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Atlanta University

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1947 - 1948

ANNOUNCEMENTS
1948 - 1949

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 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

The Graduate and Professional Schools of Atlanta University are accredited by the following:

Association of American Universities
Southern Association of Colleges and Secondary Schools for Negroes
American Library Association
American Association of Schools of Social Work
THE
ATLANTA UNIVERSITY
BULLETIN

Published Quarterly by
ATLANTA UNIVERSITY
Atlanta, Georgia

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<td>June</td>
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BOARD OF TRUSTEES

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

1948-1951

WILLETTE R. BANKS ....................... Prairie View, Texas
WILLIAM A. FOUNTAIN ..................... Atlanta, Georgia
MARTIN L. KING .................. Atlanta, Georgia
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

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. EVERTT BACON  LAWRENCE J. MACGREGOR  ERNEST E. QUANTRELL
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D.
President

John Phillip Whittaker, A.M.
Registrar and Director of the Summer Session

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

*Lawrence Dunbar Reddick, Ph.D.
Librarian

Samuel Milton Nabrit, Ph.D.
Dean of the Graduate School

Forrester B. Washington, A.M., LL.D.
Director, School of Social Work

Virginia Lacy Jones, Ph.D.
Director, School of Library Service

J. Max Bond, Ph.D.
Director, School of Education

Lorimer D. Milton, A.M., LL.D.
Acting Director, School of Business Administration

Alvin Andrew Reid, M.B.A.
Comptroller

ADMINISTRATIVE ASSISTANTS

Thelma Lucille Barnhardt, A.B.—
Secretary to Director, School of Education

Carrie Washington Bell, A.B.—
Secretary to Dean, the Graduate School
Secretary to Director, School of Business Administration

Jessie Lee Bentley, B.S.—
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

Pauline McDaniel Clark, B.S.—
Secretarial Assistant in Publicity and Education

Frazier Neal Collins .................... Accountant

Ethel Sheftall Forbes .................. Assistant, University Bookshop

*Beginning April 1, 1948.
MABEL ALFORD GATEWOOD, B.S.—
Assistant, School of Social Work

ANNETTE LUCILLE HALL, A.B.—
Secretarial Assistant, School of Social Work

MAE WYNN HARVEY ......................... Postmistress

*Cloatee Arnold Johnson ....... Assistant to the Bursar

MARVIN HENRY JONES —
Assistant, University Bookshop and Purchasing

GRACE JESSIE MINTER ...... Assistant in Registrar’s Office

ANNIE JEWELL MOORE, A.B.—
Assistant, University Bookshop (Spelman Branch)

CONSTANCE CROCKER NABRIT, B.S.S.—
Assistant to the President

DORIS MORELAND PARKS, A.B. ... Assistant to the Bursar

CAMIE CALL SMITH, B.S. ........ Assistant to the Bursar

DORIS MATTINA SMITH, A.B.—
Assistant in Registrar’s Office

LUCILE MACK STRONG, A.B. ..................... Bursar

GERONE HENDALE TAYLOR, A.B.—
Recorder, Office of the Registrar

MARIAN WILSON TURNER, B.S. ... Secretary to the President

FRANKYE LOU WARNER —
Secretary to Director, School of Library Service

HELEN JONES WATLEY, A.B.—
Secretarial Assistant, School of Social Work

MADELINE VIVIAN WHITE —
Assistant to Director, School of Social Work

CATHERINE ELCY WILCOX . Assistant in Registrar’s Office

DOROTHY WILLIAMS WRIGHT, LL.B... Director of Publicity

LIBRARY STAFF

**LAWRENCE DUNBAR REDDICK, Ph.D. .......... Librarian

GAYNELLE WRIGHT BARKSDALE, A.M. in L.S.—
Reference Librarian

GWENDOLYN MARIE CARTER, B.S. in L.S.—
Periodicals Librarian

ROSEBUD BROWN DIXON, B.S. .......... Reserve Librarian

* Until April 1, 1948.
** Beginning April 1, 1948.
*Lois Gertrude Dozier, B.S. in L.S. .......... Cataloger
Nancy Mildred Harper, B.S. in L.S. .. Cataloger
Ethel Bowden Hawkins, B.S. in L.S.— Circulation Librarian
Marnesba Davis Hill, B.S. in L.S.— Librarian, Negro Collection
Annie Bell Mills, A.B. ............... Catalog Assistant
Minnie Beeler Rowe .................. Catalog Assistant
Florence Tucker King ............. Secretary to Librarian

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

BOARDING DEPARTMENT
Lyda McCree Kennedy, A.B. .......... Dietitian
†Lola McCollum Jenkins, B.S., M.Ed.— Assistant to Dietitian
‡Thelma Jones Butler, B.S. .... Assistant to Dietitian
Alice Jones Tull .................. Hostess
Josephine Dibble Murphy ........ Assistant Hostess

PLANT
John Baffin Shepherd ............ Chief Engineer
†Edward Johnson .................. Engineer
Henry L. Moreland ............... Engineer
Howard Lee Ray .................. Engineer

* Until September 30, 1947.
† Until March 1, 1948.
‡ Beginning March 1, 1948.
§ Until March 31, 1948.
THE FACULTY

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

FACULTY OF ARTS AND SCIENCES

SAMUEL MILTON NABRIT, Ph.D.  Dean

ROBERT G. ARMSTRONG  Anthropology
A.B., Miami University, 1938; A.M., University of Oklahoma, 1942; Student, University of Chicago, 1939-1941.

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

HERBERT C. BOGGS  Mathematics

ALFRED RUSSELL BROOKS  English
A.B., Morehouse College, 1931; A.M., University of Wisconsin, 1934; Student, University of Cambridge, Summer, 1936; University of Edinburgh, 1939. Department of English, Morehouse College.

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

PHILIPPINA LIVIA HANNAK
French
J.D., University of Vienna, 1931. Department of French, Spelman College.

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.

THOMAS D. JARRETT
English
A.B., Knoxville College, 1933; A.M., Fisk University, 1937; Ph.D., University of Chicago, 1947.

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.

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

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

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

LAWRENCE DUNBAR REDDICK
A.B., Fisk University, 1932; A.M., 1933; Ph.D., University of Chicago, 1939.

MARY LOGAN REDDICK
A.B., Spelman College, 1935; M.S., Atlanta University, 1937; Ph.D., Radcliffe College, 1944. Department of Biology, Morehouse College.

IRA DEAUGUSTINE REID
A.B., Morehouse College, 1922; A.M., University of Pittsburgh, 1925; Ph.D., Columbia University, 1939.

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

GEORGIA CALDWELL SMITH

WILLIAM GETER THOMAS
A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Diplome d'études francaises, degre superieur, Universite de Nancy, 1927; Diplome des Cours de civilisation francaise, Universite de Paris, 1928; Diplome de l'Ecole de preparation des professeurs de francaise a l'étranger, 1937; Student, Middlebury College, Summers, 1941, 1942, 1943, 1944, 1945; Radcliffe College, second semester, 1944-1945. Department of French, Spelman College.

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

FACULTY OF THE SCHOOL OF SOCIAL WORK

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

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

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

HORTENSE S. COCHRANE
Social Case Work
Diploma, Salem Normal School, 1928; B.S., Teachers College, Columbia University, 1933; A.M., 1937; M.S., New York School of Social Work, 1942; Student, Columbia University, 1939-1940; University of Chicago, 1943-1945.

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.

HARRIETTE W. DOMAS
Development of Group Work Skills
Museum School of Boston, 1935-1938; Springfield College, 1940-1941; Carnegie Institute of Technology, 1941-1942; Massachusetts State College for Teachers, 1944-1945.

ISAIAH JONATHAN DOMAS
Director of Research and Thesis
B.S., Springfield College, 1939; Ed.M., 1941; S.T.B., Tufts College, 1941; Student, Harvard University, 1945-1947.

ORAN WENDELL EAGLESON
Mental Measurements
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935.
AUDREY P. FARRIS  
*Traveling Field Work Supervisor*
A.B., Texas College, 1940; Diploma, Atlanta University School of Social Work, 1936; M.S.W., 1942.

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

EDITH ARNOLD HAMBRICK  
*Development of Group Work Skills*
A.B., Spelman College, 1941; M.S.W., Atlanta University School of Social Work, 1943.

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

NELSON C. JACKSON  
*Community Organization; 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.

