COURSE

MASTER OF ARTS

**LINCOLN JAY HARRISON ... Economics
B.S. in Ed., Southern University, 1938.

ROSALINE JOHNSON BLACK ... Education
A.B., Kentucky State College, 1935.

*MARION CALLOWAY BROOKS ... Education
B.S. in Ed., Bluefield State Teachers College, 1939.
Thesis: A Study of the Silent Reading Test Performances of Thirty Pupils of the East Killivan School of Killarney, West Virginia, in Order to Determine Their Difficulties and to Propose a Remedial Reading Program Based upon Suggestions of Leading Authorities in the Field and Pertinent Studies.

*CHARLES LEO BUTLER ... Education
A.B., Paine College, 1938.
Thesis: An Evaluation of Nine Teachers in Richmond County, Georgia, by Three Raters and by the Achievement of Their Pupils.

*Requirements completed August 14, 1943.
**Requirements completed January 29, 1944.
*Christine Benton Cash . . . . . . . . . Education
A.B., Bishop College, 1926.

*Nora Foster Dowdy . . . . . . . . . . Education
Thesis: Culture Content in the State Adopted Textbooks of the Elementary Schools of North Carolina As It Pertains to the Negro.

Ethel Towns Harvey . . . . . . . . . . Education
B.S., Spelman College, 1939.

Vernon McDaniel . . . . . . . . . . Education
B.S., Bishop College, 1928.

Susie Eunice Lee Morgan . . . . . . . . Education
Thesis: An Investigation of the Basic Food Supply of the Bowdon Negro School Community in Carroll County, Georgia.

*Ellen Shirley Murry . . . . . . . . . . Education
A.B., Clark University, 1931.

*Delia Mae Norman . . . . . . . . . . Education
B.S., Bishop College, 1929.
Thesis: A Study to Determine the Health Knowledge of 627 Pupils of the Fourth, Fifth, Sixth, Seventh, and Eighth Grades of Twenty-One Negro Public Schools of Morris and Camp Counties, Texas.

*Requirements completed August 14, 1943.
*Marion Ruth Perkins . . . . . . . Education
A.B., Xavier University, 1939.

 Gladys Washington Sterling . . . . . . Education
A.B. in Ed., Leland College, 1940.
Thesis: A Comparison of the Effectiveness of Short Daily Drill Periods with Longer Semi-Weekly Drill Periods When Utilized As Immediate Aids to Eliminate Reading Difficulties among Sixty Sixth-Grade Pupils of Reddy Street Elementary School, Baton Rouge, Louisiana.

Dorothy Green Taplin . . . . . . . Education
A.B., Southern University, 1939.

*Esther Simmons Thompson . . . . . . Education
A.B., Allen University, 1939.
Thesis: An Analysis of the Reading Difficulties of 34 Fifth Grade Pupils at Waverley Elementary School, Columbia, South Carolina.

Mamie Martin Thorpe . . . . . . . Education

Frances Willard Packer Wallace . . . . . . Education
A.B., Bishop College, 1921.
Thesis: A Study of Intelligence, Some Personality Traits and Adjustments of Seventy Negro Teachers of Panola County, Texas.

*Requirements completed August 14, 1943.
*KENNETH BURWELL YOUNG . . . . . . . Education
B.S., Knoxville College, 1929.

*PENELlope LACONIA BULLOCK . . . . . . . English
A.B., Spelman College, 1941; B.S. in L.S., Atlanta University, 1943.
Thesis: The Treatment of the Mulatto in American Fiction from 1826 to 1902.

VERA LOUISE SUGG . . . . . . . English
A.B., Bennett College, 1941.
(In collaboration with Victoria Louise Johnson.)

OLA LEE AGATHA ADAMS . . . . . . . French
A.B., Morris Brown College, 1942.

ROSALIE OPHELIA WHITMORE . . . . . . . French
A.B., Texas College, 1939.

SUSIE MAE CUNNINGHAM . . . . . . . Latin
A.B., Clark University, 1918.
Thesis: Old Age among the Romans.

