4-1-1947

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Atlanta University

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1946 - 1947

ANNOUNCEMENTS
1947 - 1948

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
This is the General Catalogue of the University in which the general regulations and description of the Graduate School of Arts and Sciences are given. For detailed information of the other schools consult separate announcements of

The School of Social Work
The School of Library Service
The School of Education
The School of Business Administration
The Summer School
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## CALENDAR

### 1947

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<tr>
<td>June 9</td>
<td>Monday</td>
<td>Registration for summer school.</td>
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<td>June 10</td>
<td>Tuesday</td>
<td>Summer school classes begin.</td>
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<tr>
<td>June 17</td>
<td>Tuesday</td>
<td>Last day to file candidacy for master’s degree to be conferred at August Convocation.</td>
</tr>
<tr>
<td>July 4</td>
<td>Friday</td>
<td>Independence Day, a holiday.</td>
</tr>
<tr>
<td>July 30</td>
<td>Wednesday</td>
<td>Last day to file theses for degrees to be conferred in August.</td>
</tr>
<tr>
<td>August 8</td>
<td>Friday</td>
<td>Summer school closes.</td>
</tr>
<tr>
<td>September 23</td>
<td>Tuesday</td>
<td>Registration for first semester.</td>
</tr>
<tr>
<td>September 24</td>
<td>Wednesday</td>
<td>Full class work begins.</td>
</tr>
<tr>
<td>October 1</td>
<td>Wednesday</td>
<td>Last day to register for credit. Examination in English Fundamentals. Required of all students in the University.</td>
</tr>
<tr>
<td>October 8</td>
<td>Wednesday</td>
<td>Last day to file candidacy for degree to be conferred in January 1948.</td>
</tr>
<tr>
<td>October 9</td>
<td>Thursday</td>
<td>Examinations in Foreign Languages. Required of all students who are candidates for the Master of Arts or Master of Science degrees.</td>
</tr>
<tr>
<td>November 16</td>
<td>Thursday</td>
<td>Charter Day.</td>
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<tr>
<td>November 27</td>
<td>Thursday</td>
<td>Thanksgiving Day, a holiday.</td>
</tr>
<tr>
<td>December 20</td>
<td>Saturday</td>
<td>Christmas recess begins at 12:00 noon.</td>
</tr>
</tbody>
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### 1948

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<th>Date</th>
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<th>Event</th>
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<tr>
<td>January 5</td>
<td>Monday</td>
<td>Christmas recess ends at 8:00 a.m.</td>
</tr>
<tr>
<td>January 12</td>
<td>Monday</td>
<td>Qualifying examinations begin for candidacy for Master’s Degree in Education.</td>
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<tr>
<td>January 26</td>
<td>Monday</td>
<td>Semester examinations begin.</td>
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<tr>
<td>January 31</td>
<td>Saturday</td>
<td>First semester closes.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
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<tr>
<td>February</td>
<td>1</td>
<td>Sunday University Center Convocation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Monday Registration for second semester.</td>
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<tr>
<td></td>
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<td>Tuesday Registration for second semester.</td>
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<td>4</td>
<td>Wednesday Second semester begins.</td>
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<tr>
<td></td>
<td>11</td>
<td>Wednesday Last day to file candidacy for degree to be conferred in June 1948.</td>
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<tr>
<td></td>
<td>11</td>
<td>Wednesday Last day to register for second semester credit. Examination in English Fundamentals. Required of all students in the University.</td>
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<td></td>
<td>12</td>
<td>Thursday Lincoln Day, a holiday.</td>
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<td></td>
<td>18</td>
<td>Wednesday Examinations in Foreign Languages. Required of all students who are candidates for the Master of Arts and Master of Science degrees.</td>
</tr>
<tr>
<td>April</td>
<td>21</td>
<td>Wednesday Examination in English Fundamentals. Required of all students in the University.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Thursday Examinations in Foreign Languages. Required of all students who are candidates for the Master of Arts or Master of Science degrees.</td>
</tr>
<tr>
<td>May</td>
<td>19</td>
<td>Wednesday Qualifying examinations begin for candidacy for the Master's Degree in Education.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Tuesday Last day to file theses for master's degrees to be conferred in June.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Thursday Final examinations for candidates for degrees to be conferred in June.</td>
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<td></td>
<td>28</td>
<td>Friday Semester examinations begin.</td>
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<tr>
<td>June</td>
<td>6</td>
<td>Sunday Baccalaureate sermon.</td>
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<td>7</td>
<td>Monday Commencement Day.</td>
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BOARD OF TRUSTEES

1945-1948

Willette R. Banks .................................................. Prairie View, Texas
William A. Fountain ................................................ Atlanta, Georgia
Martin L. King ....................................................... Atlanta, Georgia
*James M. Nabrit ..................................................... Memphis, Tennessee
Ernest E. Quantrell .................................................. New York, New York
Dean Sage ............................................................. New York, New York
Luther Wesley Smith ................................................ New York, New York
Goodrich C. White ................................................... Emory University, Georgia

1946-1949

Will W. Alexander .................................................... Chapel Hill, North Carolina
Trevor Arnett .......................................................... Grand Beach, Michigan
Truman K. Gibson ..................................................... Chicago, Illinois
Lawrence J. MacGregor ................................................. Summit, New Jersey
Benjamin E. Mays ..................................................... Atlanta, Georgia
Louie D. Newton ...................................................... Atlanta, Georgia
Florence M. Read ....................................................... Atlanta, Georgia

1947-1950

Theodore M. Alexander ............................................... Atlanta, Georgia
C. Everett Bacon ...................................................... New York, New York
Harry J. Carman ....................................................... New York, New York
Rufus E. Clement ...................................................... Atlanta, Georgia
Kendall Weisiger ...................................................... Atlanta, Georgia
John Hervey Wheeler ................................................ Durham, North Carolina
Clayton R. Yates ....................................................... Atlanta, Georgia

OFFICERS

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

EXECUTIVE COMMITTEE

Trevor Arnett Rufus E. Clement Kendall Weisiger
Will W. Alexander Benjamin E. Mays John H. Wheeler
Florence M. Read

FINANCE COMMITTEE

C. Everett Bacon Lawrence J. MacGregor Ernest E. Quantrell

*Died April 16, 1947.
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

†Wallace Van Jackson, A.M. in L.S.
Librarian

ADMINISTRATIVE ASSISTANTS

*Ruth House Alexander, A.B.—
Departmental Secretary, Sociology

Thelma Lucile Barnhart, A.B.—
Secretary to Director, School of Education

Carrie Washington Bell—
Secretary to Faculty, School of Arts and Sciences

Jeanette Berry Cameron, A.B.—Secretary, Phylon Office

Castella Janet Clark, LL.B.—Assistant to the Registrar

Mae Wynn Harvey_____________________________Postmistress

Marvin Henry Jones, A.B.—
Assistant, University Bookshop

Thelma Woods King—
Secretary to Manager, University Bookshop

Grace Jessie Minter—
Assistant Secretary to the Registrar

Annie Jewell Moore, A.B.—
Assistant, University Bookshop (Spelman Branch)

Constance Crocker Nabrit, B.S.S.—
Assistant to the President

*Odene Laraine Peebles—
Secretary to Manager, University Bookshop

Cloatee Arnold Price_________________________Assistant to the Bursar

Alvin Andrew Reid, M.B.A.—
Manager of University Bookshop and Purchasing Agent

Doris Mattina Smith, A.B.—
Assistant Secretary to the Registrar

Lucile Mack Strong, A.B.______________________Bursar

Gerone Hendale Taylor, A.B.—
Recorder, Office of the Registrar

Geraldine Trigg______________________________Assistant, University Bookshop

†Resigned April 15, 1947.
*Part of Year
ATLANTA UNIVERSITY

Catherine Elcy Wilcox—
Assistant Secretary to the Registrar

Frankye Lou Warner—
Secretary to Director, School of Library Service

Marian Floredia Wilson, B.S.—
Secretary to the President

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

Ellene T. Bentley, B.S. in L.S.— Librarian, Negro Collection

Lois Gertrude Dozier, B.S. in L.S.— Cataloger

Louise Holmes Elder, B.S. in L.S.— Reserve Librarian

*Theolia J. Hammonds— Reserve Assistant

Ethel Bowden Hawkins, B.S. in L.S.— Circulation Librarian

Annie B. Mills, A.B.— Catalog Assistant

Jennie Della Pritchard, A.B., B.S. in L.S.— Periodicals Librarian

Minnie Beeler Rowe— Catalog Assistant

Zettie Louise Ables, A.B.— Secretary to Librarian

BUILDINGS AND GROUNDS

Benjamin Franklin Bullock, A.M.— Grounds

Alexander S. Huth— Buildings

BOARDING DEPARTMENT

Lyda McCree Kennedy, A.B.— Dietitian

Thelma Jones Butler, B.S.— Assistant to Dietitian

Ruth King Edwards, A.B.— Hostess

Josephine Dibble Murphy— Assistant Hostess

PLANT

John Baffin Shepherd— Chief Engineer

Edward Johnson— Engineer

Henry L. Moreland— Engineer

Howard Lee Ray— Engineer

*Part of Year

**Until April 15, 1947
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.

SAMUEL MILTON NABRIT, PH.D.  Dean

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.

GLADSTONE LEWIS CHANDLER  English

HELEN McINTOSH COULBORN  English
A.B., Southern Methodist University, 1922; A.M., 1924; Ph.D., University of Chicago, 1931.

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

CLAUDE BERNHARDT DANSBY  Mathematics
A.B., Morehouse College, 1922; M.S., University of Chicago, 1930; Student, Summer, 1932; 1933-1934. Department of Mathematics, Morehouse College.

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

LUCY CLEMMONS GRIGSBY  English
A.B., Louisville Municipal College, 1939; A.M., Atlanta University, 1941; Student, University of Wisconsin, 1944-1945.
BURWELL TOWNS HARVEY  
Chemistry  

MOZELL CLARENCE HILL  
Sociology  
A.B., University of Kansas, 1933; A.M., 1937; Ph.D., University of Chicago, 1946.

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

CORAGREENE JOHNSTONE  
English  

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, 1938; Ph.D., Cornell University, 1943. Department of French, Morehouse College.

HENRY CECIL McBAY  
Chemistry  
B.S., Wiley College, 1934; M.S., Atlanta University, 1936; Ph.D., University of Chicago, 1945. Department of Chemistry, Morehouse College.

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.

MARY LOGAN REDDICK  
Biology  
A.B., Spelman College, 1935; M.S., Atlanta University, 1937; Ph.D., Radcliffe College, 1944. Department of Biology, Morehouse College.
IRA DEAUGUSTINE REID* Sociology
A.B., Morehouse College, 1922; A.M., University of Pitts-
burgh, 1925; Ph.D., Columbia University, 1929.

HELEN ELIZA RICE Home Economics
B.S., Spelman College, 1943; M.S., Cornell University, 1946.
Department of Home Economics, Spelman College.

BARNETT FRISSELL SMITH Biology
B.S., Morehouse College, 1932; M.S., Atlanta University,
1934; Ph.D., University of Wisconsin, 1944. Department of
Biology, Spelman College.

GEORGIA CALDWELL SMITH Mathematics
A.B., University of Kansas, 1928; A.M., 1928; Student, Uni-
versity of Chicago, 1934-1935. Department of Mathematics,
Spelman College.

NATHANIEL TILLMAN English
A.B., Morehouse College, 1920; A.M., University of Wiscon-
sin, 1927; Ph.D., 1940; Student, Cambridge University, Eng-
land, Summer, 1934. Department of English, Morehouse
College and Atlanta University.

GUEST PROFESSOR

LANGSTON HUGHES Creative Writing
A.B., Lincoln University (Pa.), 1929; Litt.D., 1943; Lecturer,
poet, playwright. Author: Weary Blues, 1926; Fine Clothes
to the Jew, 1927; Not Without Laughter, 1930; Popo and
Fifina (with Arna Bontemps), 1932; The Dream Keeper (col-
lection of poems), 1932; The Ways of White Folks, 1934; The
Big Sea (autobiography), 1940; Shakespeare in Harlem
(poems), 1941; “Mulatto,” 1935, and “Street Scene,” 1946
(plays produced on Broadway); Fields of Wonder, 1947.

WILLIAM E. BURGHART DUBoIS Professor of Sociology, Emeritus
A.B., Fisk University, 1888; A.B., Harvard University, 1890;

ATLANTA UNIVERSITY

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.

ASSISTANT

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

FACULTY OF THE SCHOOL OF SOCIAL WORK

FORRESTER B. WASHINGTON, A.M., LL.D.  Director

Madelaine V. White  Assistant to the Director

MABEL A. COGWELL, B.S.  Registrar

FRANKIE V. ADAMS  Community Organization  A.B., Knoxville College, 1925; Diploma, New York School of Social Work, 1927; A.M., New York University, 1937.

JOHN C. ALSTON  Research and Thesis Director  A.B., Ohio State University, 1937; A.M., Howard University, 1940; Student, Ohio State University.


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.

MARY HUFF DIGGS  Traveling Field Work Supervisor
A.B., University of Minnesota, 1932; A.M., Fisk University, 1933; Ph.D., Bryn Mawr College, 1945; Certificate in Social Work, University of Minnesota, 1938.

ORAN WENDELL EAGLESON  Mental Measurements
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935.

LILLIAN A. GOLDSTEIN  Program Planning
A.B., Hunter College, 1935; A.M., Columbia University, Teachers College, 1944.

LOUIS GOLDSTEIN  Group Analysis
B.S.S., College of the City of New York.

MARGARET Y. GRAHAM  Medical Social Work
A.B., University of Tennessee, 1931; M.S.S., Smith College of Social Work, 1938.

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

HUBERT M. JACKSON  Public Welfare
A.B., Lincoln University (Pa.), 1931; Diploma, Atlanta University School of Social Work, 1933.

NELSON C. JACKSON  Public Welfare Administration
A.B., Morehouse College, 1928; Diploma, Atlanta University School of Social Work, 1929; M.S.S.W., University of Michigan, 1939; Student, Rutgers University, 1934; University of Chicago School of Social Service Administration, 1941-1943.