THOMAS BAKER JONES  
*Group Work*
A.B., Virginia Union University, 1941; M.S.W., Atlanta University School of Social Work, 1943; Ph.D., Ohio State University, 1947.

EDWARD M. KAHN  
*Social Work and the Law; 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.

VINITA V. LEWIS  
*Field Work Director*
Ph.B., University of Chicago, 1930; M.S.W., New York School of Social Work, 1941.

HARRY R. LIPTON  
*Comparative Psychiatry; Psychiatric Information*
A.B., Wayne University, 1932; M.D., 1936; Student, Columbia University, 1938.
CATALOGUE

SALINA SHAW
Field Work Supervisor, Department of Public Welfare, Fulton County
A.B., Morris Brown College, 1941; Diploma, Atlanta University School of Social Work, 1933; Student, New York School of Social Work, Summer, 1947.

JOSEPH S. SKOBBA
Personality Development; Psychiatric Information
B.S., Indiana University, 1928; M.D., 1930.

GENEVIEVE TEAGUE STRADFORD
Child Welfare; Social Case Work
A.B., Fisk University, 1941; M.S.S., Smith College School of Social Work, 1943.

ALBERT L. THOMPSON
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.

ZEPHYR WOODSON
Medical Social Work; Handicapped Children
Ph.B., University of Chicago, 1934; Student, University of Chicago School of Social Service Administration, Intermittently, 1935-1941.

SPECIAL CONSULTANT

SARAH IVINS
Field Work
Diploma, New York School of Social Work, 1917; B.S., New York University, 1931.
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; Student, Summer, 1947, second semester, 1947-1948.

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.

JOSEPHINE FAWCETT THOMPSON  
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1939; B.S. in L.S., Atlanta University School of Library Service, 1944.

FACULTY OF THE SCHOOL OF EDUCATION

J. MAX BOND, Ph.D.  
Director

RESIDENT STAFF

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

**Part time
ORAN WENDELL EAGLESON
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935.

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

ALLYCE CATHRYN WATSON JOHNSON
B.S., Tennessee A. and I. State College, 1934; Student, Sum­mers, 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
A.B., Fisk University, 1932; A.M., New York University,
1945; Ed.D., 1946.

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

MATILDA LYNETTE SAINE*
A.B., Spelman College, 1940; A.M., Atlanta University, 1942;
Student, University of Chicago, Summers, 1944, 1946;

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
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  Third Grade
A.B., Spelman College, 1936; Student, Atlanta University, Summers, 1937, 1938.

ALICE CLEMENT FOSTER  Music
A.B., Spelman College, 1941; Student, Julliard School of Music, 1941-1942.

ANNA 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, 1938.

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  
Diploma, Alabama State Teachers College, 1930; A.B., Morris Brown College, 1944; M.Ed., Atlanta University, 1947.

JUANITA GEORGE PIERCE  
Physical Education Supervisor  

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

OMOGENE WILLIAMS YANCEY  
Fourth Grade  
A.B., Clark College, 1945; A.M., Atlanta University, 1946.

FACULTY OF THE SCHOOL OF BUSINESS ADMINISTRATION

LORIMER D. MILTON, A.M., 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. BURGE  
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.

CHARLES EDWARD MAXEY  

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.

SAMUEL SOUTHERN
B.S., Butler University, 1941; M.S., 1942. Department of Economics, Morris Brown College.

EDWARD BUCHANAN WILLIAMS
A.B., Morehouse College, 1927; A.M., Atlanta University, 1937; Ph.D., Columbia University, 1946. Department of Economics, Morehouse College.
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 Cytus 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 1926-1927
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 1930-31 the undergraduate courses were discontinued. All the resources of the institution are now being devoted to graduate work.

On September 1, 1948, the Atlanta University School of Social Work gave up its charter as a separate corporation and became an integral part 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, mathematics, sociology, library service, and social work. 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—three institutions, having a total initial plant of ninety acres of land and thirty-eight buildings, located in the strategic center of the Southeastern states, and having a foundation of more than 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 $64,264.54, the income from which is credited toward the salary of the professor of sociology. Additions to the Fund are constantly being made by the alumni and their friends.

THE PEOPLE'S COLLEGE

The People's College, organized in the fall of 1942, is an adult education program sponsored by the University in cooperation with colleges, public schools, churches, civic associations, business enterprises and social agencies of the community. 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 1947-48 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. 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, 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 three affiliated institutions—Atlanta University, Morehouse College and Spelman College—have been brought together in one building. This makes available to students unusual advantages for study, reference and cultural reading. At present the library contains more than 85,000 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 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, make 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 seven years of the elemen-
tary 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 school 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 seven 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 three affiliated institutions. The churches of Atlanta offer rich opportunities for Christian service and worship. Members of the student body and faculty are frequently invited to cooperate with these churches in the regular Sunday morning services.
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

1947

Oct. 5 Special Worship Service. Dr. E. Stanley Jones, missionary.

Oct. 16 Atlanta University Charter Day Convocation. President Rufus B. Atwood of Kentucky State College. "Peace in Our Times."

Oct. 20 Recital. Penelope Johnson, violinist.

Oct. 22 University Forum. Dr. Lloyd A. Cook, professor of educational sociology, Wayne University.

Oct. 27 Exhibit. "We Build Together." (Materials for Inter-Cultural Education.)


Nov. 14 Recital. Mrs. Sara Owsley Stivers, pianist.

Nov. 16 Broadcast. Station WGST. The Atlanta-Morehouse-Spelman Chorus.
Nov. 18  Forum. Dr. Robert C. Weaver, director of community services, American Council on Race Relations. "Restrictive Covenants and American Housing."

Nov. 20  Special Assembly. Honorable Henry A. Wallace.

Nov. 20  Tea. Honoring Mrs. Eva Knox Evans, author.

Nov. 21  Recital. Graham W. Jackson, pianist.

Nov. 29  The University Players in "The Miser."

Dec. 2  Forum. Mrs. Edith M. Alexander, associate director, Mayor's Committee for Unity, New York City. "The Use of Community Resources in Race Relations."


Dec. 3  Carnival-Bazaar. Auspices Morehouse Auxiliary.

Dec. 8  Seminar. Colonel Philip Faymonville, General Staff Corps, United States Army. "Russia Yesterday, Today and Tomorrow."


Dec. 10  Annual Christmas Carol Concert.


Dec. 17  Illustrated Lecture on India. Dr. William Stewart Nelson.


Feb. 1  University Center Convocation. Reverend Harrison McMains, minister, First Christian Church, Atlanta.

Feb. 5  University Convocation. Honorable Rhys J. Davies, M. P. "Peace or Perish."
CATALOGUE

Feb. 9 Lecture. Dr. Smiley Blanton, author and psychiatrist.
Feb. 11 Spelman College Music Students in Recital.
Feb. 15 Alabama State Teachers College Choir.
Feb. 18 Morehouse College 81st Anniversary Celebration. Clyde Reynolds, executive director, Provident Hospital and Training School, Chicago, Illinois; Dr. Harold G. Trost, minister, First Methodist Church, Rochester, Minnesota.
Feb. 18 Anniversary Broadcast. Station WSB. President Benjamin E. Mays.
Feb. 27 Forum Meeting. Conference on Civil Rights. Ralph McGill, editor, Atlanta Constitution; Mrs. M. E. Tilly, member, President's Committee on Civil Rights; P. L. Prattis, executive editor, Pittsburgh Courier; A. Abbott Rosen, chief, Civil Rights Section, Department of Justice; Boris Shiskin, research director, American Federation of Labor; A. T. Walden, N. A. A. C. P.
Mar. 5 Illustrated Lecture on Liberia. John Harvey Furby, formerly president of the College of West Africa, Monrovia.
Mar. 7 Recital. Soprano, Ruby Spencer Lyon; Violinist, William Henigbaum; Pianist, Merrill Jackson.
Mar. 9 Recital. Harpist, Vivian Weaver; Violinist, Penelope Johnson; Tenor, Buell Thomas.
Mar. 10 Forum. Alfred L. Kroeber, professor of anthropology emeritus, University of California. "Man Then and Now."
Mar. 17 Third Annual Marriage and Family Institute.
Mar. 19 Recital. Luigi Silva, 'cellist.


Apr. 1
Apr. 2 The University Players in "The Bat."

Apr. 4 Seventh Annual Art Exhibition of Painting, Sculpture and Prints by Negro Artists. James A. Porter, Department of Art, Howard University.