*JAMES HENRY BARNHILL . . . . . . . Sociology

*Requirements completed August 14, 1943.
GRACE ROSETTA NASH . . . . . . . . . . Sociology
A.B., Morris Brown College, 1940.
Thesis: Homicides in Atlanta, Georgia, 1940-1941-1942.

DANIEL CALBERT THOMPSON . . . . . . Sociology
A.B., Clark College, 1941.

MASTER OF SCIENCE

*ALMETA EVELYN TRICHE . . . . . . . . Biology
A.B., Dillard University, 1940.

DOROTHEA CASTER LEE BOSTON . . . . . . Chemistry
A.B., Spelman College, 1939.
Thesis: The Artichoke As a Source of Fructose.

**DANIEL PAUL GOLIGHTLY . . . . . . . . Chemistry
A.B., Clark University, 1937.

MASTER OF SOCIAL WORK

PEARL DEBNAM BELL
A.B., Howard University, 1940.
Thesis: A Study of the Problems Recorded in Cases Reopened from January 1 through April 30, 1942, by the Family Welfare Society of Fulton and DeKalb Counties, Atlanta, Georgia.

*Requirements completed August 14, 1943.
**Requirements completed January 29, 1944.
CATALOGUE

Clyde Wilkins Boddie
Thesis: A Study of Forty-Three Negro Children Who Did Not Continue Luetic Treatment at Grady Hospital, Atlanta, Georgia.

Sara Carter Campbell
A.B., Tillotson College, 1942.

Nannie Trudy Curry
A.B., Virginia Union University, 1941.

Nida Mae Edwards
B.S., New York University, 1942.
Thesis: The Analysis of a Program Developed by the Atlanta Urban League in a Selected Area in Atlanta, Georgia.

Grace Grevious
A.B., Kentucky State College, 1935.
Thesis: A Study of 114 Children Rendered Service during 1942 by the Children's Division, Fulton County Department of Public Welfare, Atlanta, Georgia.

Jeanette Wynn Harvey
A.B., Morris Brown College, 1942.
ROWENA LITTLEPAGE HENDERSON
A.B., Fisk University, 1942.
Thesis: The History and Development of the Georgia Chapter of the American Association of Social Workers.

EDITH ANNA HENRY
A.B., Spelman College, 1942.
Thesis: A Study of Applications for Legal Assistance in Adopting Children Made to the Legal Aid Society of Atlanta, Georgia, 1939-1943.

EFFIE LEE HILDRETH
B.S. in Ed., Langston University, 1938.
Thesis: A Study of Eighty-Seven Negro Families Referred by Municipal Juvenile Court (Non-Support Division), Memphis, Tennessee, to the Family Welfare Agency of Memphis, Incorporated, from January 1, 1942 to December 31, 1943.

PHANNYE BRINSON HUGER
B.S. in Ed., West Virginia State College, 1941.
Thesis: Study of the Techniques of Group Work Employed by the International Ladies' Garment Workers' Union, Local No. 122, among Negroes in Atlanta, Georgia.

NATALIE HELENE JACOBS
B.S., Bennett College, 1943.
Thesis: A Study of Fifteen Mother-Daughter Commitments to the Reformatory for Women, Framingham, Massachusetts.

FRANCES MARIE JORDAN
A.B., Howard University, 1928.
Thesis: A Study of Survey Magazine and National Conference of Social Work Material on War Related Problems during the First Year of World War I and World War II.
Dorothy Brown Racks
A.B., St. Augustine's College, 1942.
Thesis: A Study of Referrals Made by the Atlanta Tuberculosis Association Clinic, Atlanta, Georgia.

Inez Doris Tucker
A.B., Talladega College, 1942.

Charley Mae Williamson
A.B., Spelman College, 1940.

BACHELOR OF SCIENCE IN LIBRARY SERVICE

Rose McNary Banks
A.B., Louisville Municipal College, 1941.