LORRAINE H. JENNRICH  Psychiatric Social Work
A.B., University of Wisconsin, 1928; M.S.S., Smith College School for Social Work, 1940; Certificate in Supervision and Teaching, 1938.

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 and Psychiatric Information*

A.B., Wayne University, 1932; M.D., 1936; Student, Columbia University, 1938.

**GEORGE S. MITCHELL**

*Social Work with Veterans*

A.B., University of Delaware and University of Richmond, 1923; Ph.D., Johns Hopkins University, 1926; Student, Oxford University, England, 1926-1929.

**JOSEPH SHABSES**

*Group Analysis and Recreational Leadership*

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, Department of Public Welfare, Fulton County*

A.B., Morris Brown College, 1941; Diploma, Atlanta School of Social Work, 1936.

**JOSEPH S. SKOBBA**

*Personality Development; Psychiatric Information*

B.S., Indiana University, 1928; M.D., 1930.

**ALBERT L. THOMPSON**

*Socialized Housing*

B.S., LeMoyne College, 1938.

**DOROTHY URY**

*Public Health*

A.B., Georgia State College, 1935; M.S.P.H., University of Michigan, 1945.

**WILMA VANDUSSELDORP**

*Public Welfare Administration*

A.B., University of Minnesota, 1923.
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.

FACULTY OF THE SCHOOL OF LIBRARY SERVICE

VIRGINIA LACY JONES, PH.D. Director

HALLIE BEACHEM BROOKS
Certificate, Indiana State Public Library Training Course, 1924; A.B., Butler University, 1934; B.L.S., Columbia University, 1940; A.M. in L.S., University of Chicago, 1946.

LILLIE KATRENA DALY
B.S. in Ed., Hampton Institute, 1941; B.S. in L.S., 1935; M.S. in L.S., Columbia University, 1946.

ANNETTE LEWIS HOAGE
A.B., Fisk University, 1939; B.L.S., University of Illinois, 1941.

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; Ph.D., University of Chicago, 1945.

ANNIE LOU MCPHEETERS*
A.B., Clark College, 1929; Student, Teachers College, Columbia University, Summer, 1929; B.S. in L.S., Hampton Institute, 1933; Student, School of Library Service, Columbia University, Summer, 1943.

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,

*Part time
University of Minnesota, Summer, 1914; Cornell University, Summer, 1919; Rutgers University, 1929-1930; A.M., Columbia University, 1931.

ORAN WENDELL 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.

ALLYCE CATHRYN WATSON JOHNSON
B.S., Tennessee A. and I. State College, 1934; Student, Summer, 1935, 1936; Fisk University, Summer, 1936; A.M., Columbia University, 1944.

RAS 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.

JUANITA GEORGE PIERCE

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.
MEMBERS OF THE ATLANTA UNIVERSITY SYSTEM
COOPERATING IN TEACHER EDUCATION

LUCILLE SARAH BAKER

MATILDA LYNETTE Saine

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

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

VIVIAN REID BEAVERS
Sixth Grade
A.B., Fisk University, 1927; Student, 1929-1930; University of Georgia Extension School, Summers, 1934, 1935, 1936.

HALLIE BEACHEM BROOKS
Library Supervisor
Certificate, Indiana State Public Library Training Course, 1924; A.B., Butler University, 1934; B.L.S., Columbia University, 1940; A.M. in L.S., University of Chicago, 1946.

ROSELAND DIXON DAYS
Fourth Grade
A.B., Spelman College, 1936; Student, Atlanta University, Summers, 1937, 1938.
ALICE CLEMENT FOSTER
A.B., Spelman College, 1941; Student, Julliard School of Music, 1941-1942.

ANNA M. SMITH IDLETT
Acting Librarian
A.B., Morris Brown College, 1929; Student, Atlanta University, Summer, 1943.

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

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

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

JULIA KNIGHT NEAL
Fifth Grade
Diploma, Alabama State Teachers College, 1930; A.B., Morris Brown College, 1944; Student, Atlanta University, Summers, 1944, 1945; 1945-1946.

JUANITA GEORGE PIERCE
Physical Education Supervisor

PEGGY COOPER WARREN
Physical Education
B.S., West Virginia State College, 1940; Student, Northwestern University, Summer, 1942.

FACULTY OF THE SCHOOL OF BUSINESS ADMINISTRATION

LORIMER D. MILTON, M.A., LL.D.
Acting Director
JESSE B. BLAYTON  
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.

ARTHUR E. BURDGE  
B.S., Wharton School of Finance, University of Pennsylvania, 1940.

C. BAXTER JONES, JR.  
B.Ph., Emory University, 1940; Student, Emory University School of Law.

LORIMER DOUGLAS MILTON  
A.B., Brown University, 1920; A.M., 1920; Student, Harvard Graduate School of Business Administration (Special Session for Executives), Summer, 1931; LL.D., Morris Brown College, 1947.

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

EDWARD BUCHANAN WILLIAMS  
A.B., Morehouse College, 1927; A.M., Atlanta University, 1937; Ph.D., Columbia University, 1946. Department of Economics, Morehouse College.

UNIVERSITY FELLOWS

DOROTHY THOMPSON HOOD**  
Chemistry  
A.B., Spelman College, 1944; M.S., Atlanta University, 1947.

HERNE ERNEST LAFONTANT  
Mathematics  
Certificate, Lycee Alexandre Petion, 1941; M.S., Atlanta University, 1946.

**Second semester only.
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 $63,994.50, 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 everyone 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.

During the academic year 1946-1947 the adult education program of the University was centered in a cooperative project for the instruction of illiterates.

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.

Veterans may enter Atlanta University at three times during the year; in September, February, or June, 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

Atlanta University is one of the institutions which have 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. Beginning with the 1946 summer session the Atlanta University Summer School operates on a nine-week session plan. In accordance with this plan it will be possible for graduate students to complete three-fourths of a semester’s work and for one who is well prepared for graduate work to complete the requirements for the master’s degree in three summers. For further information write the Director.

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.

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 80,000 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 eight 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, makes the collection on the Negro increasingly valuable.

In 1946 the Henry P. Slaughter Collection of books and documentary materials on Negro life and culture was added to the University’s holdings. The Atlanta University library is now one of the most significant repositories of materials bearing on the Negro.

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. 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 Clark College, 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 400 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 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.

The federal government has erected and deeded to the University two spacious temporary dormitories for World War veterans.

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 at 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 1946


16 Atlanta University Charter Day Convocation. Mr. Charles Dollard, executive associate, the Carnegie Corporation of New York.


Nov. 4 Exhibit. Modern Chinese Woodcuts.
6 Forum. Dr. Alain Locke, professor of philosophy, Howard University. "Cultural Pluralism and World Understanding."

8 Lecture. Bruce Thomas, "The Orient Is Our Business."

8 Recital. Kemper Harreld, violinist.


26 Forum. Mr. Frank McCallister, director, Georgia Workers' Education Service.

29-30 The University Players' in "Mrs. Partridge Presents."

Dec. 6 Recital. Leroy Anspach, pianist.


13-14 Christmas Carol Concert by the Students of the Affiliated Institutions.

Jan. 2 Convocation. Pastor Martin Niemoeller of the Jesus Christ Church in Berlin.


7 Forum. George L. P. Weaver. "CIO Organization Drive in the South and Its Relation to Increasing Political Tension."


31 Recital. Clarence Render, violinist.

Feb. 1 Edwin Strawbridge Ballet in "Pinocchio."

5 Forum. Dr. Kimball Young, professor of sociology, Queens College. "Masculine-Feminine Psychology."

7 Recital. Carl Weinrich, organist.

10 Lecture. Dr. Henry Noble MacCracken, author and editor.

13 Convocation. Maurice Hindus, author and radio commentator. "How to Get Along with Russia."

14 Recital. Aubrey Pankey, baritone.

18 Morehouse Founders Day Celebration. Dr. Donald Faulkner, executive secretary, Association of Northern Baptist Educational Institutions.

20 Forum. Sherwood Eddy, author. "Can We Build a Better World?"


5 Forum. Dr. Ralph Bunche, director, Division of Trusteeship, United Nations. "The Significance of the United Nations for Minority and Subject Peoples."


13-15 Second Annual Institute on Successful Marriage and Family Living.


26 Forum. Dr. Guion Johnson, executive secretary, Georgia Conference on Social Welfare.

April 3 Convocation. Rabbi Abraham Feinstein, Mizpah Congregation, Chattanooga, Tennessee. “The Brotherhood of Man—Fiction or Fact.”
3 Recital. Edwin Gerschefski, pianist.
4 Recital. Robert Williams, tenor.
6 Opening of Sixth Annual Exhibition of Paintings, Sculpture and Prints by Negro Artists.
10 Concert. Spelman College Glee Club.
11 Spelman College Founders Day Celebration. President Clyde A. Milner of Guilford College.
16 Forum. Dr. Hilda Taba, director, Intergroup Education in Cooperating Schools, American Council on Education. “The Task of Education in Group Relations.”
18 Recital. Camilla Williams, soprano.
30 Forum. Langston Hughes, poet and author.


TUITION AND FEES

Matriculation Fee—payable at first registration and not refundable

Tuition for the year—one-half payable at the time of registration each semester

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

Late registration fee

*Laboratory fees—per course per semester

Breakage deposit

Graduation fee

Health service fee

Board and room per semester

$5.00
200.00
25.00
5.00
6.00
5.00
10.00
5.00
162.00

*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.
Bedding is furnished and laundered by the University.

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

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 $324.00 per year, or $162.00 per semester, must be paid by the semester, or on the following dates: September 22, October 20, November 17, December 15, January 12, February 9, March 8, April 5, and May 3.

Veterans and other students entering the dormitory must pay their first month's board before entering the dormitory. Each student who resides in the dormitory must deposit $10.00 against damage to furniture.

The boarding department will be closed during the Christmas holidays. No credit will be given for meals missed during this period. 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 parents 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 and is not refundable after the registration day.
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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for the year</td>
<td>$200.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>324.00</td>
</tr>
<tr>
<td>Fees (Matriculation and Health Service)</td>
<td>10.00</td>
</tr>
<tr>
<td>Laundry, pressing and incidentals</td>
<td>41.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$600.00</strong></td>
</tr>
</tbody>
</table>

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 are 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.

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 Graduate Record Examination, the examinations in English fundamentals and foreign language, and who has demonstrated his ability to do major work of graduate character by completing twelve semester hours in approved courses, may, on the recommendation of the Major Department or the School, be admitted to candidacy for a degree.

In order to be a candidate for a degree during any semester, including the summer, application for admission to candidacy must have been received by the end of the second week of the semester or summer session in which the requirements will be completed. The Registrar will certify all candidates to their respective Schools or departments within one month of the closing date for applications.

Applications 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 on fulfillment of the following requirements:

1. At least a year’s residence or three summer sessions of nine weeks at the University. A candidate for the master’s degree is not credited with “residence” if he enters a course scheduled for a semester or a summer session later than one week after the opening date. Withdrawal from course before the close of the semester or summer school has the same effect.

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

3. A reading knowledge of French or German of all candidates for degrees in the School of Arts and Sciences, School of Education and the School of Business Administration. In special cases application may be made to the Graduate Council for permission to substitute Spanish for French or German in the School of Education, School of Business Administration and the Department of the Social Sciences. French will not be accepted by the Graduate Council as the foreign language examination requirements for graduate students in French.

4. A satisfactory thesis or essay on a subject approved by the chairman of the Major Department or Director of a School by candidates for the degrees of Master of Arts, Master of Science, Master of Business Administration and Master of Social Work. Candidates for the degree of Master of Education will submit an investigation approved by the faculty of the School of Education.

5. The delivery of two printed or typewritten copies of the thesis or essay to the Registrar of the University on or before the date stated in the University Calendar, together with a certificate signed by the Major Adviser or the Director of a School, stating that the work, as submitted, is accepted as the candidate's thesis or essay for the Master's degree. In the case of students in the School of Education submitting an investigation in lieu of a thesis or essay, two
typewritten copies of the investigation will be filed with the Director of the School of Education.

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

Additional qualitative and specific requirements for the degree may be prescribed by any department or by any faculty of the Schools in the University. (Consult Departmental Announcements or the Catalogues of the Schools for special requirements for the degrees.)

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

SCHOOL OF ARTS AND SCIENCES

Courses numbered 400-499, while intended primarily for graduate students, are, subject to the approval of the instructor, 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; cathaphoresis and electroendosmosis; 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 microtechnique 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 1946-1947 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 1946-1947 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 OF 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. 3 credits first semester.
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 second 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.

511B. INORGANIC PREPARATIONS. The course in inorganic preparations is designed to develop the technique necessary for handling those less stable compounds which are sensitive to heat, light, air, and moisture. The student is required to prepare and purify these various
compounds and finally to report them sealed in glass vessels. Lecture, one hour per week; laboratory, 12 hours per week.

3 credits second 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.

ENGLISH

For the M.A. degree in English, the Department requires a minimum of thirty graduate hours, from six to nine hours of which may be in an approved minor. The usual minors are in the humanities—history, philosophy, sociology, foreign languages, etc.

Because of the urgent need for thoroughly trained teachers of English, the Department has inaugurated an English education minor for students who plan to teach English in high schools and colleges. Students in this program must take the History of the English Language, the Teaching of English in Secondary Schools, and the Teaching of Reading in Secondary Schools. The thesis is usually an investigation in some phase of the language arts.

At least one language course is required of all students—either Old English or the History of the English Language. In general the student chooses his courses in preparation for the comprehensive examinations at the end of his period of study.

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 special emphasis on Addison and Steele, Swift, Defoe, Pope, Johnson, Fielding, and Burns. It will introduce the student to the Neoclassicism 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.

492B. THE NEGRO IN AMERICAN POETRY. A survey of the poetry of the Negro from the African and early American Negro folk songs through the poems of Phillis Wheatley to our living contemporaries, relating poetry to the living backgrounds and social currents of American history. 3 credits each 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.

522. CREATIVE WRITING. A workshop course in the incentives and forms of prose and poetry with special attention to the individual projects of each student. Prerequisite: Consent of instructor. 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, Moliere, and other authors of the “golden period”
in French letters. Conducted in French. Prerequisite: A survey of French Literature. 3 credits each semester.