Apr. 9 Annual Atlanta-Morehouse-Spelman Spring Concert.

Apr. 11 Spelman College Founders Day. Dr. Harry James Carman, dean of Columbia College.

Apr. 21 Dr. W. Lloyd Warner, professor of anthropology and sociology, University of Chicago. "Caste and Class in American Society."

May 7 Spelman Glee Club Concert.

May 14 Rebecca Jackson, in Senior Recital.

May 19 Dr. Stuart A. Queen, professor of sociology and dean of the College of Liberal Arts, Washington University. "The Cost of City Slums."

TUITION AND FEES

Matriculation fee—payable at first registration and not refundable $ 5.00

Tuition for the year—one-half payable at the time of registration each semester 250.00

Fees for single courses—per credit hour per week for one semester (The credit hour fee will also be charged for programs beyond the regular academic load.) 10.00

Late registration fee 5.00

Activities fee—all students, payable yearly at time of registration 10.00

Laboratory fees—per course per semester 6.00

*For research in chemistry and biology, 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.
Breakage deposit .................................................. 5.00
Graduation fee ..................................................... 15.00
Health service fee—payable each year at registration 5.00
Board and room per semester
   Single room .................................................. 216.00
   Double room .................................................. 180.00

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 that 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 must be paid by the semester, or on the following dates: September 20, October 18, November 15, December 13, January 10, February 7, March 7, April 4 and May 2.

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 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>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for the year</td>
<td>$250.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$360.00 to 432.00</td>
</tr>
<tr>
<td>Fees (Matriculation, Health Service, Activities)</td>
<td>20.00</td>
</tr>
<tr>
<td>Laundry, pressing and incidentals</td>
<td>50.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>40.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$720.00 to $792.00</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 be admitted to candidacy for a degree on the recommendation of the Dean or Director of a school.

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 within one month of the closing date for applications. Failure to have the degree conferred in the semester for which candidacy was filed voids the candidacy. Although a new application is required, the applicant will not be required to repeat the departmental qualifying examination for three years following the initial application for candidacy.

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 nine months' 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, as evidenced by an examination at the University. Candidates for degrees in the School of Arts and Sciences, School of Education and the School of Business Administration must meet this requirement. 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 Division of the Social Sciences. French will not be accepted by the Graduate Council as the foreign language examination requirement for graduate students in the Department of French.

4. The Graduate Record Examination.

5. A satisfactory thesis or essay on a subject approved by the chairman of the Major Department by candidates for the degrees of Master of Arts, Master of Science, Master of Business Administration and Master of Social Work. Thesis subjects or projects may be assigned at the discretion of the department at any time following registration for graduate study. Candidates for the degree of Master of Education will
submit an investigation approved by the faculty of the School of Education. The University will allow a maximum of six semester hours of graduate credit in any semester for the research connected with the writing of the thesis. In no case, however, will such credit reduce the number of hours required for graduation. The amount of credit to be allowed is to be determined by each School.

6. The delivery of two printed or typewritten copies of the thesis or essay to the Registrar of the University at least two weeks before the June Commencement and ten days prior to the Summer Convocation, together with a certificate signed by the Major Advisor, the Dean 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. There will be no exceptions to this regulation. 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.

7. 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, and must be completed at least one week prior to any convocation at which a degree is to be conferred.

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

The foreign language reading examination, the examination in English Fundamentals and the Graduate Record Examination are prerequisites to candidacy for a degree. Students are urged to satisfy these requirements at their first opportunity.

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 numbered 400-409, 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; cataphoresis 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. Pre-
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.

507-508. **Advanced General Physiology.** Designed to give the student preliminary training in research methods in direct collaboration with the instructor. A program of advanced experiments will be arranged by individual conferences for students who need additional experience in certain techniques, or who desire training in special fields of preparative work before undertaking physiological research. Lectures, reports and laboratory work. 3 credits each semester.

545-546. **Research.** Prerequisite: Approval of instructor.

547-548. **Seminar in Biological Problems.** Required of all graduate students in the department. No credit.

**CHEMISTRY**

462. **Advanced Inorganic Chemistry.** A further attempt to correlate properties with structure. The lectures in this course are based on the general theme that the physical and chemical properties of substances are determined by the structure, the size, and the shape of their particles. The major topics here treated
are: (1) The theories of acids and bases, (2) Valency and bond­
ing, and (3) The Werner complexes. 3 credits each semester.

463. SELECTED TOPICS IN ORGANIC CHEMISTRY. A series of lectures on recent contributions in the field of organic chemistry. Pre­
require: 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 dis­
cussion 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 colloid 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, carbo­
hydrates 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.

505 (506). ADVANCED PHYSICAL CHEMISTRY. Experimental Physical Chemistry including experiments in electric-chemistry, thermo­chemistry, chemical equilibria, spectroscopy, refractometry and special electronic devices for physical measurements. Conference,
1 hour per week; laboratory, 6 hours per week. Prerequisite: Elementary Physical Chemistry. 3 credits first semester.

506. Advanced Physical Chemistry. Fundamental principles of thermodynamics and their application to the interpretation of chemical phenomena. Lectures, 3 hours per week. Prerequisite: Elementary Physical Chemistry. 3 credits second semester.

511. Organic Preparations. Work in synthesis and a study of reactions of organic compounds of theoretical and applied importance. Lectures, 1 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. It is therefore desirable (although not imperative) that the student should be able to master the simpler operations in glassblowing. Lecture, 1 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 second 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.

516. Free Radicals in Organic Chemistry. This course deals with the role of free radicals in the mechanisms of chemical reactions. The properties of free radicals are related to their sizes and structures. Emphasis is placed on the factors which determine the ease and the course of reactions involving free radicals as intermediates. 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. No credit.
ECONOMICS

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.

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: Approval of instructor. 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.

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.

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 second 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.

445. AGE OF MILTON. The study of Milton and his major contemporaries, with some attention to the influence of the background and thought of the period on the literature. 3 credits either semester.

454 (455). THE AGE OF POPE. A study of neo-classicism, with special emphasis on the writings of Pope. 3 credits first semester.

455. THE AGE OF JOHNSON. The non-dramatic literature of the latter half of the eighteenth century is studied. 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. THE ENGLISH NOVEL. A study of the English novel of the eighteenth century. 3 credits first semester.

472. THE ENGLISH NOVEL. The development of the English novel in the nineteenth century. 3 credits second semester.

473. THE ENGLISH DRAMA SINCE 1890. A survey of the forms and themes of the modern drama. 3 credits second 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. (Not to be offered after 1947-1948). 3 credits each semester.

477. AMERICAN LITERATURE FROM 1789 TO 1865. A study of the main currents of literary thought and expression in America from the adoption of the Constitution to the close of the Civil War. 3 credits first semester.

478. AMERICAN LITERATURE SINCE 1865. A study of the main currents of literary thought and expression in America from 1865 to the present. 3 credits first semester.

481(501). SIXTEENTH CENTURY NON-DRAMATIC LITERATURE. A survey of the literary movements, forms, and works, with proper attention to background. 3 credits first semester.

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

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

492. NEGRO LITERATURE. An introductory survey and critical interpretation of the contribution of Negro authorship to American Literature. The materials and tendencies of Negro literature are traced and interpreted in relationship to the larger background and growth of American life and expression. 3 credits second semester.
495. HISTORY OF THE ENGLISH LANGUAGE. The nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits first semester.

505. ENGLISH DRAMA TO 1642. A survey of the development of the English Drama from the beginning to the close of the Theatre 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.

511. AMERICAN DRAMA. A study of the development of American drama from the beginning to the present time. Attention will be given to the artistic aspects of its growth as well as to its employment as a social and political instrument. Prerequisite: English 477 or its equivalent. 3 credits first 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.

ENGLISH — EDUCATION MINOR

In accordance with the needs and previous training of the student, the following courses, regularly required as an English-Education minor, may be supplemented or waived by the Department.

400. THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS. A study of the materials and modern methods in the teaching of high school English. 3 credits either semester.

Ed. 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.
415-416. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. This course seeks to acquaint the student with the literary, philosophical, social, and political trends in France from the decline of seventh-century classicism to the eve of the Revolution through an analytical study of the major works of the grands philosophes: Montesquieu, Voltaire, and Jean-Jacques Rousseau. Special emphasis is placed also on Diderot and other encyclopédistes as well as on the works of Marivaux, Beaumarchais, Chenier, et al. Conducted in French. Prerequisite: A survey course in French literature. 3 credits each semester.