Minnie Redmond Bowles
A.B., Fisk University, 1932.

Juanita Rachel Boyer
A.B., Hunter College, 1941.

Anna Bernice Bryant
A.B., Claflin College, 1942.

Charlotte Stirrup Dean
A.B., Fisk University, 1943.

Louise Holmes Elder
A.B., Atlanta University, 1925.

Olga Loretta Hines
A.B., Dillard University, 1941.

Anne Eliza McKay
B.S., Hampton Institute, 1934.

Doris Lucille Neale
A.B., Dillard University, 1941.

Clarice Elizabeth Pierson
A.B., Wiley College, 1943.

Mildred Snipes Pope

Everette Camille Roberts
B.S. in Ed., South Carolina State Agricultural and Mechanical College, 1943.

Doris Virginia Taylor
B.S., Virginia State College, 1941.

Josephine F. Thompson
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1939.

Dovie Touchstone
A.B., Philander Smith College, 1942.
SUMMARY OF DEGREES CONFERRED IN 1944

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Honorary Degree</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.L.D.</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degrees in Course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.M.</td>
<td>6</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>M.S.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>B.S. in L.S.</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>53</td>
<td>61</td>
</tr>
<tr>
<td>Name</td>
<td>Major</td>
<td>Degree and College</td>
<td>Year</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Bain, Melba Bates*</td>
<td>English</td>
<td>A.B., Paine College, 1941.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Blake, Emma Beatty</td>
<td>English</td>
<td>A.B., Benedict College, 1939.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Bradford, Thelma Elizabeth</td>
<td>Mathematics</td>
<td>A.B., Tougaloo College, 1942.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Broussard, Mamie Joyce</td>
<td>French</td>
<td>A.B., Xavier University, 1943.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Brown, Eddy Queen</td>
<td>Sociology</td>
<td>B.S., Fort Valley State College, 1942.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Campbell, Ethel Simmons</td>
<td>Chemistry</td>
<td>B.S., Allen University, 1939.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Clark, Geraldine Lari**</td>
<td>English</td>
<td>A.B., Spelman College, 1943.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Cochraine, Marie Agnes</td>
<td>English</td>
<td>A.B., Georgia State College, 1938.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Douglas, Nellie Inez**</td>
<td>Sociology</td>
<td>A.B., Langston University, 1944.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Duncan, Ida Hauser</td>
<td>Sociology</td>
<td>A.B., Fisk University, 1927.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Eagan, Del Alexa</td>
<td>Biology</td>
<td>A.B., Spelman College, 1944.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Gandy, David Conrad*</td>
<td>Chemistry</td>
<td>B.S., Morehouse College, 1943.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Gordon, Ethel Jacobs</td>
<td>English</td>
<td>B.S., Georgia State College, 1938.</td>
<td>1944-45</td>
</tr>
<tr>
<td>Gray, Ruby Chandler†</td>
<td>English</td>
<td>A.B., Morehouse College, 1932.</td>
<td>1944-45</td>
</tr>
</tbody>
</table>

*First semester only.
**Second semester only.
†Deceased.
ATLANTA UNIVERSITY

GREENE, ALPHONSE* Chemistry
B.S., Winston-Salem Teachers College, 1939.

HESTER, LADY JEWELL Chemistry
A.B., Fisk University, 1942.

HOOD, DOROTHY THOMPSON Chemistry
A.B., Spelman College, 1944.

HOPE, ELISE OLIVER Sociology
A.B., University of Cincinnati, 1938.

JACKSON, ANNIE BEATRICE Economics
A.B., Morris Brown College, 1938.

JOHNSON, INEZ GAY Mathematics
A.B., Spelman College, 1933.

LEE, LILLIAN LAVERNE** Sociology
B.S., Prairie View State College, 1943.

MOORE, EVELYN WYNONA French
A.B., Talladega College, 1942.

NIX, FLORENCE ADELAIDE Sociology
A.B., Morris Brown College, 1937.