463-464. FRENCH LITERATURE OF THE NINETEENTH CENTURY. This course aims to bring out the characteristics of the great literary movements of the century; romanticism, realism, and symbolism. The development of the novel, the drama, and poetry in France is traced through the 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, Mérimée 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 first 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 AND PREHISTORY

#### AMERICAN HISTORY

468. **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 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.

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.
430. EARLY MAN AND HIS CULTURES. A survey of data on the origin of man. The cultures of the earliest known men, and of the Early and Middle Palaeolithic stages of the human ascent. 3 credits first semester.

431. LATE PREHISTORY AND BEGINNING OF HISTORY IN THE OLD WORLD. Late Palaeolithic, Mesolithic and Neolithic primitives in the Old World. Climate in relation to development of food-gathering, to the transition from food-gathering to food-producing, and to the origins of civilized societies. An examination of primitive and civilized thought and of the characteristic institutional structure of civilized societies. 3 credits first semester.


432. THE EARLIEST CIVILIZED SOCIETIES. Analysis and synthesis of the process of evolution of the earliest civilized societies through their first cycles of rise and decline. The course covers Egypt from Predynastic times to the VIth Dynasty; Mesopotamia from the Al cUbaid period to the 1st Dynasty of Babylon; what is known of India in the Amri and Harappa periods (Indus Valley); what is known of China from the Yang Shao period to the Shang Dynasty; and Crete through the Minoan periods. Narrative as such is not considered in lectures, but is included in required reading for Egypt and Mesopotamia.

433-434. NEW WORLD PREHISTORY. Archaeological discoveries of pre-Columbian man in the Americas. Problems of the peopling of the Americas. Food-gathering and food-producing. Rise of “urban” or “civilized societies.” 3 credits each semester.

EUROPEAN AND MODERN WORLD HISTORY

435-436. EUROPEAN NATIONALISM: FROM THE SEVENTEENTH CENTURY TO THE ESTABLISHMENT OF GERMAN NATIONALITY, 1870. The course concerns both cultural, political, and social-economic processes. There is an analysis of the nature of Nationalism as a composite historical
phenomenon, with an attempt to penetrate beneath surface events. The usual succession of events in the period is interpreted, so far as possible, to show causes, and so to permit an assessment of the importance of the general theme, nationalism, and of other larger themes.

3 credits each semester.

437-438. WORLD RELATIONS SINCE 1870. The growth of national rivalries from 1870 to 1914 in all its aspects, both within Europe and in the world at large. Revolutions are then taken for special study, emphasis being thrown upon Marxist and fascist revolutions, but earlier revolutions (outside what are otherwise the chronological limits of the course) being brought in for comparison. The course concludes with a consideration of forces making for union and for discussion in the contemporary world. With some reference for comparative purposes to earlier united and disunited societies.

3 credits each semester.

MATHEMATICS

453. ADVANCED COLLEGE ALGEBRA. This course places emphasis on the aspects of college algebra which are usually neglected in the first course. Among the topics considered are: progressions, mathematical induction, permutations and combinations, binomial theorem, multinomial theorems, probability, undetermined coefficients, partial fractions, convergency and divergency of series, summation of series, elements of the theory of numbers. Prerequisite: Integral calculus.

3 credits first semester.

456. SYNTHETIC PROJECTIVE GEOMETRY. The fundamental properties of projective geometry treated synthetically. Principle of duality is used throughout. Prerequisite: Differential calculus.

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.


3 credits second 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.


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.

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 Lebesque 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, Chechelycheff's inequality, the probability integral, application to problems in mathematical statistics. Prerequisite: Approval of instructor.

3 credits each semester.

520. FINITE DIFFERENCES. The elementary theory, including methods of interpolation and summation, graduation of data. Prerequisite: Approval of instructor.

3 credits each semester.

523. INTRODUCTION TO THE FOUNDATION OF MATHEMATICS. The main purpose of the course is a formal study of some of the fundamental concepts of mathematics: functions, limits, relations, class calculus, etc. Much time will be spent developing axiom-systems, and examining the various properties of such systems. Reference frequently will be made to Boolean Algebras and lattices in general.

3 credits first semester.

524. TOPICS IN MATHEMATICS. This course offers an opportunity for students to study mathematics informally under the direction of one or more teachers in the department. The course is of a flexible nature in that each student enrolled may select those topics of study as will meet his needs when such needs cannot be met by formal courses offered in the department. Students will be assigned readings and problems and will receive individual attention and direction. Prerequisite: Approval of the Chairman of the Department.

3 credits second semester.

531. MATHEMATICS OF LIFE INSURANCE. The theory of probability as related to life insurance; the theory and calculation of mortality tables; annuities; net premiums; theory of policy values and various methods and plans of reserve valuation; gross premiums.

3 credits first semester.

535. GROUP THEORY. An introduction to the Theory of Groups of Finite Order. The five fundamental theorems; isomorphisms; factor, and abelian groups.

3 credits first semester.

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

SOCIOLOGY AND ANTHROPOLOGY

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 assignment. Required of all graduate students in sociology. 3 credit hours 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 credit hours each semester.

SOCIAL RESEARCH

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 credit hours each semester.

545. METHODS IN SOCIAL RESEARCH. An examination of the logical and methodological problems involved in social investigations; fundamental concepts, scientific objectives, and tools of sociological research; analysis of outstanding sociological literature from the standpoint of method. Lectures, laboratory work, reports, and term projects. 3 credit hours first semester.

546. FIELD STUDIES IN COMMUNITY AND PERSONALITY. Special research projects, individual and group, on problems of ecology, social institutions, voluntary associations, class structures, social movements, and other social phenomena in the community; and, on problems of personality, social attitudes, public opinion, and other aspects of the individual in society. Each project is expected to gradually expand into a definitive report to the faculty and students of the department; and will be the basis for the master thesis. Prerequisites: 477 and 545 or equivalent when approved by the Department. 3 credit hours second semester.
SOCIAL THEORY

505. INTRODUCTION TO THE HISTORY OF SOCIOLOGY. The emergence of sociology out of ancient, medieval, and modern thought about man and society; the currents of social thought, of sociological relevance, during the nineteenth century; and, the development of contemporary sociological theory and research methods.

3 credit hours first semester.

506. CONTEMPORARY SOCIOLOGICAL THEORY. European Backgrounds and the characteristics of the major and more significant sociological systems; the principal fields of present-day sociological interest; and, a critical examination of the major controversial issues in contemporary American sociological theory and methods. Prerequisite: 505.

3 credit hours second semester.

547-548. SEMINAR IN SOCIOLOGY. Required of all graduate students in sociology.

SOCIAL PSYCHOLOGY

479. SOCIETY AND PERSONALITY. Origin and development of personality in the individual as a result of the presence of, and contact with, his fellows; the importance of the individual in society; and the more technical aspects, theories, scheme, and method of studying personality.

3 credits second semester.

480. COLLECTIVE BEHAVIOR. A study of the psychic qualities and mechanisms in group behavior—crowds, mobs, publics, mass behavior, fashions, fads, and social movements.

3 credit hours second semester.

POPULATION AND HUMAN ECOLOGY

503. HUMAN ECOLOGY. Demographic and ecological aspects of community organization; the physical, external, and symbiotic aspects of the human community; the spatial relations of human beings and institutions as influenced by the character of the habitat; and the ecological processes within the human community.

3 credit hours first semester.

504. THE URBAN SOCIETY. An analysis of the city and metropolitan areas as ecological and social communities; and, spatial aspects of institutional structures, as influenced by technology, and economic,
social, and political organizations. Special attention is given to
Southern cities and metropolitan regions.

3 credit hours second semester, alternate years.

511. THE CONTEMPORARY RURAL COMMUNITY. An analysis of the rural
neighborhood, village and town; its demographic and ecological
aspects; social conditions of people on the land; and theories and
factors associated with programs of rural change.

3 credits second semester, alternate years.

512. THE SOCIOLOGY OF THE SOUTH. The regional approach to a geo­
graphical area, an interpretation of the regional significance, struc­
ture, growth, people, institutions, and economy of the South in the
organization of the nation. Lectures and individual projects.

3 credits second semester, alternate years.

SOCIAL ORGANIZATION AND DISORGANIZATION

456. SOCIAL INSTITUTIONS. Social institutions as units of social organi­
zation and carriers of culture; the life-cycle of institutions—the
church, school, family, sect, newspaper, et cetera; the breakdown
and reorganization of institutions; and theories of, and research in
institutional behavior.

3 credits first semester.

481. FAMILY SYSTEMS. An examination and analysis of family organi­
zation in our own with those of other societies.

3 credits first semester.

483. SOCIAL DISORGANIZATION. A study of the conditions and processes
of social disorganization in American society, and an analysis of
the factors and processes associated with personal and social malad­
justments, such as insanity, alcoholism, prostitution, poverty, dé­
linquency, crime, vagrancy, et cetera.

3 credits second semester, alternate years.

484. SOCIAL CONTROL. The sociological aspects of the way society
keeps order. An analysis of the secular and folk methods of control
through exploitative and constructive instruments. Special emphasis
upon the factors and techniques involved in constructive social plan­
ing with respect to control of residential, industrial, commercial
areas, public housing, et cetera.

3 credits second semester, alternate years.

490. RACE AND CULTURAL CONTACTS. A study of the problems of racial
and ethnic minorities, the typical forms of bi-racial and bi-cultural
communities in terms of economic, social and political status of
minorities. Processes of adjustment and social psychological prob­
lems of cultural and racial minorities throughout the world.

3 credits second semester.
ANTHROPOLOGY

430. EARLY MAN AND HIS CULTURES. A survey of data on the origin of man. The cultures of the earliest known men, and of the Early and Middle Palaeolithic stages of the human ascent.
   3 credits first semester.

433-434. NEW WORLD PREHISTORY. Archaeological discoveries of pre-Columbian man in the Americas. Problems of the peopling of the Americas. Food-gathering and food-producing. Rise of "urban" or "civilized" societies.
   3 credits each semester.

471. THE FOLK SOCIETY. An analytical study of the types of primitive societies (peasant-village, sacred, etc., as distinguished from secular societies) to show their characteristic institutions and behavior.
   3 credits first semester.

472. PEOPLES OF AFRICA. A classification and descriptive study of the races of Africa and their cultures.
   3 credits second semester.
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 post war rehabilitation work. 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 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.

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 at least 30 semester hours of work with an average grade of not less than B.
ATLANTA UNIVERSITY

2. An examination in English fundamentals and composition.

3. Included in the work of the second semester will be the successful completion of a period of supervised field work in libraries designated by the school.

4. A field trip to visit important libraries in the Southeast.

5. Designated titles on the *Backgrounds Reading List* are to be read and satisfactory written reports submitted for each.

**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. 3 credits.

**PRINCIPLES OF LIBRARIANSHIP.** An introduction to librarianship including the philosophy, aims, and development of the profession together with a description of the types of libraries and their service. Emphasis is given to the importance of the library as a social institution in a democracy, and to recent social trends in librarianship. 2 credits.
CATALOGUE

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, on judgment in their selection and acquisition and on the administration of the reference department. This course continues in the second semester. 2 credits.

BOOK ARTS. The origin and development of writing, the development of books according to form, illuminated and non-illuminated manuscripts, the history and development of printing from the 15th through 20th century, and the influence of political temper on book production. 2 credits.

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. 3 credits.

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. 3 credits.

SECOND SEMESTER—REQUIRED

LITERATURE FOR CHILDREN AND YOUNG PEOPLE. The course includes the criteria for judging and selecting books for children and young people. Opportunity is given for students to have story telling experience. 3 credits.

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.

3 credits.

**METHODS AND PROBLEMS IN READING.** A survey of the entire field of reading and a presentation of 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.

2 credits.

**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. The cataloging department is studied from an administrative point of view and emphasis is given to selective, cooperative, and centralized cataloging.

3 credits.

**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 standpoint of administration and service, personnel, finances, buildings and equipment, reports and publicity.

2 credits.

**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.

2 credits.

**THE SCHOOL LIBRARY.** The objectives, standards, functions, and organization of school library service as a vital part of the school program. Special emphasis is placed upon the evaluation of school library service in terms of its functionalism in the school.

2 credits.
SCHOOL OF EDUCATION

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. A reading knowledge of French or German. In special cases application may be made to the Graduate Council for permission to substitute Spanish for French or German.
4. Acceptable performance on the Qualifying Examination in Education.
5. Satisfactory completion of all prescribed examinations including the Graduate Record Examination.
6. Demonstrated his or her ability to do major work of graduate quality by completing twelve semester hours in approved courses.

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
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 68. 3 credits either semester.

510B. INVESTIGATIONS IN SECONDARY SCHOOL ADMINISTRATION. See course 510 under Investigations and Field Work, page 68. 3 credits either semester.

511A, B. APPRENTICESHIP IN SCHOOL ADMINISTRATION. See course 511 under Investigations and Field Work, Page 69. (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 administration. Emphasis in the course will be placed upon a careful analysis of desirable practices with regard to techniques of democratic leadership in planning with staff, student, and community groups. Further, emphasis will be placed upon formulating 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 supervisors of rural schools. It is designed to give the apprentice first-hand experience through observation, participation, and practice with full responsibility in counties with cooperating Jeanes supervising teachers. During this period the apprentice is expected 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 Supervision. (Not offered in the summer.) 3 credits second semester.
551. CENTRAL SEMINAR IN RURAL SCHOOL SUPERVISION. This course is the core program for students who wish to prepare for positions 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 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.

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 purposes 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, kindergartens, 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 years 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.

491C. READING DIFFICULTIES, THEIR UNDERLYING CAUSES AND TECHNIQUES AND PROCEDURES FOR REMEDIATION. The course includes a survey of casual factors underlying various reading difficulties, and it provides opportunities for (1) exploration and critical analysis of current techniques and procedures, (2) examination of testing materials and equipment, and (3) consideration of basic steps in the diagnosis of cases. The course is planned for teachers at the elementary, secondary, and college levels. Prerequisite: 491A or 491C or upon the approval of the instructor. 3 credits second semester.