457-458. FRENCH CIVILIZATION. A comprehensive and systematic study of the origin and development of the French nation and of its cultural role in human history up to the present day. Conducted in French. 3 credits each semester.

461-462. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. A systematic study of French classicism through the masterpieces of Corneille, Racine, Molière, La Fontaine, Fenelon, Bossuet, and other writers of the “golden age” in French letters. Conducted in French. Prerequisite: A survey course in 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 père, Hugo, Mussett, Merimee 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 over and above mere grammatical correctness. It seeks to impart a mastery of those difficulties of syntax and idiomatic locutions so necessary to correct literary expression. Compositions in French, translations of literary masterpieces, and exercises in style constitute the bulk of the classroom work. Prerequisite: Three years or more of French grammar.  
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 Remains.  
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 system; 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.

PREHISTORY AND ANCIENT HISTORY

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. The 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 Vth Dynasty; Mesopotamia from the Al Ubaid period to the Ist 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.


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


508. **Introduction to Algebraic Theory.** Matrices, bilinear, quadratic, and Hermitian forms; linear transformations; invariant factors and elementary divisors. Prerequisite: Approval of instructor. 3 credits second semester.

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

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

512. **Analytic Projective Geometry.** The course is intended to introduce the student to the basic ideas and methods of higher geometry. The fundamental topics of projective geometry are treated by analytic methods. Prerequisite: Approval of instructor. 3 credits second semester.
515. **Theory of Functions of a Real Variable.** This course is intended to cover the fundamental parts of the theory of functions of a real variable. The following topics will be studied: real number systems; point sets on the line and in the plane; limits; continuous functions and their properties; derivatives; Riemann and Lebesgue integration. Prerequisite: Approval of instructor. 3 credits first semester.

516. **Theory of Functions of a Complex Variable.** An introduction to the algebra and calculus 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, Chebysheff'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 second 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. No credit.

DIVISION OF SOCIAL SCIENCES

The Division of Social Sciences was organized to coordinate and supplement graduate course offerings in anthropology, economics, history and prehistory, and sociology into a program of divisional studies. This division will eventually provide a course of study leading to the master's degree with a major in social sciences.

447-448. FOUNDATIONS OF SOCIAL SCIENCE. A basic course for social science majors, which seeks to develop a knowledge of related social disciplines and to promote an integration of that knowledge. Emphasis is placed upon the theories of sociology, economics, history, and social psychology. Special phases of the social sciences are presented by visiting professors. Readings, discussions, laboratory and special research assignments. Required of all graduate students in the social sciences. 3 credits each semester.

567-568. SEMINAR IN SOCIAL SCIENCES. Required of all candidates for a degree in the fields of anthropology, economics, history and prehistory, and sociology. No credit.

SOCIOLOGY AND ANTHROPOLOGY

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 credits 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 credits second semester.

547-548. SEMINAR IN SOCIOLOGY. Required of all graduate students in sociology. No credit.

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 credits each semester.

545. METHODS IN SOCIAL RESEARCH. An examination of the logical and methodological problems involved in social investigation; 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 credits 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 which may become the basis for the master's thesis. Prerequisites: 477 and 545 or equivalent when approved by the Department. 3 credits second semester.

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, schemes, 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 credits second semester.

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 credits first semester, alternate years.

504. THE URBAN SOCIETY. An analysis of the city and metropolitan areas as ecological and social communities; the 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 credits 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. SOCIOLOGY OF THE SOUTH. The regional approach to a geographical area, an interpretation of the regional significance, structure, 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 organization 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.

461. FAMILY SYSTEMS. An examination, comparison, and analysis of family organizations in contemporary and earlier societies.

3 credits first semester.
483. SOCIAL DISORGANIZATION. A study of the conditions and processes of social disorganization in American society, based upon an analysis of the factors and processes associated with personal and social maladjustments.

3 credits second semester, alternate years.

484. SOCIAL CONTROL. The sociological aspects of the way society maintains order. An analysis of the secular and folk methods of control through exploitative and constructive instruments. Special emphasis is given to the factors and techniques involved in constructive social planning.

3 credits second semester, alternate years.

490. RACE AND CULTURAL CONTACTS. A study of the problem of racial and ethnic minorities, the typical forms of bi-racial and bi-cultural communities, and the processes of adjustment involved.

3 credits second semester.

ANTHROPOLOGY (not offered 1948-1949)

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. MAYA-AZTEC CIVILIZATIONS. A study of new world civilizations.

3 credits each semester.

471-472 (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 each semester.

474 (472). PEOPLES OF AFRICA. A classification and descriptive study of the races of Africa and their cultures.

3 credits second semester.
SCHOOL OF SOCIAL WORK

WHAT SOCIAL WORK TRAINING OFFERS

Social work training prepares one to render services to persons, groups and communities. A social worker also serves by helping people to develop and express personalities and to assume the responsibilities of situations faced in daily life.

Groups are served by promoting activities which will meet the needs of individual members and which will enable groups to affect the pattern of community living. The development of group responses serves as an agent for greater expression and in turn affects an ever widening community.

Communities are helped to study and develop their health and welfare resources for the better service to all.

There is an art to rendering these services. This art becomes a part of the skill of the social worker through a process which includes:

- Learning a body of information which aids in understanding human behavior; and
- Applying this understanding through practical experiences in social work agencies working with individuals, groups, and communities.

THE FIELD OF SOCIAL WORK

As is true of other fields, the field of social work has submitted to the modern trend of specialization. However, because of the great body of knowledge and understanding of skills necessary for performance in all branches of the field, the Atlanta University School of Social Work endeavors to give all of its students a broad concept of the social forces which operate throughout the world and which affect seriously human behavior and are frequently the causes of social maladjustment.

Through three areas of the field as a whole, the School seeks to fit its student for immediate usefulness in the specializations mentioned above.

It endeavors to give its students the theoretical knowledge and practical experience in the philosophy, psychology and techniques operative in the field of social work as applied in the three main divisions of the field.

1. Service to Families or Individuals
   (as relatively distinct entities)
2. Service to Groups
   (which are supervised and subsidized)
3. Service to the Community
   (as an autonomous, self-governing unit)

The School believes that it is on firm ground in endeavoring to produce first social workers in the generic sense, before it assumes to produce specialists, i.e. medical social workers, psychiatric social workers, group workers of various types, social planning executives and the like. In fact the School maintains that it is impossible to produce capable specialists in any area of social work unless the specialists have first been provided with a sound basis of training in all of the three major classifications of social work, i.e.:

Case Work   Group Work   Community Organization

FIELD WORK

Field Work training constitutes an integral part of the student's total program during the two-year period. It is designed to give the student an opportunity to apply the social work techniques and theory learned in the classroom to actual situations in social agencies and the community under a plan of guidance and supervision. Stimulation of the individual student's professional growth and a development of an awareness of the scope and interrelationships of the various aspects of the field as a whole are important phases of this practical period. Every effort is made to enable the student to obtain from his field work an integration of his skills, his academic knowledge and his insight.

The minimum span of time for field work experience in one agency is six months. Beginning field work is six months; advanced field work is nine months.

PRACTICAL EXPERIENCE IN LOCAL SOCIAL WORK AGENCIES

Through the cooperation of various public and private social welfare agencies in Atlanta the School is able to provide opportunities for field work in social case work, social group work, community organization and various phases of social research.

PRACTICAL EXPERIENCE IN OUT-OF-TOWN SOCIAL WORK AGENCIES

Field Work training in social welfare agencies throughout the nation on a full time basis is a part of the regular...
pedagogical process of the School. This unique project generally known as "block field work," was initiated in order to give the students of the Atlanta University School of Social work the widest possible range of experience, and to meet the increasing demand on the School for its graduates from an ever-extending variety of agencies, both public and private, rural and urban. In addition to this out-of-town training all students will, before they graduate, have field work experience in Atlanta concurrently with classroom work.

Out-of-town "block" field work has been enthusiastically received by the students. It has given them an opportunity to apply their techniques early enough in the process of their education to get the "feel" of agency work. They are exposed to nearly every process of agency experience in its natural relationship because they are on the job during the entire work day, every day of the agency week. Situations are not created for the application of their theory.

The agencies have expressed their appreciation of the opportunity of being brought closer to the professional training program. Some agencies have added to their prestige by including the function of training in their program. As a result, agency standards are being raised because of the necessity of meeting the professional standards of the School.