PARKER, GRACE HAYNES English
A.B., Talladega College, 1928.

PATRICK, NORA MAE** French
A.B., Spelman College, 1942.

PEGG, BEULAH LEWIS** English
A.B., Southern University, 1943.

PORTER, LOUISE BESSIE English
B.S., Georgia State College, 1944.

RICHIEZ, PAUL M. English
Ecole des Sciences Appliquees, 1936.

WALKER, BENJAMIN FRANKLIN Biology
A.B., Morehouse College, 1944.

WINKFIELD, DOLORES ELAINE Economics
A.B., Talladega College, 1942.

*First semester only.
**Second semester only
CATALOGUE

WINSTON, DAISY .................................. English
A.B., Miles College, 1942.

PART TIME

CASSELL, BURNS SPENCER ................. Economics
B.S., Wilberforce University, 1921.

CENTER, DAISY ................................. History
A.B., Morris Brown College, 1941.

COFER, BENJAMIN FRANKLIN ............ Economics

COPELAND, EMILY AMERICA ............... German
A.B., Spelman College, 1937; B.S. in L.S., Atlanta Uni-
versity, 1942.

HADLEY, JAMES STILES ................. Sociology
A.B., Morehouse College, 1937.

INGRAM, THELMA HORTON* ......... Economics
A.B., Morris Brown College, 1943.

LEATHERS, CLARENCE WESCOTT** ....... Economics
B.S., Hampton Institute, 1937.

MOORE, ANNIS JEWELL ................. Economics
A.B., Spelman College, 1943.

OUTLAW, CLEO ......................... History
A.B., Clark College, 1944.

PHELPS, GRANDISON MADISON, JR. .. Mathematics
A.B., Clark College, 1942.

PRITCHARD, JENNIE DELLA .......... German
A.B., Spelman College, 1938.

ROBINSON, LUCIUS ................. History
A.B., Morris Brown College, 1940.

SAFFORD, ARTHUR JAMES** ............. English
A.B., Clark College, 1941.

SAXON, CHARLES DAVID* ............... Economics
A.B., Morehouse College, 1938.

SHROPSHIRE, JAMES NATHANIEL** .... Sociology
A.B., Clark College, 1944.

*First Semester only.
**Second semester only.
THOMPSON, PEARL SCOTT* ............ English
B.S., Houston College for Negroes, 1940.

WHITE, OTIS, JR. ................ Mathemtics
B.S., Morehouse College, 1944.

WOLFE, NELLIE CLAUDE .............. Mathematics
A.B., Clark College, 1943.

SCHOOL OF LIBRARY SERVICE

BAXTER, BETSIE LOU
B.F.A., University of Wichita, 1936.

BELL, SARAH JANE
B.S., Langston University, 1938.

BROOKS, ROBERTA TATE
A.B., Johnson C. Smith University, 1944.

BROTHERS, RUTH ANNETTE*
A.B., Talladega College, 1943.

BROWN, ANNIE MARIE DORSEY
B.S., Lane College, 1938.

BROWN, INEZ JEANETTE
B.S., Houston College for Negroes, 1940.

DAVENPORT, MAE ISOM
A.B., Tougaloo College, 1940.

DAVIS, CLOTELLE SHERARD
A.B., Benedict College, 1937.

DILLARD, DAISY JUANITA
A.B., Virginia State College, 1940.

HORNE, HELEN CLARICE
B.S., Alcorn A. and M. College, 1942.

*First semester only.

JOHNSON, OLLIE JUANITA
A.B., Louisville Municipal College, 1941.

JONES, LUCILLE S.*
A.B., Dillard University, 1922.

LEWIS, GEORGIA L.
B.S., Butler University, 1943.

NEWSOME, GEORGIA VIVIAN
B.S., Virginia State College, 1938.

ODOM, ELLA MAE*
A.B., Miles College, 1944.

PARKER, ELLA L.
A.B., Bennett College, 1944.