491D. SURVEY AND ANALYSIS OF READING MATERIALS. In this course, the material to be surveyed includes reading tests, work books, various devices used for drill in reading, supplementary books, and testing materials. There is also an opportunity to experiment with certain equipment. Each type of material is critically analyzed in the light of its advantages and limitations. The survey includes materials on the elementary and secondary levels. Prerequisite: Education 491A or 491C or upon approval of the instructor. 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 68. 3 credits either semester.

510D. INVESTIGATIONS IN ELEMENTARY SCHOOL INSTRUCTION. See course 510 under Investigations and Field Work, page 68. 3 credits either semester.

511C, D. APPRENTICESHIP IN ELEMENTARY SCHOOL TEACHING. See course 511 under Investigations and Field Work, page 69. (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.
419A. Teaching of Health in Elementary and Secondary Schools. In this course emphasis is placed upon the development of a philosophy with regard to the aims and values of health teaching in the elementary and secondary school. A study is made of the opportunities for integrating health materials with other subjects of the organized curriculum. Special attention will be given to the development of units of instruction. 3 credits each semester.

419B. Selection and Evaluation of Health Materials. This course aims to familiarize students with a wide range of desirable health materials. Criteria will be formulated and opportunities will be provided for evaluating supplementary health material, hygiene texts, health tests, films, posters, and health exhibits. Each student will be required to make a collection of free and inexpensive health materials. 3 credits second semester.

419C. Physical Education for the Elementary School Teacher. This course is designed to acquaint the student with materials and techniques of physical education for children in the primary and upper elementary grades. Special attention is given to extracurricular activities including how to plan and conduct play days, parties of an active nature, and playground programs. A limited amount of observation and practice is arranged for students taking this course. 3 credits second semester.

419D. Organization of Community Health and Hygiene. This course is designed to acquaint the students with the various aspects of community conditions affecting health and available health services. Techniques are set up for discovering and solving community health problems. 3 credits second semester.

536. 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 63, 67, 72.

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. 3 credits either semester.

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.
CATALOGUE

PHILOSOPHY OF EDUCATION

545. CULTURE AND THE CURRICULUM. Basic to all graduate work in education is an integral point of view of the role of education 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 62. 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 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**

S464A. **Rural Life and Society.** A study of (a) the contributions of rural life to society in general, and to American society in particular; (b) the present trends in rural population and its effects upon society as a whole; (c) the functioning of the private and public agencies for improving rural life in America, with a view of discovering new frontiers; and (d) suggestions and recommendations for developing the unexplored regions in our program for a richer and fuller rural life. 3 credits first semester.

S464C. **Life Related Teaching in Rural Schools.** This course aims to familiarize rural teachers, principals and supervisors with a method of imparting facts and stimulating rural children for raising the standard of rural life through the teaching of the tool subjects. This method will be demonstrated through drill in the fundamentals of arithmetic, story telling, spelling and reading lessons, short plays, etc. Students will have an opportunity to participate in the production of such life-related materials for use in their individual situations. Prerequisite: Ed. S464A or its equivalent. 3 credits second semester.
S464D. BETTER RURAL LIVING. The aim here is to orientate rural teachers, principals and supervisors with the basic principles underlying a successful and satisfying rural life. The study will include the basic principles of soil management, plant and animal growth and improvement, insect and disease control, a program for an adequate supply of food and feedstuffs, the farm woodlot, rural electrification, farmers' cooperatives, mechanizing and modernizing the farm and home, etc. 3 credits first 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 instructions. 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 68. 3 credits either semester.

511E. APPRENTICESHIP IN TEACHING IN SECONDARY SCHOOLS. See course 511 under Investigations and Field Work, page 69. (Not offered in the summer.) 3 credits either semester.
591. PRINCIPLES AND METHODS OF ADULT EDUCATION. This is an introductory course in adult education. It is designed for teachers of adults, principals, supervisors, and all persons who have responsibilities for teaching and working with adults. It provides for an intensive study of the historical, philosophical, sociological, and psychological foundations upon which adult education is built in the United States; the factors influencing the demand for adult education; the functions which it performs in society; the basis of its organization, relationships, and forms. The latter part of the course is devoted to field study, development of curriculum materials, and observation and evaluation of methods and techniques of teaching adults.

3 credits first semester.
SCHOOL OF BUSINESS ADMINISTRATION

On September 26, 1946, Atlanta University opened under the direction of Mr. Lorimer D. Milton, a School of Business Administration, offering work leading to the degree of Master of Business Administration. Courses are offered in the fields of Production, Marketing, Finance, Control, and Administration.

AIM

Business Administration is defined as the formulation and execution of business policies on a wide front. The School of Business Administration in Atlanta University will, therefore, aim to give thorough training in the fundamental principles which determine the conduct of business affairs for those who look forward to places of responsibility and management in business and in government. Through the discussion and analysis of business problems and situations, through reading and written reports, through courses in each of the fields of business; and through specialized technical training, where possible, the school will endeavor to present a broad perspective of business and to develop a point of view and habits of mind that promise clear thinking, sound judgment, and technical efficiency in the experiences of business life.

The school will not attempt to invade the field of secretarial studies, such as Typing, Shorthand, Business English, Bookkeeping, Filing, Office Management, etc. As desirable as the skills involved in these studies are, they are not necessary to attainment of the objective sought. Nor can they be accepted as prerequisites for study in the business school.

SCOPE OF THE WORK

For the purpose of grouping related courses, the School of Business Administration will recognize the five generally accepted fields of business study, namely: Production, Marketing, Finance, Control, Administration. Every student will be required to take the basic and prescribed course in each field in a program of rounding out the backgrounds of all and paving the way for more constructive advanced study. The first year of study in the school for the average student will be confined to such courses as appear necessary, and with increase in resources, the curriculum will permit unlimited expansion of courses in each field to meet the needs of specialization.
The work of the Atlanta University School of Business Administration is organized to meet the needs of four distinct classes of students:

1. Those who have had little or no previous training in business subjects comparable to those offered at Atlanta University.

2. Those who present some work in Business Administration which is too deficient in either quantity or quality, or both, to satisfy our requirements and to insure graduate work of acceptable grade.

3. Those who have completed strong majors in work of acceptable character in an accredited college.

4. Those who prefer to enroll as special students and from whom no prerequisites are therefore required, since no degree is expected.

Students in the first three groups are admitted to candidacy for the Master of Business Administration degree, except that special requirements may be imposed upon those who are classified in groups one and two until preparatory work for full graduate study has been successfully completed. No limitations are imposed upon students in group three.

Two years will ordinarily be required to complete prescribed residence requirement for the Master of Business Administration degree. However, students classified in group three, because of excellence in college and graduate study, may be allowed to complete their work in one year.

For students in group one and two, the first year in the School of Business is devoted to developing the background and basic study ordinarily required of one year candidates. No deviation from this program will be approved. All courses in the first year are prescribed and must be taken in the sequence in which they are offered.

Specialization will not be approved for students in groups one and two until the second year of study in the school. Broad sound training is fundamental to productive specialization and prevents unbalance before the student has had
opportunity to become acquainted with the materials presented in the five main fields of business outlined above. It is only when the student uses his area of specialization in relation to business as a whole that any constructive contribution can be made. This is especially important in the problem of placement when the specialized applicant for a job cannot immediately find work exactly fitting his skills.

PREREQUISITES AND REQUIREMENTS FOR M.B.A. DEGREE

In addition to the general requirements of Atlanta University now in effect or hereafter imposed, the School of Business specifies the following minimum as prerequisites for admission to the School of Business with intention to earn a Master of Business Administration degree:

One hundred and twenty semester hours in a college of approved accreditation, of which at least sixty hours shall have been completed in the following:

1. English—twelve hours, including six hours of composition.
2. College Mathematics—six hours.
3. Modern Foreign Language—twelve hours.
5. Courses necessary to complete sixty hours should be chosen from fundamental courses in: Philosophy, Logic, Economics, History, Government, Economic Geography, Natural Science. Balance in the selection of these basic courses should be observed.

Upon admission to full candidacy for the Master of Business Administration degree, the student is required to take a prescribed program of work. For first year students this program is as follows:

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<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
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<td>Accounting Principles and</td>
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<td>Practices</td>
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<tr>
<td>Economics of Business</td>
<td>3</td>
<td>Economics of Business</td>
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<tr>
<td>Statistics</td>
<td>3</td>
<td>Business Statistics</td>
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<tr>
<td>Marketing</td>
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<td>Advertising or</td>
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<td>Money, Banking and Credit</td>
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<td>Principles of Retailing</td>
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<tr>
<td>Principles</td>
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<td>Non-commercial Banking</td>
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</table>
One year candidates may not be required to follow this program but they must have had these courses, or their equivalent, before admission to the School of Business.

In the second year, twelve hours' work will be required as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
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</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>3</td>
<td>Business Law</td>
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<tr>
<td>Business Finance</td>
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<td>Labor Relations</td>
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<td>Electives</td>
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<td>Organization and Management</td>
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<td>Electives</td>
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</table>

Electives: Eighteen hours of elective work will be agreed upon between the director and the student, the aim being to insure a major of sufficient substance and breadth to enable the student to do a creditable study in his field of concentration.

In the year in which a student expects to receive his degree, and after satisfying all other requirements, permission will be granted to begin work, not later than the second semester of this year, upon a thesis or report upon some subject in the student's field of concentration approved by the faculty of the School of Business. In some instances the thesis or report may be counted as not more than six semester hours of elective work but not necessarily so.

In approving candidates for the Master of Business Administration degree the faculty of the School of Business will take into account the excellence of classwork done, the superiority of the thesis or study, and the general interest, ability, and enthusiasm of the candidate as evidenced particularly in seminar and in class discussions generally. No one of these things by itself will justify recommendation for the degree.

DESCRIPTION OF COURSES

451-452. Business Law. A course in the elements of commercial law. Contracts, sales, bailments, insurance, credit instruments and agency are treated. The case method is generally used. 3 credits each semester.

453. Principles of Accounting. A course dealing with accounting from the theoretical and practical points of view at elementary and intermediate levels. The use of journals and ledgers is taught. Instruction is given in the preparation, analysis and interpretation of profit and loss statements, balance sheets, and other reports com-
monly used in modern business establishments. Three lectures and six hours’ laboratory a week. 3 credits first semester.

454. THEORY OF ACCOUNTS. The subject matter is divided broadly into three sections—elementary, advanced, and special theory. Each account appearing in an ordinary balance sheet and income account is thoroughly discussed with respect to content and treatment, and the relation which accounting bears to law, finance, and economics is constantly emphasized. Prerequisite: Accounting 453 or equivalent. Three lectures and six hours’ laboratory a week. 3 credits second semester.

455-456. MONEY, BANKING AND CREDIT. 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 use 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.

471. BUSINESS 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 first semester.

476B. RETAILING PRINCIPLES AND PRACTICES. This course gives consideration to the following: The origin and developing of retailing in the United States; analysis of opportunities and selection of the types of retail business; analysis of store locations, determination of capital, financing and store layout and record keeping. Consideration will also be given to sales promotion and display with emphasis upon the techniques of successful selling.
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.

479C. ORGANIZATION OF SMALL NEW BUSINESSES. The purpose of this course is to teach the art and technique of planning during the prenatal and embryonic stages of a small business. Various accounting aids, financial plans, market surveys and managerial talents are examined to show how they contribute to the successful launching of a small new enterprise. The student is required to plan the organization of a small business as a project in the course. During the course the ramifications of the present tax laws and other general legal concepts, including the law of patents, are considered.
3 credits first semester.
483-484. ECONOMICS OF BUSINESS. This course is designed to serve as an intermediate course in economics and to study the economics of the individual firm apart from that of an entire industry. Basic topics covered include: The nature of the market; the pricing process; changes in the prices of the agents of production used by the individual firm; problems and policies of business planning and forecasting under dynamic conditions; business cycles; and business risk. 3 credits each semester.

486. ADVERTISING PRINCIPLES. The fundamental principles of advertising that must be known by those who intend to practice advertising, and should be known by every business executive. It shows the relation of advertising to business and includes a survey of the entire field of advertising procedure, from the inception of the advertising idea to the completion of the advertisement and the selection of the media. 3 credits second 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, controllers, 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.

526. AUDITING. This course is a study of the principles and accepted procedures of auditing and related types of public accounting engagements. Problems of the internal auditor, the controller, and the business manager are also studied. A study of existing accounting systems, and methods of system building are also undertaken. The practice work includes an integrated case study which involves the preparation of the working papers and the report for a complete audit. 3 credits second semester.

528. MANAGEMENT AND ADMINISTRATION. This course is designed to accomplish three objectives: (1) To train the student in the analysis of problems; (2) to train the student in the determination of policy and definition of objectives; (3) to familiarize the student with the problems of putting policies into actual operation.

The course draws upon knowledge learned in all phases of business. The student assumes the responsibility of accumulating the facts necessary for an adequate analysis of problems. All problems
are considered from the point of view of top management. The course is designed to develop the ability to think. Facts are emphasized only to the extent that they are relevant. Various ramifications of different policies and objectives are critically examined in light of the context. Eventually the student is required to put his plans into action. Resistance to and acceptance of plans are considered. The reactions of the people that must execute the plan are examined.

In the end it is hoped that the student will understand that there is no hard and fast rule for the top managers of a business to live by. Rather that at all times the managers must survey the facts in light of the context and formulate plans to meet the situation.

3 credits second semester.
Degrees Conferred
June 3, 1946

ARTS AND SCIENCES

MASTER OF ARTS

LEO ALBERT JACKSON ———— Economics
A.B., Morehouse College, 1943.

*NAWETA ALLENTYNE BROWN ———— English
A.B., Atlanta University, 1931.
Thesis: Eugene O'Neill—A Study in Individualism.

*EMMA RUSH CUNNINGHAM ———— English
A.B., Atlanta University, 1928.

*ANITA VIOLA HOWARD ———— English
A.B., Wiley College, 1933.

*NAOMI ELVIRA JOHNSON ———— English
A.B., Tougaloo College, 1938.
Thesis: Keats’ Doctrine of Love.

*EVA ELIZABETH PIERCE ———— English
A.B., Atlanta University, 1930.

*BARBARA JOHNSON WELLS ———— English
A.B., Bennett College for Women, 1931.

*Requirements completed August 18, 1945.
*ADDIE METRIA WARE ___________ Home Economics Education  
B.S., Prairie View University, 1936.  
Thesis: A Study of the Health Education Program of Thirty-Six Schools in Houston County, Texas, for the School Year 1944-1945.