Teachers in the School are able to widen their horizons by being kept closely in touch with the rapidly changing agency programs throughout nearly half of the United States by the medium of monthly reports from students and supervisors. Personal visits to agencies in order to interpret further the School's educational program and to secure first hand information about agencies will enable each student's placement to become a real case work job.

Interpretation of the Atlanta University School of Social Work's unique position in the field of education for social work is furthered through student, supervisor and teacher contacts. The block field work plan has served, in the six years it has been operating, to focus the attention of some of the agencies on the need for reaching the Negro and developing a greater appreciation of his problems. Much favorable publicity for the School has come from the cities where its students have been placed for field work.

This demonstration of the School's particular function in the professional field of social work has already led to ad-
ditional opportunities for the placement of its graduates. The School reserves the right to decide, after personal inter­views held between students and members of the faculty, whether a student should be assigned to a local or out-of-town agency for field work.

PLACEMENT OF GRADUATES

While the School does not guarantee employment for its graduates, yet it is in the matter of placement of its graduates that the School has more than justified its existence. The present Director has always felt that the matter of obtaining worthwhile jobs in social work was an important function of the institution. The Atlanta University School of Social Work has the unusual record of having found employment for practically all of its graduates of the last nineteen years—the period of incumbency of the present administration.

If the replacement, during the past year, of former graduates who had already been placed once is taken into account, then the School made many more placements than the number of persons in its last year’s graduating class. A number of these latter placements meant promotions for employed graduates of previous years who had advanced from the status of practitioners to administrators. Within the past ten years graduates of the School have been placed in social work in more than 35 states of the United States and in Australia, Hawaii, France, Africa and England.

The success of the School in the placement of its graduates is no accident. The School carries on a definite campaign of recruiting jobs for its graduates throughout the year. Hundreds of agencies all over the country are contacted and before them is placed the availability and capability of these young men and women who have been given thorough training in the technique of social work. Personality analyses of members of the senior class are sent, and follow-up letters are a matter of course. In this manner opportunities for the employment of Negro social workers are created in communities where members of the race have never been employed before. The placement of one such person usually is followed soon thereafter by the employment of others in the same community.
A curriculum committee of the American Association of Schools of Social Work has made the following recommendations for pre-social work studies, in which the School concurs, namely:

“That psychology, political science, economics and sociology (including social anthropology) be recognized as the pre-professional subjects closely related to social service curricula;

That undergraduate colleges be advised to direct prospective students of social service into these departments;

That, while a student in a school of social work should know something about each of these sciences, it is probably advisable for him to take as much as twelve semester hours or eighteen quarter hours in one of them while doing a less amount of work in the others;

That the Association is unwilling to designate any one of these four subjects as in general more important as a prerequisite than any other;

That the Association recognizes the value to students of courses in biology, history and English literature and composition, and that the Association takes it for granted that students will take considerable work in these subjects.”

The Atlanta University School of Social Work feels that because the majority of its students will probably work with a definite racial group, they should acquaint themselves with the history and culture of the Negro.

The School cannot emphasize too much the importance of a thorough preparation in the good use of the English language.

An admission committee, consisting of three members of the staff of the School, must approve the educational preparation and personal qualifications of all prospective students.

CANDIDATE FOR MASTER OF SOCIAL WORK DEGREE

In order to be admitted to the School as a candidate for the Master of Social Work Degree an applicant must hold a bachelor's degree in arts, letters, philosophy or science from an institution accredited by an educational association recognized by the American Council on Education.
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.

PART-TIME STUDENTS

In order to be admitted to the School as a part-time graduate student an applicant must hold a bachelor's degree in arts, letters, philosophy or science from an institution accredited by the American Council on Education.

SPECIAL STUDENTS

A special student is one whose previous education does not entitle him to admission as a graduate student, but who may be admitted for enrollment, either as a full-time or part-time student on evidence of exceptional professional experience based on substantial social work experience.

The number of special students admitted is limited. Special students who are admitted and successfully complete the regular program of the School will be given an official certification of the work they have done.

Special students will not receive graduate credit, however, for work completed nor will credit be granted retroactively if the student later qualifies for enrollment as a graduate student.

FOR VETERANS

This is an approved institution for training veterans under the G. I. "Bill of Rights," Public Law 346, and for rehabilitation training under Public Law 16. Verification of eligibility must be secured from the Veterans Administration by the veteran prior to enrollment.

AGE LIMITS

The admission of applicants under 21 or above 40 years is not encouraged.

ADMISSION PROCEDURE

Application for admission must be made on a form supplied by the School and when returned must be accompanied by the supplementary material called for on the special outline furnished by the School. Transcripts of records
covering all academic work beyond high school must be supplied by the institution or institutions attended by the applicant. The School will assemble reference material.

HEALTH EXAMINATION

A complete health examination is required of students entering for full-time work. The examination can be made by any qualified physician. If no examination is made before enrollment, an examination may be arranged through the School.

RECOMMENDATIONS

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 are required.

REQUIREMENTS FOR DEGREES

GENERAL REQUIREMENTS

The degree of Master of Social Work is conferred as a professional degree by Atlanta University upon students who, according to the recommendation of the Atlanta University School of Social Work, have satisfactorily fulfilled the admission requirements, who have met the residence requirements, who have earned the required number of hours in classroom work and field work, and who have prepared acceptable theses.

Only those students who earn at least 24 semester hours of a grade B or above during the first two semesters of work are permitted to attend the thesis seminar and to complete the additional requirements of candidates for the degree. A satisfactory record in each of the courses and in field work must be maintained, and a total of at least 14 semester hours of grade B or above must be earned during the third and fourth semesters of work.

A total of 65 semester hours must be completed, 60 of which will be divided between class work and field work and 5 must be earned through work on an acceptable thesis. At least 2 semesters of work must be done in residence.

A student must complete his residence work within five consecutive years after his first enrollment in the School. Courses for which advanced credit is requested must also
have been taken within this time limit. If the student ex-
ceeds these time limits, he may be allowed to take additional
qualifying examinations or an additional amount of course
work, or both. In addition, he must also petition the Ad-
ministration of the School of Social Work for an extension
of time, giving reasons for the request and submitting plans
for the completion of his work.

**Thesis Requirements**

Among other requirements each candidate for the degree
of Master of Social Work must prepare a thesis, preferably
bearing on the technics or the problems of the particular
phase of social work in which the student is most interested.

The thesis is to be a report of a limited study based on
personal research by the student, carried out under the
supervision of a member of the faculty of the School. It
should deal with original or source material. Since it is a
study, factual material—not merely philosophizing or ex-
pressions of opinion—must be the basis upon which the
thesis is written.

The thesis should be a definite, even if limited, contribu-
tion to existing knowledge in the field of social work. Various
methods of research may be employed, according to the type
of investigation undertaken.

The thesis in typewritten form should be submitted not
later than the specified date of the year in which the degree
is to be conferred.

Any deficiency in pre-social work preparation must be
removed before permission is granted to begin a thesis.

A credit of 5 semester hours toward the minimum require-
ment of 65 semester hours for graduation is given for an
acceptable thesis.

Theses which are not satisfactorily completed within a
period of five years after they are begun will not be con-
sidered for the degree.

**Courses of Instruction**

**Social Case Work**

**Principles of Case Work I and II.** These courses aim to familiar-
ize students with an approach to the individual and his social
situation and to give some experience in the process of case analysis and in the discussion of treatment method. Principles of Case Work II is planned as a continuation of Principles of Case Work I. Both courses offer careful examination of the literature on case work theory and practice in addition to an analytical discussion of current case materials.

Social Case Work I stresses orientation and basic concepts; the relation of case work to other forms of social work; the problems brought to social agencies and the problems created by asking for help; the people who have these problems; the agencies, their roots, their functions and services; the generic processes in case work practice; the development of a point of view about people; and an awareness of the case worker as a professional person and agency representative in action. Much is placed upon the interviews and the worker as a helping person. 2 credits first semester.

Social Case Work II emphasizes a critical review of the social case work process as related to practice, an awareness of skills in the case work method and case material in more varied agency settings and functions with more complex interaction between individual situations and individual behavior and personality with an aim to broaden and deepen vicarious experiences and vision of the student. Attention is focused upon diagnostic thinking and treatment and the use of the worker professionally in the interest of the client. Some aspects and principles of recording are stressed. 2 credits first semester.