PLEASANTS, LOYCE MARIE
A.B., Houston College for Negroes, 1944.

RANDALL, BESSIE DAVIS
A.B., Fisk University, 1931.

REYNOLDS, EDITH MARIE*
A.B., Allen University, 1944.

ROBINSON, CATHERINE R.
B.S., Morgan State College, 1944.

SMITH, MAUDE DERENA
A.B., Paine College, 1944.
SUTER, LILLIAN ELAINE*
A.B., Stowe Teachers College, 1944.

TURNER, MARY LOUISE
A.B., Stowe Teachers College, 1944.

WATSON, JEANNE MARIE
A.B., Howard University, 1944.

WHITE, MIRIAM JEANETTE
A.B., Bennett College, 1943.

WIMBERLY, RUTH ELIZABETH
A.B., Shaw University, 1944.

YOUNG, ELEANOR ANNICE
A.B., Kentucky State College, 1944.

SCHOOL OF EDUCATION
FULL TIME

ANDREWS, OPHELIA GORUM
B.F.A., University of Wichita, 1936.

BROWN, BESSYE ELIZABETH
B.S., Alabama State Teachers College, 1941.

CALIMAN, VIVIAN TALBERT**
B.S., Wayne University, 1943.

COLEMAN, EULA E.
A.B., Spelman College, 1938.

COMBS, WILLIE EVERETT
B.S., Claflin College, 1939.

COOK, GERALDINE HAMILTON
A.B., Miles College, 1940.

CORBETT, BENJAMIN
A.B., Morris Brown College, 1936.

DOOLEY, RUBYE BEATRICE
A.B., Spelman College, 1941.

HOLLY, ANNIE L.
B.S., Fayetteville State Teachers College, 1939.

HUGHES, LURENE N.
A.B., Morris Brown College, 1943.

JONES, CALLIE LOUISE
B.S., Tuskegee Institute, 1944.

JONES, OLIVIA
B.S., Tennessee State Teachers College, 1941.

LOCKETTE, VALERIE TOLBERT
A.B., Miles College, 1944.

LOGAN, ORA D.
A.B., Miles College, 1938.

MCHENRY, FANNIE SMITH*
B.S., Georgia State College, 1942.

MOORE, THELMA EDDJO
B.S., Fort Valley State College, 1944.

MURRAY, EDITH LEE BROWN
A.B., Morris Brown College, 1936.

*First semester only.
**Second semester only.
THOMAS, J. THEODORA  
B.S., Fort Valley State Teachers College, 1943.

WHETSTONE, JEWELL BROWN  
B.S., Alabama State Teachers College, 1942.

PART TIME

ARNOLD, EULA VESPER  
A.B., Clark College, 1932.

ARNOLD, GRACE WILLIE*  
A.B., Clark College, 1926.

BREWSTER, HELEN MAE*  
A.B., Morris Brown College, 1933.

BRIDGES, MARY HELEN*  
A.B., Clark College, 1939.

BRISCOE, HENRIETTA W.*  
A.B., Morris Brown College, 1938.

CLARK, AGNES SMITH  
A.B., Morris Brown College, 1928.

COLLIER, HAZELINE  
A.B., Clark College, 1939.

DAVIDSON, MARY LIZZIE*  
A.B., Morris Brown College, 1936.

DAVIS, SUSIE MARIE  
A.B., Clark College, 1934.

FAGAN, ANNIE ETHEL*  
A.B., Morris Brown College, 1936.

FINCH, MARIE JOHNSON*  
A.B., Morris Brown College, 1934.

FOWLER, ALICE THORNTON  
A.B., Clark College, 1937.

GIDEONS, CHARLES L.  
A.B., Clark College, 1921.

GREEN, EVELYN CORA  
A.B., Spelman College, 1930.

HALL, MABEL FRANKLIN  
A.B., Morris Brown College, 1929.

HEMBRICK, NELLIE M.  
A.B., Morris Brown College, 1927.

HARPER, RUTH MARIAN  
A.B., Clark College, 1937.