*EDDYE QUEEN BROWN ______________ Sociology  
B.S., Fort Valley State College, 1942.  

CARRIE MASON GARTRELL _____________ Sociology  
B.S., Fort Valley State College, 1940.  

*LA VERNE LILLIAN LEE ______________ Sociology  
B.S., Prairie View University, 1943.  
Thesis: The Negro Woman Worker.

LILLIAN FRANCES STOKES _____________ Sociology  
A.B., University of Washington, 1945.  

MASTER OF SCIENCE

*HARRIETTE WILEY JEFFRIES ___________ Chemistry  
B.S., Tuskegee Institute, 1938.  

LILLIAN LEE HUMPHREY ______________ Mathematics  
B.S., Agricultural and Technical College of North Carolina, 1934.  
Thesis: Solution of Some Problems in Mechanics by Integral Calculus.

*Requirements completed August 18, 1945.
SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

LOUISE LYDIA ALLEN
A.B., Knoxville College, 1943.

WILLIE AUSTIN ALLEN
A.B., Clark College, 1942.
Thesis: A Study of the Negro Members of the Laundry Workers' International Union, Local 218, Atlanta, Georgia.

MARIE MAXEY AUSTELL
A.B., Clark College, 1925.

EVELYN MARJORIE BLACK
A.B., North Carolina College for Negroes, 1942.
Thesis: A Study of the Persons Served and the Services Rendered by the Travelers Aid Society of Atlanta in Sixty Travel Service Requests Between July 1, 1945, and December 31, 1945.

PEARLIE Ross BROWN
A.B., Louisville Municipal College, 1942.
Thesis: A Study of the Services Rendered by the Crippled Children's Division of the State Department of Welfare in Georgia.

MINNIE BELL BRISCOE
A.B., Lincoln University (Mo.), 1943.
Thesis: A Study of the Behavior of Twenty-five Children Attending the Herndon Homes' Kindergarten, Atlanta, Georgia, from September, 1945, to April 10, 1946.
ALFRED DETROY BROOKS
A.B., Langston University, 1943.
Thesis: A Study of Fifty Adult Negro Blind in Atlanta, Georgia—Some of Their Social and Psychological Problems and Adjustments.

ROSEMARY BRAZIEL BUTLER
A.B., Talladega College, 1942.

MAYME INEZ BUTLER

*HENRIETTA EDWINA CONNELL
A.B., New York University, 1940.
Thesis: A Study of Merged Family and Children’s Agencies from the Point of View of the Objectives and Reasons for the Merger.

ESSIE MAE DAVIS
B.S., Alabama State Teachers College, 1941.
Thesis: A Study of Tenant Educational Activities in the North Boulevard Homes, Tampa, Florida.

BEVERLY RAYMOND DEJOIE
A.B., Xavier University, 1939.

PHYLLIS WHEATLEY DEWS
A.B., Paine College, 1944.
Thesis: An Analysis of Girl Scouting and the Activities Engaged in by Ten Negro Troops in Atlanta, Georgia.

*Requirements completed August 19, 1945.
JOHN HENRY DUDLEY
B.S., New York University, 1944.

ELIZABETH BRAGG EDWARDS
A.B., Knoxville College, 1938.
Thesis: A Follow-up Study of Negro Children Dismissed from Grady Hospital, Atlanta, Georgia, with Rheumatic Fever During the Period 1943 through 1945.

MABLE TOLA EMMANUEL
A.B., Spelman College, 1944.
Thesis: A Critical Analysis of the Effectiveness of Epidemiological Procedures in Syphilis Patients at the West Side Health Center for a Period of Three Months from March 1, 1945, to June 1, 1945.

EVELYN ELIZABETH FRIPP
A.B., Bennett College, 1944.

*ANNAMELIA GENTRY
A.B., Fisk University, 1933.

TWYLER WENONA GRIFFIN
B.S., Wilberforce University, 1944.
Thesis: A Study of Employment Changes Since the Close of World War II, and How These Changes Affect 100 Persons Seeking Services at the United States Employment Service Office in Atlanta, Georgia.

EUNICE MARGUERITE GRUNDY
A.B., Kentucky State College, 1944.

*Requirements completed August 18, 1945.
**MILDRED CHRISTINE HANDY**  
A.B., South Carolina State College, 1943.  

**CHRISTINE HENDERSON**  
A.B., Lincoln University (Mo.), 1944.  

**MARGARET ANNE HILL**  
A.B., Bennett College, 1944.  

**ERSA ELIZABETH HINES**  
A.B., Kentucky State College, 1942.  
Thesis: The Hartford Tuberculosis and Public Health Society and Its Services to the Hartford North End Community.

**IDA HORTON**  
Thesis: A Study of Twenty-two Negro Children Referred to the Children’s Center, Child Guidance Division, Detroit, Michigan—September, 1944, to September, 1945.

**EDWINA CARRIEBEA JONES**  
B.S., Tennessee Agricultural and Industrial State College, 1943.  
Thesis: An Analysis of the Problems of Migrant Families in the United States from 1940 to 1942 as Reflected in the Reports of the Tolan Committee on Interstate Migration.

**EDNA KATHRYN LANIER**  
A.B., North Carolina College for Negroes, 1942.  
Thesis: A Study of Program Emphases and Services of Group Workers During the Period 1940-1945.
Bobbie Latimer  
A.B., Spelman College, 1944.  

Jean Elnora Lee  
A.B., Indiana University, 1944.  

Charlotte Bernice Linder  
A.B., Spelman College, 1944.  
Thesis: A Study of Thirty-five Negro Girls Under Treatment for Venereal Disease Infection at Grady Hospital, and the Atlanta Health Center, No. 1, Atlanta, Georgia, from December, 1945, through January, 1946.

Juanita Delores Lockett  
A.B., Bennett College, 1944.  
Thesis: An Analysis of the Youth Canteen Movement in This Country with Particular Application to the Youth Canteens of the Butler Street Y. M. C. A.

Ursulla Gertrude Mack  
B.S., Alabama State Teachers College, 1938.  
Thesis: A Study of the Membership of the Industrial Department of the Phyllis Wheatley Branch Young Women’s Christian Association, as a Basis for Program Planning.

*OLLIVETTE JONES MORGAN  
A.B., Wiley College, 1929.  

Thelma Jon Newton  
A.B., Wiley College, 1944.  
Thesis: A Study of Socio-Economic Factors Affecting Medical Treatment of Forty-five Diabetic Patients at the Grady Hospital, Atlanta, Georgia, 1945-1946.

*Requirements completed August 18, 1945.
LUCY ANN PERKINS  
A.B., Louisville Municipal College, 1944.  

MAMIE VIRGINIA PETERSON  
B.S., Benedict College, 1940.  
Thesis: The Community Organization Techniques Em­ployed by the Atlanta Urban League in the Area of Im­proving Educational Facilities for Negroes in Atlanta, Georgia, 1944-1945.

GEORGE MARTIN PHILLIPS  
A.B., Southern University, 1941.  
Thesis: A Study of Two Hundred Twenty-five Volunteer Workers in the Boy Scouts of America, Atlanta, Geor­gia, 1943-1945.

*ALEXINA PURCELL  
A.B., Hunter College, 1942.  

WILHELMINA ROSS  
A.B., Virginia State College for Negroes, 1944.  

*IDA STEVENS ROPER  
A.B., Fisk University, 1942.  
Thesis: The Causes of Rejection of One Hundred Eighty-two Negro Men Registered at the Local Draft Board Number Twenty-two in Relation to the Physical Condi­tions of the Third Ward in Newark, New Jersey.

MARY LUCILLE SELLERS  
B.S., Fort Valley State College, 1944.  
Thesis: A Study of Recreational Choices of 100 Selected Boys and Girls in a Semi-Rural Community.

*Requirements completed August 18, 1945.
ELIZABETH SHEPARD  
B.R.E., Hartford School of Religious Education, 1940.  

PERCY HOWARD STEELE  
A.B., North Carolina College for Negroes, 1944.  

CAROLYN YVONNIA TAYLOR  
A.B., Spelman College, 1944.  
Thesis: Factors Leading to Placement of Sixty-four Boys at the Georgia Training School for Boys, Milledgeville, Georgia.

EMMA LYNWOOD TAYLOR  
B.S., Hampton Institute, 1944.  
Thesis: A Study of Services Rendered Negro Veterans and Their Dependents by the Home Service Department of the Atlanta Chapter of the American Red Cross, Atlanta, Georgia, from January, 1945, to March, 1946.

MARGUERITE TRIMBLE  
B.S., Alabama State Teachers College, 1938.  
Thesis: A Study of the Services and Activities of the Tallasdega USO Club and the Implications for Program Planning.

MADRID BOYD TURNER  
A.B., Spelman College, 1943.  
Thesis: A Study of One Hundred Skilled Negro Workers at Bell Aircraft Corporation and the Problems Encountered in Adapting to a Peacetime Economy.
PATRICIA RUTH VINES
A.B., Howard University, 1943.

JOSEPH WESLEY WALKER
A.B., Washburn College, 1938.
Thesis: A Study of the Educational Adjustment of Fifty Negro Veterans of World War II in the Atlanta University Center of Atlanta, Georgia.

SARAH GRACE WHITE
A.B., Indiana University, 1943.
Thesis: A Study of the Qualifications and Participation of Selected Board Members of Four Social Work Agencies in Atlanta, Georgia.
SCHOOL OF LIBRARY SERVICE

BACHELOR OF SCIENCE IN LIBRARY SERVICE

MAUDELLE SCARLETT ATECA
A.B., Bennett College, 1936.

ELLEN TERRELL BENTLEY
B.S., Fisk University, 1944.

GLADYS FRISSELL BOLLING
A.B., Hampton Institute, 1943.

LAURA MYSSIRIA BRICE
B.S., Hampton Institute, 1940.

INEZ JEANETTE BROWN
B.S., Houston College for Negroes, 1944.

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

BESSION BOYD DREWRY
A.B., Talladega College, 1939.

ARTHOLIA CARSSILLA HEARD
A.B., Spelman College, 1939.

GWENDOLYN LUTHA HOLLAND
A.B., Spelman College, 1940.

LUCY LANEY HYMAN
B.S., Winston-Salem Teachers College, 1943.

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

THELMA EVELYN LEWIS
B.S., Prairie View University, 1942.

THEODOSIA FRANCES MASON
A.B., Spelman College, 1940.

ALTHEA LOUISE ORTICUE
A.B., Dillard University, 1942.

LOIS ELIZABETH PAYNE
A.B., Washburn University, 1945.

HOMIE REGULUS
A.B., Clark College, 1933.

LOUISE ELLETT ROANE
B.S., Virginia Union University, 1837.

HAZEL FRANCES TAPT

ETHEL MAE VAUGHN
B.S., Virginia State College for Negroes, 1944.

ALLEGRA MAREA WESTBROOKS
B.S., Fayetteville State Teachers College, 1940.

FANNIE PENELIPO WHITE
A.B., Wilberforce University, 1928.

ELLA MAE WILLIAMS
A.B., St. Augustine's College, 1942.

FAUSTINA EUDORA WILLIAMS
A.B., Knoxville College, 1942.

ELEANOR ANNICE YOUNG
A.B., Kentucky State College, 1944.
MADGE LEE BARBER  
A.B., Benedict College, 1938.  

MATTIE BELL BRAXTON  
A.B., Paine College, 1936.  
Thesis: The Effectiveness of Specific Drill on Reading Difficulties of Thirty-four Pupils in Two One-Teacher Schools in Montgomery County, Georgia.

DOC MITCHELL BROWN  
B.S., Tennessee Agricultural and Industrial State College, 1931.  

FLORENCE MORRISON HOGAN  
A.B., Spelman College, 1931.  
Thesis: A Survey of the Literature on the Use of Comics as a Means of Promoting Interest in Reading.

VIOLA COLLINS HOLBROOKS  
B.S., Georgia State College, 1939.  
Thesis: A Study of the Problems of Forty-five Pupils in a Fifth Grade of the Florence Street School, Savannah, Georgia, as Revealed by the Ratings of Their Parents and Three of Their Teachers on the Haggerty-Olson-Wickman Behavior Rating Schedules.

ADDIE MAE HOLT  
A.B., Paine College, 1936.  
Thesis: A Comparative Study of Behavior Problems in a Group of Preadolescents from 1941 to 1944.

Requirements completed August 18, 1945.
*BESSIE ESTELLE HONOR
A.B., Benedict College, 1933.

*BLANCHE ELOUISE JOHNSTONE
B.S., Florida Agricultural and Mechanical College, 1941.

*VALERIE TOLBERT LOCKETT
A.B., Miles College, 1945.
Thesis: An Evaluation of the Frequencies of the Most Common Items of Health Information Among 715 Negro Low-Sixth Grade School Children in the Atlanta Public Schools.

*ORA D. LOGAN
A.B., Miles College, 1938.
Thesis: A Study of Community Resources as Materials of Instruction in Social Studies in High Schools for Negroes in Atlanta, Georgia.

*LEMUEL SCOTT MOLETTE
B.S., Hampton Institute, 1927.
Thesis: The Problems of High School Students in the Vocational High School, Griffin, Georgia.

*WILLIAM MCKINLEY PARKER
A.B., Benedict College, 1929.

*Requirements completed August 18, 1945.
*JOSEPH STULLETTA SAUNDELLE
A.B., West Virginia State College, 1929.
Thesis: Some Significant Changes Which Have Occurred in Mercer County School System of West Virginia in Relation to Education Under the Negro Assistant Superintendency During the Period 1934-1940.

*VICTORIA TAYLOR
B.S., Prairie View University, 1937.
Thesis: A Study of the Relationship Between Home Conditions and Achievement of Twenty-three Children Attending the Cedar Bayou Elementary School, Cedar Bayou, Texas.

*Requirements completed August 18, 1945.
MASTER OF EDUCATION

*GWENDOLYN ELEASE ANDERSON
A.B., Benedict College, 1942.

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

*JEANNETTE ANDROMEDA BELLAMY
A.B., Florida Agricultural and Mechanical College, 1935.