CHILDREN UNDER FOSTER CARE. Discussion of the case work process involved in the separation of children from their own family groups and their placement with substitute parents. The function of the agency in preparing the home for the child's return. Factors involved in the selection of institution or foster family, the preparation of the child, family and foster family for the placement and supervision of the child in the foster home or institution, the legal aspects of the child placing function and trends in foster care are considered. Prerequisite: Basic case work courses. 2 credits either semester.

CASE WORK PROBLEMS IN PUBLIC ASSISTANCE. A discussion of selected case problems inherent in the limitations of public assistance programs. Case material reflecting changing emphasis, current practices, statutory and administrative limitations and intra and inter agency relationships affecting case work services in public assistance agencies are studied. Prerequisite: Basic case work courses and Introduction to Public Welfare. 2 credits either semester.
CASE WORK III. Application of the case work process with emphasis upon incorporating knowledge and skills in diagnostic thinking to determine differential treatment, an appreciation for psychological motivations of all behavior and conscious awareness of the worker as a professional person through whom the case work process is executed. Prerequisites: Basic case work courses and a case work field work placement. 2 credits either semester.

PRINCIPLES OF PSYCHIATRIC CASE WORK. Case discussion course concerned with the practice of social case work in agencies combining organized psychiatric and social services, collaborative treatment by a clinical team, increasing emphasis on self-awareness and understanding as criteria for effecting therapeutic relationships and continuing orientation in regard to psycho-dynamics of human behavior. Prerequisite: Recent or concurrent field work or experience in social case work, psychiatric setting desirable. Case Work I, II, and III. Other students admitted only with permission of instructor. 2 credits either semester.

PSYCHIATRIC CASE WORK WITH DELINQUENTS. This course deals with a case discussion of juvenile delinquency from a psychological and social point of view with particular reference to the agencies which treat children whose reactions make it necessary for society to characterize them as delinquents. The factors inherent in society which constitute some of the common maladaptive ways of dealing with children will be considered. Prerequisites: Basic case work courses and field work placement or experience in case work. 2 credits either semester.

MEDICAL SOCIAL WORK I. The place of case work in medical institutions, the interpretation of medical social situations and the familiarization of the student with the organization and operation of medical institutions. Prerequisite: Basic case work courses and field work placement in case work. 2 credits either semester.

MEDICAL SOCIAL WORK II. Continuation of Medical Social Work I, but more emphasis is placed upon two phases of the work. They are: (1) The role of the social worker when illness is a problem in any setting in which he may be working; and, (2) the resources available for medical care and to bring it down to the particulars. Prerequisite: Medical Social Work I. 2 credits either semester.

FAMILY CASE WORK. This course is geared to the interests of students who have had or are taking advanced field work in case work and Case Work Courses I, II, and III. The responsibility of the social case worker to see the family as a whole and to de-
termine the case work focus in terms of the problem and the person who is strategic in the treatment process is stressed. The course has as its central emphasis the conviction that an understanding of the constellation of the family and the interrelations of its members is fundamental to the development of the individual's capacity to meet life's experiences. The content of the course with respect to aspects of family living are as follows: (1) growth and change in the physical, emotional and social components of individual development and recognition of deviations from the normal that approach the pathological; (2) effects of the social, economic and cultural factors upon the family including differences between urban and rural life; and (3) the role of varying religious beliefs, marriage and sex problems including perversions and deviations based on infantile expressions of sex. 2 credits either semester.

SEMINAR IN CASE WORK. This seminar will include a discussion and an analysis of the different schools of treatment affecting current case work practice, existent and past cultural experiences as reflected in present social behavior and adjustment, the meaning and use of the case-worker relationship, new knowledge as it has bearing upon diagnosis and appropriate material drawn from the experiences and interests of the seminar members. Admission to the seminar is subject to the approval of the case work faculty members. 2 credits either semester.

ADVANCED PSYCHIATRIC SOCIAL CASE WORK. A case discussion course which focuses upon the interview as a vehicle of case work therapy. The various philosophies of therapy are analyzed with a critical appraisal of when and how much of them are useful to the case worker. The discussion material includes interviews with both adults and children to point out the deep roots of most behavior patterns. General principles of case work therapy through interviewing are formulated. Prerequisites: Psychiatric Social Work, Behavior Disorders of Children. 2 credits either semester.

SOCIAL GROUP WORK

GROUP ANALYSIS. This course is designed to serve as an introduction to the field of social group work. It will acquaint the student with the structure and function of agencies using group work methods. The relation of group experience to the development of personality, of leadership, and social participation is examined. Provides an analysis of the social process in group as it is of concern to the group leader. Attention is given to field trips, field practice, and discussion of group records. 2 credits first semester.
ADMINISTRATION AND SUPERVISION IN GROUP WORK. Administration and supervision are treated as related parts with interdependent functions in a total agency program. This course will consider principles of administration and their application in a group work agency; methods of recruiting, selection, training, supervision, and guidance of professional and volunteer personnel; and consideration of the tools of supervision with emphasis on their educational aspects. 2 credits either semester.

DEVELOPMENT OF GROUP WORK SKILLS I. This course is designed to give techniques, practices and skills in conducting activities with individuals and groups. Social games, planning parties, and discussion methods are treated the first half of the course. The second half gives the student practice in the carrying out of musical programs, community singing, folk dancing and square dancing. Stress is placed on the personality values of these activities. 2 credits first semester.

DEVELOPMENT OF GROUP WORK SKILLS II. This course is a follow-up course to the course Development of Group Work Skills I. The first part of the course is devoted to practice in arts and crafts useful in the group work agency program. The second half of the course includes creative dramatics, including writing, staging, directing, and acting. Attention is centered on the practical appreciation of these activities. Opportunity is afforded for the development of certain proficiency in skill, with main emphasis on use of dramatics and the arts as media through which group members may find creative expression. 2 credits second semester.

PROGRAM PLANNING. In this course, agency group programs for various age groups are examined and analyzed. Program planning within a limited budget in private and public agencies is discussed. Standards for neighborhood and community recreation are discussed. Suggestions and methods for increasing facilities and for developing facilities are studied. 2 credits either semester.

GROUP PSYCHOTHERAPY. The course will discuss on the one hand the psychotherapeutic treatment of emotionally disturbed individuals in groups; and on the other hand the use of psychiatric approach in voluntary groups to prevent personality deterioration. 2 credits either semester.

CAMP ADMINISTRATION AND PROGRAM. Designed to give an understanding of the problems of administration and program planning, including minimum standards in site, buildings, physical equipment, health, and safety, organization of committees and staff,
living units, development of program. Special consideration to background and training of counselors. Field trips will be made. 2 credits either semester.

**Recreational Leadership and the Negro.** In this course the problems of recreational needs of the Negro, and the absence of adequate public and private facilities in this field are discussed. Suggestions and discussions on methods of increasing facilities, developing leadership and public opinion for improving recreational programs among Negroes are major emphasis. 2 credits either semester.

**Historical Background of Group Work.** History, principles and practices of national and local agencies conducting group work will be examined and evaluated, with special consideration given to the present trends in group work development by the agencies. The contribution and participation opportunities offered to the Negroes’ life through social group work will be discussed. 2 credits either semester.

**Case Work in Group Work.** This course examines case material which deals with meeting individual needs through group work services and which points out the interrelatedness of case work and group work. 2 credits either semester.

**Community Organization**

**Community Organization I. Introductory.** This course discusses the basic activities and methods employed in the process of community organization. It considers the nature and characteristics of typical community social welfare problems and attempts to discover effective ways of dealing with them. First Year Required. 2 credits first semester.

**Community Organization II. Social Planning in Urban Areas.** This course deals primarily with a study of the coordinating activities of urban community agencies. Particular attention is given to Social Planning and Community Councils and inter-agency planning on all levels and problems in an urban area. Required of special. 2 credits either semester.

**Community Organization III. Social Planning in Rural Areas.** Emphasis here is on agencies available to rural communities and the effective approach to social problems through their use. 2 credits either semester.
COMMUNITY ORGANIZATION IV. Administration in Social Work. The mobilization of an agency resources to perform an effective program is the emphasis. Characteristics of board structure, membership, lay and professional committee work are discussed. Special attention is given to the responsibilities of agency executives. 2 credits either semester.