HAWKINS, SARAH B.  
A.B., Clark College, 1935.

HAYES, ELDORA  
B.S., Spelman College, 1938.

HORNBY, DOROTHY E.*  
A.B., Spelman College, 1933.

JOHNSON, LAURA MEDELL  
A.B., Clark College, 1928.

JONES, FLOSSYE ARMSTRONG*  
A.B., Atlanta University, 1923.

JONES, LULA THOMASINE*  
A.B., Spelman College, 1935.

*First semester only.
Catalogue

Latimer, Lottie Belle*
A.B., Clark College, 1935.

Lindsay, Mary Louise*
A.B., Morris Brown College, 1939.

McPherson, Emma Joe
A.B., Morris Brown College, 1940.

Mickelbury, Mexico H.
A.B., Spelman College, 1938;
B.S. in L.S., Atlanta University, 1942.

Moore, Osie Lee*
A.B., Morehouse College, 1932.

Neal, Julia K.*
A.B., Morris Brown College, 1944.

Rowe, William Jerry*
A.B., Clark College, 1930.

Shelton, Ruth Henrietta*
A.B., Morris Brown College, 1935.

Stamper, Jessie Demery
A.B., Clark College, 1940.

Starr, Rubye
A.B., Morris Brown College, 1937.

Webb, Pearl Long
A.B., Philander Smith College, 1932.

Special Students in Education

Powell, Canzadie K.*

Hill, Ethel, B.*

*First semester only.
# SUMMARY OF ENROLLMENT
## 1944 - 1945

**GRADUATE AND PROFESSIONAL SCHOOLS**

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Arts and Sciences</strong></td>
<td>4</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>124</td>
<td>135</td>
</tr>
<tr>
<td><strong>School of Social Work</strong></td>
<td>0</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>0</td>
<td>113</td>
</tr>
<tr>
<td><strong>School of Library Service</strong></td>
<td>0</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td><strong>School of Education</strong></td>
<td>2</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>184</td>
<td>205</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td>73</td>
<td>50</td>
<td>123</td>
</tr>
<tr>
<td><strong>Pre-School</strong></td>
<td>50</td>
<td>60</td>
<td>110</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>144</td>
<td>267</td>
</tr>
</tbody>
</table>

## LABORATORY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Sciences</strong></td>
<td>104</td>
<td>285</td>
<td>389</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>90</td>
<td>419</td>
<td>509</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>704</td>
<td>898</td>
</tr>
<tr>
<td><strong>School of Social Work</strong></td>
<td>7</td>
<td>94</td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201</td>
<td>798</td>
<td>999</td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td>69</td>
<td>79</td>
<td>148</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td>90</td>
<td>107</td>
<td>197</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>169</td>
<td>186</td>
<td>355</td>
</tr>
</tbody>
</table>

## SUMMER SCHOOL (1944)

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Sciences</strong></td>
<td>104</td>
<td>285</td>
<td>389</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>90</td>
<td>419</td>
<td>509</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>704</td>
<td>898</td>
</tr>
<tr>
<td><strong>School of Social Work</strong></td>
<td>7</td>
<td>94</td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201</td>
<td>798</td>
<td>999</td>
</tr>
<tr>
<td><strong>Demonstration Schools</strong></td>
<td>69</td>
<td>79</td>
<td>148</td>
</tr>
</tbody>
</table>

## GRAND TOTAL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>104</td>
<td>285</td>
<td>389</td>
</tr>
<tr>
<td><strong>Arts and Sciences</strong></td>
<td>90</td>
<td>419</td>
<td>509</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>704</td>
<td>898</td>
</tr>
<tr>
<td><strong>School of Social Work</strong></td>
<td>7</td>
<td>94</td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201</td>
<td>798</td>
<td>999</td>
</tr>
<tr>
<td><strong>Demonstration Schools</strong></td>
<td>69</td>
<td>79</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>169</td>
<td>186</td>
<td>355</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>1,147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 131