*CHRISTINE LOUISE BROGDON
A.B., Allen University, 1940.

*BESSY YE ELIZABETH BROWN
B.S., Alabama State Teachers College, 1941.

*JULIAN CELIAN BROWN
A.B., Morehouse College, 1930.

JAMES LEONARD CARY
B.S., Knoxville College, 1932.

*CHARLES CLIFFORD CHEATHAM
A.B., West Virginia State College, 1932.

*JOHNNYE MAE CRAWFORD
A.B., Langston University, 1935.

*MARY ELIZABETH DANIELS
A.B., Mississippi Negro Training School, 1934.

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

*LILLIAN DIXON EDWARDS
B.S., Spelman College, 1937.

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

*LORETHA GILMORE
A.B., Georgia State College, 1934.

**STANLEY GOSEER
A.B., Paine College, 1930.

JAMES GRIFFIN GREENE
A.B., Knoxville College, 1933.

*LIOYE MARIAN HARVEY
A.B., Fisk University, 1923.

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

*ROBERT LOCK HUDSON
A.B., Langston University, 1935.

*ROBERT WALTER HUNTER
B.S., Alcorn Agricultural and Mechanical College, 1940.

*OLIVIA LOUISE JONES
B.S., Tennessee A. & I. State College, 1941.

*LOESTER DAVID LAND
A.B., Bishop College, 1934.

*MARTHA LOUISE MARTIN
B.S., Hampton Institute, 1937.

*FANNIE LEE MC HENRY
B.S., Georgia State College, 1942.

*RICHARD VERNON MOORE
A.B., Knoxville College, 1932.

*Requirements completed August 18, 1945.
**Requirements completed January 26, 1946.
*Thelma Eddijo Moore  
B.S., Fort Valley State College, 1944.

George Washington Parker  
A.B., Dillard University, 1936.

*Ersei Verdelle Pickens  
B.S., Florida Agricultural and Mechanical College, 1930.

Vera Louise Shade  
B.S., South Carolina State A. & M. College, 1939.

*Charles Elmer Stewart  
B.S., Alcorn Agricultural and Mechanical College, 1939.

Laura Mae Strickland  
B.S., Tuskegee Institute, 1941.

Floyd Walter Sullivan  
A.B., Morehouse College, 1930; A.M., Atlanta University, 1937.

Delphine Eugenia Toppins  
B.S., Tuskegee Institute, 1942.

*Louise Hopson Trawick  
A.B., Georgia State College, 1935.

**Mildred Anne Turner  
Ed.B., University of Toledo, 1933.

Mary Wilbur Weeks  
B.S., Alabama State Teachers College, 1934.

Effie Frances Wheatt  
B.S., Tuskegee Institute, 1930.

*Jewel Brown Whetstone  
B.S., Alabama State Teachers College, 1942.

*Musia Kendrick White  
A.B., Paine College, 1934.

*Joseph Ely Williams  
A.B., Florida A. & M. College, 1934.

*Anne Elizabeth Wright  
A.B., Spelman College, 1936.

*Martha Belle Wright  
A.B., Spelman College, 1939.

*Requirements completed August 18, 1945.  
**Requirements completed January 26, 1946.
Degrees Conferred
August 8, 1946

ARTS AND SCIENCES
MASTER OF ARTS

EMMETT GASSAWAY KELLOGG Economics
A.B., Kentucky State College, 1939.
Thesis: An Investigation of the Economic Philosophies
Underlying the General Motors-United Auto Workers
(CIO) Strike of 1945-1946.

FRANCES MASON FRANKLIN English
A.B., Spelman College, 1939.
Thesis: The Negro Character in Novels about the Civil
War and Reconstruction Periods, 1936-1944.

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

DAISY WINSTON English
A.B., Miles College, 1942.
Thesis: Reading as an Approach to the Deficiencies in
English of the Freshmen at Miles College, Birmingham,
Alabama.

JOSEPH CONRAD ANDERSON French
A.B., Morehouse College, 1945.
Thesis: La Conception du Role du Poete Chez Quarte
Grands Romantiques: Lamartine, Hugo, Vigny, et
Musset.

MARY SHUTE FITZGERALD French
A.B., Johnson C. Smith University, 1939.
Thesis: Moliere’s Treatment of Seventeenth Century
Affectations as Seen in Les Precieuses Ridicules and Les
Femmes Savantes.
Milton Perry Rooks  
B.S., Alabama State Teachers College, 1931.  

Thelma Elizabeth Bradford  
A.B., Tougaloo College, 1942.  

Inez Gladys Gay Johnson  
A.B., Spelman College, 1933.  

Harriett Elizabeth Williams  
A.B., Spelman College, 1939.  

Dorothy Slade  
A.B., Livingstone College, 1944.  
Thesis: The Evolution of Negro Areas in the City of Atlanta.

MASTER OF SCIENCE

Jackson Gerard Benson  
B.S., Johnson C. Smith University, 1931.  
Thesis: Curve Fitting.

Herne Ernest Lafontant  
Certificate, Lycee Alexander Petion, Haiti, 1941.  
Thesis: Semi-Invariants and the Sampling Problem.

Robert Lee Scott  
B.S., Morehouse College, 1945.  

Otis White, Jr.  
B.S., Morehouse College, 1944.  
SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

EUGENIA BONEY
A.B., Virginia Union University, 1943.
Thesis: Atlanta Georgia's Plan Against Venereal Disease.

GEORGE LOGAN EDWARDS, JR.
A.B., Clark College, 1933.
Thesis: The Organization and Development of the Health Education Program Among Negroes in Four Selected Counties in Georgia.

LILLIAN VIRGINIA EVANS
A.B., Bennett College, 1945
Thesis: A Study of Twenty-five Negro Veterans "On The Job Training" in Ten Establishments in Atlanta, Georgia, from January 1, 1946, to June 1, 1946.

MILDRED N. RICHARDSON GERMAN
A.B., Clark College, 1935.
Thesis: A Study of Forty Cases of Teen-age Negroes with Venereal Infection Found During a Venereal Disease Campaign, 1944-1945, in Winston-Salem, N. C.

LOUISE VIRGINIA HENRY
A.B., Indiana University, 1942.
Thesis: The Implications for Social Work in Activities of UAW-CIO.

CERNORIA DOLORES MCGOWAN-JOHNSON
A.B., Langston University, 1944.
Thesis: A Study in The History and Development of The Urban League Program in Fort Worth, Texas, 1944-1945.

LOUISE DELPHINE JOHNSON
A.B., Spelman College, 1943.
Thesis: A Study of 100 Veterans Rendered Services by the United States Employment Service in Atlanta, Georgia, from November 1, 1945 to June 1, 1946.
MELBA ANNA LEE
A.B., Wiley College, 1944.
Thesis: A Study of The Methods Employed in Financing
The Programs of Six Group Work Agencies in Atlanta in
Relation to Group Work Goals.

VIRGINIA SOPO LUMPKIN
A.B., Virginia State College for Negroes, 1942.
Thesis: The Study of the Field Work Content Experi­
enced by Students of the Atlanta University School of
Social Work Placed in Local Group Work Agencies Dur­
ing the Period January, 1944 to December, 1946.

MILDRED COLEMAN MARKS
B.S., Florida Agricultural and Mechanical College, 1940.
Thesis: A Follow-up Study of Twenty-five Negroes With
Polioymelitis Known to the Crippled Children's Division
of the Georgia Department of Public Welfare, During
1945.

MARYLAND GEAR MCCOLLUM
A.B., Knoxville College, 1941.
Thesis: A Study of the Programs of Two Negro Day
Nurseries in Knoxville, Tennessee, 1945-46.

DORIS LEE PARKS
B.S., Hampton Institute, 1943.
Thesis: A Study of the Services Rendered to Negro Vet­
erans by the Veteran's Service Center of Atlanta and
Fulton County, Georgia, October, 1945 through March 31,
1946.

WILLIAM LAFAYETTE PRICE
A.B., West Virginia State College, 1940.
Thesis: A Study of the Marital Adjustment Problems
Presented to the Baltimore Chapter of the American Red
Cross by Thirty-five Veterans of World War II.

JULIA VIOLA SARJEANT
A.B., North Carolina College for Negroes, 1944.
Thesis: A Study of National Job Placement Factors Per­
taining to Adolescents, Ages Fourteen to Eighteen, Dur­
ing the Period 1943-1945.
LENA DUNN SAYLES
B.S., Tuskegee Institute, 1939.

VERNEKA A. STURRUP
B.S., Florida Agricultural and Mechanical College, 1941.
Thesis: The History and Development of Negro Girl Scouting in Miami, Florida.

JAMES MARCELLEUS TATUM
A.B., Samuel Huston College, 1942.
Thesis: A Critique of the Effectiveness of Some Factors Determining Needs and Approaches to Community Problems as Reflected in Theses in Community Organizations by Students in the Atlanta University System from 1940 to 1945.

ODESSA LADENIA HOWARD-WATERS
A.B., Hiram College, 1927.

SCHOOL OF EDUCATION
MASTER OF ARTS

MABLE CARLETTE BROWN
B.S., Fayetteville State Teachers College, 1942.
Thesis: A Comparative Study of the Academic Achievement and Social Development of Children With and Without Kindergarten Experiences in the First Grade.

FREDERICK DOUGLASS BROWNE
A.B., Atlanta University, 1927.
GRAYCE WILLETTE DEBERRY
A.B., Talladega College, 1942.
Thesis: A Summarization of Fifty-four Articles on Reporting to Parents on Pupil Progress Written Between 1935 and 1945.

MARGARET BREWER WALKER
B.S., Fayetteville State Teachers College, 1942.
Thesis: A Comparative Study of the Achievement, Intelligence, and Personality Traits of Thirty Problem and Thirty Non-Problem Children of the Sixth and Seventh Grades in the Orange Street Elementary School, Fayetteville, North Carolina.

CLEMMIE OMOGENE WILLIAMS
A.B., Clark College, 1945.

MASTER OF EDUCATION

ERMA LUCILE ABERCROMBIE
B.S., Alabama State Teachers College, 1937.

MARY LOU ANDERSON
B.S., South Carolina State College, 1937.

NINA WILLIAMS ANTHONY
B.S., Winston-Salem Teachers College, 1932.

ROBERT ELLIOTT BLAKENEY
A.B., Georgia State College, 1931.

BEATRICE FOULES COOK
B.S., Tuskegee Institute, 1932.

ANNIE EICHELBERGER DANIELS
A.B., Paine College, 1935.

LILLIAN DAVIS
B.S., Tuskegee Institute, 1942.

WELLINGTON GORDON DIXON
A.B., Morehouse College, 1921.

SADIE ROBINSON GAITHER
A.B., Knoxville College, 1927.

DONELLA JO WESLEY GRAHAM
A.B., Morris Brown College, 1942.

LOLA GRACE MCCOLLUM JENKINS
B.S., Spelman College, 1937.

ETHEL WOODRICK KIGHT
B.S., Georgia State College, 1941.
Helen Andrews Martin
A.B., Spelman College, 1936.

Sari Phillips Mayo
B.S., Wilberforce University, 1940.

Effie Elizabeth McGhee
A.B., Atlanta University, 1922.

Bessie Juanita McLendon
B.S., Georgia State College, 1944.

Annie Louise Motley
A.B., Spelman College, 1936.

Joann Moore Parks
B.S., Georgia State College, 1941.

Marguerite Ella Porter
A.B., Allen University, 1938.

Bryant Henry Price
A.B., Morehouse College, 1928.

Anna Mae White Robinson
A.B., Clark College, 1923.

Minnie Cora Sanders
B.S., Georgia State College, 1941.

Anne Greene Stroud
B.S., Fort Valley State College, 1945.

Harold Nathaniel Stinson
B.S., Johnson C. Smith University, 1941.

Maude Holley Tolbert
A.B., Clark College, 1942.

Summary of Degrees Conferred in 1946

Degrees in Course

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<th>Men</th>
<th>Women</th>
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<td>A.M.</td>
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<td>M.S.</td>
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<td>M.S.W.</td>
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<td>M.Ed.</td>
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**REGISTER OF STUDENTS**  
**1946-1947**  
**ARTS AND SCIENCES**

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**FULL TIME**

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<tr>
<th>Name</th>
<th>Major</th>
<th>Degree and Year</th>
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<tr>
<td>BANKS, LEWIS LUTHER</td>
<td>Biology</td>
<td>B.S., Georgia State College, 1943.</td>
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<tr>
<td>BARBOUR, WALTER CAMPBELL</td>
<td>English</td>
<td>A.B., Prairie View University, 1946.</td>
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<td>BARRON, LEONIDAS BROWN*</td>
<td>Chemistry</td>
<td>B.S., Morehouse College, 1939.</td>
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<tr>
<td>BENNETT, MARY LOUISE*</td>
<td>English</td>
<td>A.B., Atlanta University, 1931.</td>
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<td>BENTON, WILLIAM ROBERT</td>
<td>Biology</td>
<td>B.S., Morehouse College, 1946.</td>
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<td>BOLES, WALTER JAMES*</td>
<td>Biology</td>
<td>B.S., Morehouse College, 1940.</td>
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<td>BOYKIN, WILLIE</td>
<td>History</td>
<td>A.B., Morris College, 1942.</td>
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<td>BROOKS, HENRY LINDSAY</td>
<td>English</td>
<td>A.B., Knoxville College, 1946.</td>
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<tr>
<td>BROWN, ALBERT MALONE*</td>
<td>Biology</td>
<td>A.B., Talladega College, 1941.</td>
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<td>BURCH, HANNAH GLYCERA*</td>
<td>English</td>
<td>A.B., Kittrell College, 1945.</td>
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<td>BURT, LAWLER JUAN*</td>
<td>Sociology</td>
<td>A.B., Morehouse College, 1944.</td>
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<td>CAESAR, RICHARD CORNELIUS</td>
<td>Biology</td>
<td>B.S., Morehouse College, 1940.</td>
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<td>CAMPBELL, ERNESTINE BYRD</td>
<td>English</td>
<td>A.B., Lincoln University (Mo.), 1946.</td>
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<td>CAMPBELL, LEROY</td>
<td>History</td>
<td>B.S., Agricultural and Technical College of North Carolina, 1943.</td>
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*First semester only
CATALOGUE

CAMPBELL, ROBERT HUNTER
A.B., Tougaloo College, 1946.