COMMUNITY ORGANIZATION V. Social Work Interpretation. Special attention is given to publicity media, their forms, preparation of material and the evaluation of community resources for the use of various media—such as newspaper, radio, annual reports and similar forms of interpretation. 2 credits either semester.

COMMUNITY ORGANIZATION VI. Fund Raising in Social Agencies. This is a specialized course designed for those students who desire to be community agency executives. It deals with methods of organization for fund raising campaigns, budgeting and means of graphic interpretations to supporters. 2 credits either semester.

SOCIAL RESEARCH


Conduct of Surveys in Negro Communities. A discussion of the problems calling for special emphasis in surveys of Negro communities, the special obstacles encountered, and the sources from which cooperation can be obtained; the organization of a personnel for the conduct of such surveys. Recent surveys of Negro and other racial communities are studied. 2 credits either semester.

STRUCTURE AND FUNCTION COURSE

Social Work Among Negroes in America. Prepares social workers for the special problems met in Negro communities; discusses the political, economic, and other cultural factors in American life which make for Negro maladjustment and the factors in American Negro life which make for its conservation; discusses the history of social work among Negroes in America; the welfare resources
of the Negro community and the types of organization formed by Negroes to solve their own problems; plans of treatment; contributions of individual social workers and agencies now active in the Negro community, and presents a social welfare program for Negroes in urban and rural communities.

2 credits either semester.

FUNCTIONAL FIELD COURSES

SOCIAL WORK WITH CHILDREN. This course considers the needs of children for whose care or social treatment agencies are asked to accept responsibility. Specific aspects of care and the relation of public and private child welfare services are discussed.

2 credits either semester.

HANDICAPPED CHILDREN. A discussion of the special problems of the physically or mentally handicapped child and the child of unmarried parents; the nature of the handicap; community attitudes, trends and facilities for care and prevention and recent development under governmental auspices, the emotional components in the problems and provisions of an adequate community program.

2 credits either semester.

INTRODUCTION TO PUBLIC WELFARE. A description of public welfare programs in the fields of public relief, family and child welfare, care of the handicapped, corrections and recreation. Interrelationship between public and private agencies. A discussion of federal, state and local programs in public welfare.

2 credits first semester.

SOCIALIZED HOUSING. This course deals with the origins of our housing problems in city growth and development. The relationship of bad housing to other social problems is discussed. Some attention is paid to European housing problems and the development of philanthropic, cooperative and public housing programs in this country. The special housing problems of the Negro and his share in the housing program are related to the general housing problem.

2 credits either semester.

PUBLIC WELFARE ADMINISTRATION. An analysis and study of the special problems and general principles underlying the organization and administration of Federal, state and local public welfare agencies. Personnel administration, staff co-ordination, staff training programs and other functions of internal management are emphasized.

2 credits either semester.
CATALOGUE

RELATED FIELDS

MEDICAL INFORMATION I. A study of the causes, distribution, symptoms, progress and probable outcome and length of disability of the diseases most commonly encountered. Lectures and demonstrations cover the infectious diseases, the nutritional diseases, degenerative diseases and disorders of maternity. The fundamental relation of health to social and economic well-being is stressed.
2 credits first semester.

MEDICAL INFORMATION II. A more detailed discussion of medical and surgical techniques elaborating those features that will give the social worker the proper approach to institutional medicine and a more intelligent appreciation of the function of medical skill.
2 credits either semester.

DEVELOPMENT OF PERSONALITY. An introductory course in which the student obtains an understanding of the various forces at work in the development of personality and the structure thereof. This includes the role of heredity, constitutional factors, physiological and organic factors. The role of environment and cultural and sociological influences is investigated. Stress is placed upon the influence of infantile, childhood and adolescent experiences in personality development. Intellectual abilities and disabilities and the role of education are discussed. An understanding is given of psycho-sexual development, of the role of emotions, and of the physiological effects of emotional tension.
2 credits first semester.

PSYCHIATRIC INFORMATION I. A course in physical and general psycho-biological factors involved in various types of behavior disorders and social maladaptations. This is followed by a discussion of the various types of neurotic and psychotic disorders and mental deficiencies. An emphasis is placed on the social significance of these disorders followed by a recounting of known methods of prevention and general treatment when incipient or in full bloom.
2 credits first semester.

PSYCHIATRIC INFORMATION II. This course consists of an intensive study of those personality disorders lying midway between mental health and mental illness, namely, the psychoneuroses. The psychoneuroses are first studied as a group. This is followed by a study of specific types of psychoneuroses; neurasthenia, anxiety state, hysteria, obsessive compulsive ruminative state and special phobias. This course includes the study of various methods of therapy of this type of condition. The value of suggestion and
hypnosis, of therapeutic reading and study, and of physical methods of treatment is discussed in considerable detail.

2 credits either semester.

COMPARATIVE PSYCHIATRY. An advanced course in which the student obtains a fuller understanding of the various hypotheses of the nature of personality and the approach of therapy, especially those of Freud, Jund, Adler, Rank, and Meyer. These are presented as speculations still in the process of investigation with critical evaluation of how much of both their theory and practice is pertinent to social case work.

2 credits either semester.

CHILD PSYCHIATRY. This is a course especially planned for the instruction of psychiatric social workers who will be working with family groups, particularly children. The approach is from a psycho-biological standpoint. Methods of studying and handling children's behavior problems in general are first discussed. An understanding is given of the psychopathology of childhood from a psycho-biological point of view. Emotional disorders and faulty habit training are studied intensely. Stress is laid upon general principles of therapy and the coordination of work with the child's family and community. The emphasis is upon the proper orientation rather than upon the actual imparting of information.

2 credits either semester.

PUBLIC HEALTH. This course deals with the social causes of sickness and the relationship between the important health problems and the health resources of the community, including hospitals, dispensaries, public health agencies, nursing, medical social service and health work in the public schools.

2 credits either semester.

VOCATIONAL GUIDANCE PROBLEMS. Discussion of the various problems faced by students in choosing, preparing for, and entering upon vocational careers; the extent of educational responsibility in helping to solve these problems; the part of the social worker and others in the solution of these problems. Special emphasis is placed upon definition of terms. History of the Vocational Guidance Movement, important workers in the field, purpose of Vocational Guidance, the need for Vocational Guidance, sources of occupational information, method of presenting occupational information, available tools for analysis of the individual, labor market, labor reserve and labor turnover; types of labor markets, preparation for a Vocational Counselor, and evaluation of results of counseling.

2 credits either semester.

SOCIAL WORK IN INDUSTRY. The efforts of labor and management to deal with the social and economic problems of workers are
studied. Special social welfare activities of unions are presented. Cooperative approaches to improve social problems employed by social work agencies and labor are reviewed.

2 credits either semester.

SOCIAL WORK AND THE LAW. A course dealing with principles of law with which social workers should become familiar. In this course the various theories of legal philosophy are reviewed. Law is studied as an instrument of social control. Courts and their procedure, the general principles of contracts, torts, criminal law, personal and real property, and the law of evidence are studied. Special attention is given to the laws of domestic relations and those affecting child care. Students are given an understanding of the proper legal procedure in individual cases and the limitations of legal action as applicable to social work.

2 credits either semester.

SOCIAL LEGISLATION. A discussion of social and economic backgrounds of protective and welfare legislation. Consideration is given to public opinion, governmental policy, social change, American standard of living, American system of government, constitutional limitations, judicial process of legislation, promoting legislation, social work and social action, lobbying, propaganda, pressure groups, drafting legislation, some problems in specific fields, public welfare, labor relations, housing, health, education, social security, the expert in public service, the group process in legislation and the democratic process. 2 credits either semester.

MENTAL MEASUREMENTS. A discussion of the present day concepts and units of measurements used in testing the intellectual and emotional phase of personality, the technique of testing and the interpretation of the same as they are of value to social work.

2 credits either semester.
The Atlanta University School of Library Service was established in 1941 through a grant from the Carnegie Corporation. The School is accredited by the Board of Education for Librarianship of the American Library Association and by the Southern Association of Secondary Schools and Colleges.

The purpose of the one-year professional course is to offer instruction in the fundamental principles and practices of public, school, and college library service.

The integrated curriculum is designed to emphasize the place of the library in society and the functional use of a variety of library materials in meeting the social and educational needs of people.

The School of Library Service is located on the third floor of the Atlanta University Library. The special library of the School contains the essential books, journals, and other materials pertinent to librarianship as well as the necessary audio-visual equipment. In addition, the references, general and special collections of the University Library are available.