COLEMAN, JAMES TRAVIS
A.B., Mississippi Industrial College, 1946.

COLLINS, HARVEY TALIAFERRO**
B.S., Fort Valley State College, 1945.

CROWDER, SAMUEL EDWARD
B.S., Knoxville College, 1944.

CURL, CHARLES HUGO
A.B., Virginia State College, 1936.

DAVIDSON, JOHN QUINCY
A.B., Benedict College, 1937.

DAVISON, JOSEPH ARTHUR
B.S., Leland College, 1942.

DEAN, WARDELL HENRY
A.B., Jarvis Christian College, 1942.

DEVAUGHN, BEATRICE WATKINS*
A.B., Clark College, 1940.

DICKERSON, ADOLPHUS
A.B., Clark College, 1943.

DRAKEWOOD, JOSEPH
B.S., Morehouse College, 1944.

DRISKELL, JOHN THOMAS
A.B., Morehouse College, 1941.

ELKINS, ALVA BEATRICE**
A.B., Atlanta University, 1928.

ENGLISH, ALLEN GHEE
A.B., Selma University, 1943.

ENGLISH, MARY ALICE*

EVANS, FLORA ELIZABETH
B.S., Delaware State College for Colored Students, 1945.

*First semester only.
**Second semester only.
<table>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>College</th>
<th>Major</th>
<th>Year</th>
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<tbody>
<tr>
<td>Fair, Rogers Pressley*</td>
<td>A.B.</td>
<td>Clark College, 1946.</td>
<td>Sociology</td>
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<td>Flanagan, Newberry Paterson*</td>
<td>A.B.</td>
<td>Clark College, 1946.</td>
<td>History</td>
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<td>Franklin, Grant Lafayette</td>
<td>B.S.</td>
<td>Langston University, 1941.</td>
<td>Chemistry</td>
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<td>Franklin, Marjorie Elizabeth</td>
<td>A.B.</td>
<td>Spelman College, 1946.</td>
<td>Biology</td>
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<td>Fuller, Henry Russell</td>
<td>A.B.</td>
<td>Philander Smith College, 1935.</td>
<td>Mathematics</td>
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<td>Gibbs, James Vernon</td>
<td>B.S.</td>
<td>South Carolina State Agricultural and Mechanical College, 1948.</td>
<td>Chemistry</td>
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<td>Grainger, Portia Lee</td>
<td>B.S.</td>
<td>Xavier University, 1945.</td>
<td>Biology</td>
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<td>Griggs, William James*</td>
<td>B.S.</td>
<td>Fort Valley State College, 1946.</td>
<td>History</td>
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<td>Hall, Alexander Alphonso</td>
<td>B.S.</td>
<td>Morehouse College, 1946.</td>
<td>Chemistry</td>
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<td>Hatfield, Charles Joseph**</td>
<td>Ph.B.</td>
<td>Xavier University, 1946.</td>
<td>Sociology</td>
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<td>Harvey, Carrie Jefferies*</td>
<td>A.B.</td>
<td>Clark College, 1945.</td>
<td>Sociology</td>
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<td>Hayes, Constance Bell</td>
<td>A.B.</td>
<td>Leland College, 1940.</td>
<td>English</td>
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<td>Henderson, William Gordon Dewitt</td>
<td>B.S.</td>
<td>South Carolina State Agricultural and Mechanical College, 1940.</td>
<td>Chemistry</td>
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<td>Henton, Comradge Leroy</td>
<td>A.B.</td>
<td>Xavier University, 1939.</td>
<td>Sociology</td>
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<td>Hibbler, George Horner, Jr.</td>
<td>B.S.</td>
<td>Virginia Union University, 1946.</td>
<td>Biology</td>
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</table>

*First semester only
**Second semester only.
CATALOGUE

HIGH, EARL E. ............................................. Mathematics
B.S., Agricultural and Technical College of North Carolina, 1945.

HOLMES, DORIS DUNGILL* .................................. English
A.B., Western Michigan College of Education, 1943.

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

HOWELL, WILLIAM HARRY ................................ Sociology
A.B., Johnson C. Smith University, 1943.

HUBERT, CHARLES EDMOND ................................ Biology
B.S., Georgia State College, 1941.

HURT, GLADYS NAXIENE .................................. Mathematics
B.S., Tennessee Agricultural and Industrial State Teachers College, 1941.

JACKSON, ANDREW ........................................... Chemistry
A.B., Morris Brown College, 1941.

JACKSON, ARTHENIA BERNETTA ............................. English
A.B., Morris College, 1941.

JACKSON, LUKE* ........................................... Biology
B.S., Georgia State College, 1942.

JACKSON, MAYNARD HOLBROOK* ............................. Sociology
A.B., Morehouse College, 1914.

JAMES, LARRY RUTH ...................................... History

JOHNSON, BERTHA** ....................................... History
A.B., Clark College, 1937.

JOHNSON, KATHRYN LOUISE ................................ Sociology
A.B., Dillard University, 1946.

JOHNSON, LEVAN WILLIAM* ................................ Biology
A.B., Mississippi Industrial College, 1946.

JORDAN, STARR HILDA* .................................. English
B.S., Fort Valley State College, 1944.

JUPITER, ERNEST ALVIN* .................................. Chemistry
B.S., Leland College, 1943.

*First semester only
**Second semester only.
KELLY, CLARENCE LEROY .......................................... History
A.B., Knoxville College, 1941.

Kirkland, Calvin LadeLL ............................................. Mathematics
A.B., Livingstone College, 1943.

LACEY, ARTHUR JAMES ............................................. Biology
A.B., Clark College, 1943.

LUCKIE, HARRIETT CLARYCE ......................................... History
A.B., Spelman College, 1946.

MARTIN, LEON JAY .................................................... Chemistry
B.S., Morehouse College, 1946.

Miller, Clarence Conrad ............................................. English
A.B., Claflin College, 1939.

Miller, Frank, Jr.** ................................................ History
B.S., Alabama State Teachers College, 1940.

Milligan, Percy Lee ................................................ Mathematics
A.B., LeMoyne College, 1943.

Mitchell, Thelma Lurline* ......................................... English
A.B., Wiley College, 1945.

Morgan, Norma Hortense* .......................................... English
A.B., Lane College, 1946.

MoSeLy, Morris Edward* ........................................... Mathematics
B.S., Alabama State Teachers College, 1938.

Parker, Quinton ........................................................ Biology
B.S., Georgia State College, 1943.

Parks, Alice Lillian .................................................. Sociology
A.B., Fisk University, 1944.

PELLMAN, MARY LEE** ................................................. English
A.B., Claflin College, 1939.

Perry, Geraldine Jiggitts* .......................................... History
A.B., Virginia Union University, 1944.

Phillips, Anderson Osborne ....................................... Sociology
B.S., Shaw University, 1942.

*First semester only
**Second semester only.
POWELL, JERRY LEE .......................... History
B.S., Fort Valley State College, 1946.

POWELL, JOHN HENRY* ..................... Biology
B.S., Alcorn Agricultural and Mechanical College, 1938.

QUIVERS, WILLIAM WYATT ................. Biology
B.S., Hampton Institute, 1942.

RANDALL, JAMES CALVIN ................... Sociology
Jarvis Christian College, 1940.

RICHARDSON, GENERAL HOUSTON .......... Biology
B.S., South Carolina State Agricultural and Mechanical College, 1941.

RILEY, JOHN SAM .......................... Biology
A.B., Morehouse College, 1946.

ROBINSON, ARTHUR ALLEN ................. Chemistry
A.B., Talladega College, 1938.

SANFORD, PAUL LAURENCE ................. History
A.B., Morehouse College, 1946.

SCOTT, HUBERT RANDOLPH ................. Mathematics
B.S., Morehouse College, 1942.

SUTTON, JAMES SAMUEL .................... Mathematics
A.B., Morehouse College, 1940.

TURNER, ZELMA INEZ ....................... English
A.B., Tougaloo College, 1940.

WALLACE, LORENZO ......................... Biology
A.B., Morehouse College, 1941.

WARREN, ROBERT GLEAVY* .................. Biology
B.S., West Virginia State College, 1940.

WEATHERTON, ROBERT BURDINE* .......... Chemistry
B.S., Tennessee Agricultural and Industrial State Teachers College, 1931.

WOLFE, IRWIN** ............................ Mathematics
A.B., Clark College, 1937.

*First semester only
**Second semester only.
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<th>Name</th>
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<tr>
<td>BANKS, WILLIAM SPURGEON*</td>
<td>A.B.</td>
<td>History</td>
<td>Morehouse College</td>
<td>1938</td>
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<td>CARVER, JOYCE</td>
<td>B.S.</td>
<td>Biology</td>
<td>Clark College</td>
<td>1928</td>
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<td>COX, ANNIE APPLING*</td>
<td>A.B.</td>
<td>Home Economics</td>
<td>Morris Brown College</td>
<td>1944</td>
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<td>DENNIS, FREDERICK DOUGLAS**</td>
<td>A.B.</td>
<td>Sociology</td>
<td>Arkansas Baptist College</td>
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<td>DICKERSON, ADOLPHUS SUMNER*</td>
<td>A.B.</td>
<td>Sociology</td>
<td>Clark College</td>
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<td>ELKINS, ALVA BEATRICE*</td>
<td>A.B.</td>
<td>Sociology</td>
<td>Atlanta University</td>
<td>1928</td>
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<td>FURLOW, FLORINE DYER*</td>
<td>A.B.</td>
<td>Sociology</td>
<td>Morris Brown College</td>
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<td>JORDAN, ANNA PEARL*</td>
<td>A.B.</td>
<td>Home Economics</td>
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<td>MADISON, JULIA AMANDA**</td>
<td>A.B.</td>
<td>Mathematics</td>
<td>Fisk University</td>
<td>1933</td>
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<td>MCIVER, RAPHAEL ANGELO</td>
<td>A.B.</td>
<td>English</td>
<td>Morehouse College</td>
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<td>PATRICK, NORA MAE*</td>
<td>A.B.</td>
<td>French</td>
<td>Spelman College</td>
<td>1942</td>
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<td>PRUITT, RALPH LEWIS</td>
<td>A.B.</td>
<td>Mathematics</td>
<td>Talladega College</td>
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<td>SHERMAN, IRVIN ABRAHAM**</td>
<td>A.B.</td>
<td>Sociology</td>
<td>Clark College</td>
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<td>SIMON, JEWEL WOODARD</td>
<td>A.B.</td>
<td>Art</td>
<td>Atlanta University</td>
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<td>A.B.</td>
<td>English</td>
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<td>A.B.</td>
<td>English</td>
<td>Morehouse College</td>
<td>1941</td>
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*First semester only
**Second semester only.
STAMPS, PORTER DALLAS* ........................................... History
B.S., Fort Valley State College, 1941.

TOOMER, JUANITA PASCHAL** .................................... English
A.B., Spelman College, 1935; A.M., Atlanta University, 1937.

YANCEY, LAWRENCE EDGAR ........................................ Mathematics
B.S., Morehouse College, 1942.

NON-MATRICULATED STUDENT

CONNALLY, CARRIE HERNDON** .................................. English

*First semester only
**Second semester only.
ATLANTA UNIVERSITY 113

SCHOOL OF LIBRARY SERVICE

BAKER, WILLIE BLANCHE
A.B., Shaw University, 1942.

BATEY, JULIA CLEVE
A.B., Alabama State Teachers College, 1946.

BROWN, DORIS READY
B.S., Tennessee Agricultural and Industrial State Teachers College, 1948.

BROWN, FLORINE EDWINA
B.S., Tuskegee Institute, 1945.

CAMPBELL, MARGARET ROSE*
B.S., Tennessee Agricultural and Industrial State Teachers College, 1945.

CARTER, GWENDOLYN MARIE
A.B., Knoxville College, 1945.

CASLEY, GEORGIA ESSIE LEE
B.S., Hampton Institute, 1946.

DAVIS, LILLIAN CLARISSA
A.B., Fisk University, 1945.

FOSTER, FANNIE BLANCHE
B.S., Tennessee Agricultural and Industrial State Teachers College, 1940.

GREENE, SARAH JANET
B.S., Alabama State Teachers College, 1942.

HARRY, MARTHA LOUISE
A.B., University of Illinois, 1946.

HILL, MARNESBA DORIS
B.S., Langston University, 1940.

JENKINS, HARRIETT
B.S., Tennessee Agricultural and Industrial State Teachers College, 1940.

LOCKETT, BARBARA LEE

MCWHORTER, VIVIAN
B.S., Philander Smith College, 1944.

TOLERSON*
B.S., Philander Smith College, 1944.

MARTIN, LILLIAN JOHNSON
A.B., Southern University, 1946.

MAST, RACHEL ANN
B.S., Langston University, 1936.

MCADAMS, BERTHA MAE**†
A.B., Clark College, 1946.

MILLS, ANNIE BELLE†
A.B., Philander Smith College, 1931.

MORGAN, GERALDINE CECELIA
A.B., Bennett College, 1946.

MOSLEY, JULIA WATSON
A.B., Knoxville College, 1940.

MURRY, JOSEPHINE TAYLOR
A.B., Fisk University, 1930.

PRUNTY, EDITH IOLA
A.B., Shaw University, 1946.

QUIVERS, EVELYN SEACE
A.B., Spelman College, 1941.

STYLES, PAULINE CYNTHIA
A.B., Florida Agricultural and Mechanical College, 1938.

WALKER, MAMIE ALTOMOTTE
A.B., South Carolina State Agricultural and Mechanical College, 1942.

WATKINS, HATTIE DUVAL*
A.B., Fisk University, 1912; A.M., Columbia University, 1932.

WRIGHT, LOTTIE MAUDE*
A.B., Clark College, 1944.

*First semester only
**Second semester only.
†Part-time students
SCHOOL OF EDUCATION

FULL TIME

ADDISON, AMELIA BOLER
A.B., Bennett College, 1942.

BAILEY, MATTOX
AUGUSTUS**
A.B., Paine College, 1940.

CATER, THOMAS NAPOLEON
B.S., Alabama State Teachers College, 1946.

CHAMBLISS, ASA ABRAHAM
B.S., Fort Valley State College, 1942.

CLIFFORD, PAUL INGRAHAM**
B.S., Pennsylvania State Teachers College, 1938.

COX, AMOS PAUL
B.S., Elizabeth City State Teachers College, 1946.

DANIELS, CYRUS WILBURN
B.S., South Carolina State Agricultural and Mechanical College, 1946.

DEAN, SARAH LEE*
A.B., Morris Brown College, 1944.

DEMERY, VERGIL CORNELIUS*
B.S., Georgia State College, 1946.

EARL, WILLIAM JOHNSON
B.S., Tuskegee Institute, 1941.

EDWARDS, HENRY FEARD**
A.B., Shaw University, 1943.

FIELDS, GROVER CLEVELAND
A.B., Paine College, 1940.

GIBSON, ADAM DARIUS*
A.B., Wiley College, 1942.

GORDON, WILLIAM JAMES
B.S., Agricultural and Technical College of North Carolina, 1936.

GREEN, PRIMUS PERCIVAL
A.B., Morris College, 1941.

HAWKINS, JOSEPH HENRY
A.B., Rust College, 1946.

HAYNES, THEODORE
REGINALD
A.B., Clark College, 1946.

HOLAND, HELEN GENEVA*
B.S., Winston-Salem Teachers College, 1942.

HOLMES, CLARENCE MELVIN
A.B., Morris College, 1941.

HOWARD, MITTIE EVELYN
A.B., Morris Brown College, 1946.

HOWELL, CLARENCE CALVIN
A.B., Morris Brown College, 1940.

HOWELL, CLISHIE
PETTIGREW**
A.B., Paine College, 1946.

HUDSON, ORLANDO FRANK
B.S., Fayetteville State Teachers College, 1942.

LEWIS, MARY LAWSON
A.B., Bennett College, 1932.

MCIVER, ANNIE MAE
RAINEY*
B.S., South Carolina State Agricultural and Mechanical College, 1939.

*First semester only
**Second semester only.
PARKS, CLARAGENE  
A.B., Spelman College, 1946.

PARKS, JAMES BRUCE  
A.B., Philander Smith College, 1943.

PETTIGREW, CLEVELAND WILLIAM  
B.S., Fort Valley State College, 1945.

ROBINSON, CLAUDE HAMILTON  
A.B., Morehouse College, 1935.

ROPER, GLADYS LUCILLE  
B.S., South Carolina State Agricultural and Mechanical College, 1945.

ROSEBERRY, RUTH WILLIS  
B.S., Tennessee Agricultural and Industrial State Teachers College, 1946.

SEARCY, ANNIE MAUDE  
A.B., West Virginia State College, 1946.

SELLERS, JOHNNYE MARIA  
B.S., Fort Valley State College, 1945.

SEXTON, TYRONE YUNNANFU  
B.S., Tuskegee Institute, 1941.

SHULER, JOHN MILTON ALONZO  
A.B., Claflin College, 1942.

SIMMONS, JAMES WILLIAM  
B.S., Jackson College, 1946.

SMITH, ALVERIA ELIZABETH**  
B.S., Bethune-Cookman College, 1943.

SUTTON, JAMES SAMUEL  
A.B., Morehouse College, 1940.

SWINTON, WILLIAM HOLMES  
A.B., Morris College, 1939.

THOMAS, EDDIE ROY  
B.S., Langston University, 1940.

TRAVIS, WILLIAM HENRY  
B.S., Alcorn Agricultural and Mechanical College, 1932.

PART TIME

ALEXANDER, THEOPHILUS DANIEL*  
A.B., Philander Smith College, 1941.

ANDERSON, MARIE  
A.B., Morris Brown College, 1940.

ASHMORE, CLIFFORD MARCH  
A.B., Paine College, 1933.

AUSTIN, OSCAR SOLOMON*  
A.B., Morris Brown College, 1932.

BAILEY, EUNICE FREEMAN  
A.B., Spelman College, 1939.

BAKER, MILDRED LOUISE**  
A.B., Morris Brown College, 1930.

BERRYHILL, ARCHIE THOMAS*  
A.B., Clark College, 1936.

BLACK, ELDRED MARIE  
B.S., Georgia State College, 1937.

BLACKMON, SARAH T.*  
A.B., Morris Brown College, 1939.

BRADLEY, ELEANOR MARIE  
A.B., Morris Brown College, 1940.

*First semester only
**Second semester only.
BRONNER, LENA ELEASE
A.B., Spelman College, 1933.

BROWNE, FREDERICK
DOUGLASS
A.B., Atlanta University, 1927; A.M., 1946.

BYNUM, ANNETTE WEST**
A.B., Clark College, 1941.

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

COLEY, JOHNNIE LOUISE
B.S., Spelman College, 1944.

COLLINS, OLLIE BELLE*
A.B., Clark College, 1933.

CUNNINGHAM, GRACE CORDELLIA*
A.B., Morris Brown College, 1945.

DANIELS, KATIE MARGERY*
A.B., Morris Brown College, 1941.

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

DAY, WILLIE VERDELLE
A.B., Morris Brown College, 1942.

DAYS, ROSELAND FRANCES*
A.B., Spelman College, 1936.

DENNIS, JANORA ELIZABETH*
A.B., Arkansas Baptist College, 1945.

DENSON, THELMA LILLYE*
B.S., Georgia State College, 1946.

DHYE, JAMES HERMAN
B.S., Georgia State College, 1936.

DODSON, FRANK ALBERT*
B.S., Clark College, 1933.

DODSON, SARA NEAL*
A.B., Clark College, 1929.

DUNN, LILLIAN MARIAH
B.S., Clark College, 1944.

EDWARDS, Cecil Long
A.B., Spelman College, 1933.

FLENORY, LILLIE WILLIAMS
A.B., Spelman College, 1932.

FREEMAN, MILDRED INMAN
A.B., Talladega College, 1931.

GAY, RANDALL GARFIELD
A.B., Clark College, 1939.

GODFREY, VALERIA ESTELL*
A.B., Clark College, 1941.

GRAHAM, GENEVIEVE PARKS*
A.B., Spelman College, 1940.

GRAHAM, OSCAR M.
B.S., Fayetteville State Teachers College, 1943.

GRIER, RAYMOND
A.B., Morris Brown College, 1938.

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

HALL, MARY LEE*
A.B., Spelman College, 1943.

HANKS, LULA SMITH**
A.B., Spelman College, 1942.

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

HAYES, FLORENCE MARTIN
B.S., Spelman College, 1933.

HEMBREE, MEXICO SHEHEE**
A.B., Clark College, 1934.

*First semester only
**Second semester only.
HENDERSON, IRENE LEOLA
A.B., Spelman College, 1933.

HILL, ETHEL BROWN
A.B., Morris Brown College, 1946.

HILL, EVELYN HOUSEWORTH*
A.B., Spelman College, 1939.

HINES, BESSIE MAE

HORNSBY, DOROTHY ELIZABETH*
A.B., Spelman College, 1933.

JACKSON, MARIE HINTON*
A.B., Clark College, 1942.

JAMES, Verna Mae
A.B., Clark College, 1939.

JAMES, WILLIE LUCILLE CARMICHAEL**
A.B., Atlanta University, 1930.

JOHNSON, EMMA LILLIAN
A.B., Clark College, 1938.

JONES, ALDA MCGOWAN
A.B., Jackson College, 1940.

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

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

KIRKLAND, WILLIE DRAKE*
A.B., Livingstone College, 1943.

LATIMER, LOTTIE BELLE
A.B., Clark College, 1935.

LAWRENCE, HELEN MILDRED
A.B., Clark College, 1941.

LYNSCH, ROSA LEE
A.B., Morris Brown College, 1937.

LYONS, HENRY CAREY
A.B., Atlanta University, 1928.

MAPP, VIVIAN LORRAINE*
A.B., Arkansas State College, 1936.

MARTIN, EVELYN GEORGE*
B.S., Fort Valley State College, 1942.

MARTIN, ZOLLIE MAE
A.B., Atlanta University, 1931.

MATTOX, HELEN SIMS*
A.B., Morris Brown College, 1939.

MAYS, MADGE JUANITA
A.B., Clark College, 1939.

MOORE, GUSSIE DAVISON*
A.B., Atlanta University, 1930.

NEWBERRY, MARY IDA
A.B., Morris Brown College, 1945.

NEWSOME, MARY EVELYN
B.S., Fayetteville State Teachers College, 1943.

OLIVER, BEULAH RUCKER*
B.S., Georgia State College, 1944.

OWENS, ELSIE MARSEILLES*
A.B., Clark College, 1938.

OWENS, HAZEL WHITE*
A.B., Clark College, 1936.

PHARROW, JUDSON JASPER*
A.B., Clark College, 1932.

PIERCE, ANNIE LOUISE
A.B., Clark College, 1943.

PRICE, LOTTIE MAE*
B.S., Fort Valley State College, 1943.

*First semester only
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<td>PUCKETT, WILLIAM L.**</td>
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<td>QUARTERMAN, EARLINE*</td>
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<td>Atlanta University</td>
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<td>Fort Valley State College</td>
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<td>STRONG, JUNE VIVIAN MACK</td>
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<td>TERRELL, CARRYE ISABELLE*</td>
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<td>THOMAS, IRMA GANTT*</td>
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<td>WARBINGTON, LILLIAN PAUL*</td>
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<td>WATERS, ELLA BELLE A.B.</td>
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<td>WHITE, MILTON JONES*</td>
<td>A.B.</td>
<td>Morehouse College</td>
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<td>WILDER, ROCHELLE C.*</td>
<td>A.B.</td>
<td>Morris Brown College</td>
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<td>WILDER, SALLIE E. WALKER**</td>
<td>A.B.</td>
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<td>WILLIAMS, LIBRA HOLT**</td>
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<td>ALEXANDER, ROGENIA BAILEY*</td>
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<td>LONG, BLANCHE DECATOR*</td>
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<td>PRATHER, IDA ALLEN**</td>
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<td>PRICE, MAUDE ELSIE*</td>
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<td>WALTHALL, EVELYN**</td>
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<td>WASHINGTON, ALICE L. MAYNARD*</td>
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</table>

*First semester only
**Second semester only.
SCHOOL OF BUSINESS ADMINISTRATION
FULL TIME

BARTON, KENNETH EVERETT
A.B., Morehouse College, 1943.

BECK, LORENZA
A.B., Morehouse College, 1941.

BLACKMON, FRANKLIN L. C.
A.B., Morris Brown College, 1939.

BLAYTON, JESSE
B.S**, Langston University, 1947.

BROUSSARD, WANDA MARIE
B.S., North Carolina College for Negroes, 1943.

BROWN, JAMES HENRY
B.S., Alcorn Agricultural and Mechanical College, 1943.

COLEMAN, CARTER EMORY
A.B., Clark College, 1938.

DAVENPORT, EARNESTINE
A.B., Clark College, 1946.

DAVIS, CLIFFORD
A.B., Philander Smith College, 1945.

HOLLY, POWELL
A.B., Morehouse College, 1946.

HYDE, PAUL LAWRENCE
A.B., Morehouse College, 1943.

KIRK, RICHARD ALBERT
A.B., Miles College, 1939.

LEWIS, CHARLES WILLIAM
B.S., Prairie View University, 1945.

LINDSAY, JEROME EARL
B.S., Alcorn Agricultural and Mechanical College, 1940.

LOCKETT, JULIUS ALFONSO
A.B., Morehouse College, 1939.

MCDUFFIE, ERNESTINE BROWNLEE
A.B., Morehouse College, 1939.

MALONE, WILLIAM JAMES
B.S., Fort Valley State College, 1943.

MARSHALL, WILLIAM MCKINLEY
A.B., Morehouse College, 1943.

MARTIN, JAMES DANRIDGE**

MOORE, JOHN HENRY*
A.B., Johnson C. Smith University, 1937.

OWENS, FRANK ALFRED
A.B., Morehouse College, 1943.

PARHAM, JOHN VERNON
B.S., Hampton Institute, 1943.

PETTUS, ORETHA
B.S., Langston University, 1946.

RIVERS, BIRNELL DAVIS
B.S., Georgia State College, 1945.

SMITH, ARTHUR FULLER
A.B., Morehouse College, 1939.

SULLIVAN, WILLIAM HENRY*
A.B., Morehouse College, 1948.

**Second semester only.
*First semester only
TALBERT, ERNEST
A.B., Morehouse College, 1943.

WALLER, PAUL EVERETT
B.S., Bluefield State Teachers College, 1939.

PART TIME

LEATHERS, CLARENCE
WES TCOTT
B.S., Hampton Institute, 1937.

SABB, DOROTHY MAE*
B.S., Hampton Institute, 1946.

SIMMONS, JAMES RUSSELL
A.B., Morehouse College, 1937.

THOMPSON, ROBERT
ALBERT, JR.*
B.S., Morgan College, 1932;
A.M., Atlanta University, 1936.

WILLIS, DELMAR
ALEXANDER*
A.B., Atlanta University, 1931.

NON-MATRICULATED STUDENTS

ALSTON, J. ALFRED*

THOMPSON, ARZATA WADDELL*

*First semester only.
## ATLANTA UNIVERSITY

### SUMMARY OF ENROLLMENT

1946-1947

#### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Full Time</th>
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</tr>
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<td>435</td>
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#### LABORATORY SCHOOL

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<th>Boys</th>
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<tbody>
<tr>
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<td>112</td>
<td>200</td>
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<tr>
<td>Kindergarten-Nursery</td>
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<tr>
<td><strong>Total</strong></td>
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#### SUMMER SCHOOL (1946)

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<tbody>
<tr>
<td>Arts and Sciences, Library Service, Education Graduate</td>
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<td>494</td>
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<tr>
<td>Undergraduate</td>
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<td>332</td>
<td>744</td>
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<td>826</td>
<td>1495</td>
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<tr>
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<td>91</td>
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<td><strong>Total</strong></td>
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<td>917</td>
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<table>
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<td>52</td>
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<table>
<thead>
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<tbody>
<tr>
<td>764</td>
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<td>1744</td>
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GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

ARTS AND SCIENCES, LIBRARY SERVICE, EDUCATION, BUSINESS ADMINISTRATION

1946-1947

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Total: 329