The annual enrollment in the School of Library Service is limited to approximately thirty-five selected students, whose academic records and personal qualities seem to indicate that they will succeed as professional librarians. Applications 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 college year of either French or German. This will be interpreted as not less than six semester hours or its equivalent and must be indicated on the applicant's academic record. In exceptional cases the language requirement for admission may be waived, but the candidate must satisfy the language requirement before the degree will be conferred.
3. A minimum age of twenty; a maximum age of thirty-five. The maximum age limit may, in exceptional cases, be waived.

4. 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.

5. 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.

FIELD WORK

The instructional program is supplemented by supervised field work. This experience enables students to gain some competence in library routines and procedures.

Throughout the year there are conducted tours to libraries and binderies in Atlanta and in the region. In April a trip is taken to Washington, D. C., to visit the Library of Congress and other important libraries.

BACKGROUND READING

A knowledge of the general content of subject fields is essential to the librarian for the intelligent use of references and bibliographic sources. This background knowledge is further necessary to enable the librarian to build adequate collections of materials, to organize these collections and to use them effectively in library service.

To assist the prospective librarian in acquiring this background knowledge each student is required to read various titles from a reading list of important books in the several subject fields. The background reading list is available to those who have been admitted to the School. Prospective students should begin their reading as early as possible.
ATLANTA UNIVERSITY

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>90-94</td>
<td>A—</td>
<td>7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>6</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>80-82</td>
<td>B—</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>3</td>
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<tr>
<td>73-76</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>C—</td>
<td>1</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

The work of each student enrolled is reported to the Registrar in letter grades.

The total number of quality points earned by a student is determined by adding the quality points for each letter grade for each course. For example, a student would receive seven quality points for a grade of A— in any course, and two quality points for a grade of C in any course.

REQUIREMENTS FOR GRADUATION

1. The completion of at least 30 semester hours of work with a minimum of 35 quality points.

2. An examination in English fundamentals and composition.

3. Included in the work of each 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.
The School maintains a placement service for its graduates, aiding them in securing their first positions and in advancing to other positions throughout their professional career. While the School cannot guarantee positions, the demand for well-qualified librarians is so great that graduates are reasonably certain of obtaining desirable positions.

**ESTIMATED LIBRARY SCHOOL EXPENDITURES**  
(In addition to University tuition and fees)

It must be recognized that the following expenses are only an estimate. It is possible that national economic changes may require some alteration.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and materials</td>
<td>$30.00</td>
</tr>
<tr>
<td>Field work</td>
<td>$80.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$110.00</strong></td>
</tr>
</tbody>
</table>

Students are advised to own or rent typewriters for use during the year.

**UNIVERSITY AID**

A few tuition and part-tuition scholarships are available. Students desiring scholarship aid may secure the proper application blanks from the Registrar.

Students should not expect to earn or to be given sufficient aid to care for all fees and living expenses for the year. Every student should plan to provide for the greater portion of his expenses out of his own resources.

All work schedules will be limited to a total of twelve hours per week. This applies to students working for the University and to those students who have secured employment other than that offered by the University.

**SUMMER SCHOOL**

Through the summer session the School offers an opportunity for well-qualified in-service librarians and teachers, who cannot attend school during the regular academic year, to secure professional training leading to the B.S. in L.S. degree. Students may enroll at the beginning of any summer session and may complete the entire program in three consecutive
summers by earning ten credits during each summer session. Full information concerning the summer session is contained in a bulletin which may be obtained from the Registrar of the University.

COURSES OF INSTRUCTION

FIRST SEMESTER — REQUIRED

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.

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 the 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 science
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 refer­
ence 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 li­
brarian in the interpretation of the library as a significant educa­
tional 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 read­
ing program; and (3) the role of the library in the effort to im­
prove the status of reading. 2 credits.

TECHNICAL PROCESSES. A continuation of the work of the first semes­
ter. 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 stud­
ed from an administrative point of view and emphasis is given
to selective, cooperative, and centralized cataloging. 3 credits.

SECOND SEMESTER — ELECTIVE

THE COLLEGE LIBRARY. This course considers the organization of
the college library, the relation of the library to the college cur­
riculum and instruction, problems and methods of book selection,
the work of the various departments from the standpoint of ad­
ministration and service, personnel, finances, buildings and equip­
ment, reports and publicity. 2 credits.
THE PUBLIC LIBRARY. A study of the government and administra-
tion 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 or-
ganization 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

GENERAL INFORMATION

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 education. 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 that the training of its students culminate in a broad understanding of educational problems and practices and in expert competence to teach, to administer, and to supervise programs of education in specialized areas. The Master of Arts degree in education may be obtained on completion of the requirements of the School. The degree of Master of Education may also be obtained on the fulfillment of certain basic requirements.

In the programs leading to the two degrees, opportunities are provided for students to concentrate in one of the following areas.

A. Elementary Education
   1. Instruction  2. Supervision  3. Administration

B. Secondary Education
   1. Instruction  2. Supervision  3. Administration

C. Early Childhood Education

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.

PROGRAMS FOR SPECIAL NEEDS

IN-SERVICE TEACHERS

During the regular school year, special groupings of courses are scheduled during late afternoon hours and on Saturday mornings for persons in and near Atlanta who find it advantageous to carry forward their programs of study.
while continuing their employment in school systems. Emphasis in these courses is placed upon the professional problems with which these teachers are concerned in their present positions.

Students living in towns more than twenty-five miles distant from Atlanta are advised not to enter the Saturday and late afternoon classes.

**SUMMER WORKSHOPS**

There is a growing awareness among educational workers of the need for cooperative planning in promoting school improvements. In order to meet this need, several workshops are conducted at the University during the summer sessions.

**RESOURCES FOR INSTRUCTION**

**SERVICES OF COOPERATING COLLEGES AND DIVISIONS OF THE UNIVERSITY SYSTEM**

The School of Education is assisted in achieving its purposes by other divisions of the University and by the cooperating colleges in the University Center. Students in education are given the opportunity to do a certain portion of their work for a degree in other graduate divisions of the University. Further, teachers in the various divisions of the University and in the local colleges cooperate with the School of Education by serving as consultants and as instructors of classes in special areas.

**THE UNIVERSITY LIBRARY**

The Atlanta University Library, through its program of service to all the divisions of the University Center, has assembled a wealth of reading and other instructional materials. The students in education, therefore, have not only the opportunity to use a wide range of educational materials but also the opportunity to use related materials in other areas such as the extensive collection of materials by and about the Negro.

**THE MATERIALS BUREAU**

In order that the teachers in Georgia might become acquainted with a wide range of inexpensive professional literature and learning materials, the Georgia Committee on Cooperation in Teacher Education, an organization of all colleges for Negroes in Georgia, has established a materials
bureau at Atlanta University. The students in education benefit from this project through opportunities which are afforded them to share in selecting, examining, and assembling these materials.

**The University Laboratory School**

A laboratory or demonstration school, beginning with the nursery school and continuing through seven grades of elementary education, is maintained as part of the Atlanta University program. This school is conducted in connection with the School of Education for the purpose of providing opportunities for students to observe modern teaching methods and for the purpose of experimentation.

**Lectures, Forums, Concerts, and Special Conferences**

Throughout the regular school year and during the summer term, Atlanta University and the cooperating colleges bring to the System a variety of lecturers and artists from various parts of the country and the world. Lyceum programs in the University System are open to all students.

Atlanta University may be called the center of conferences in the southern area, especially those dealing with educational problems. The work of these conferences is of concern to students in education, and in many instances, the students play an important part in these meetings.

**The Georgia State Department of Education**

The offices of the Georgia State Department of Education are located in Atlanta. The cordial and cooperative relationships which exist between the State Department and the School of Education make an enriched program in education possible through consultative services of members of the State staff and through special training programs jointly sponsored by the State Department and the School of Education.

**The City Schools of Atlanta**

Over 20,000 Negro children are enrolled in 13 schools in the Atlanta area. Many of the teachers in these schools are graduates of Atlanta University and many are now continuing their training in the School of Education. The large school population of the city provides many opportunities for study of special problems of children and for contacts with programs designed to meet the needs of children in urban communities.
Application for admission to the School of Education 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 School of Education 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 School of Education. Admission is by vote of the Committee on Admission.

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. Admission may be denied even after the student has met all the course requirements if in the opinion of the committee the student is lacking in the ability to express himself in writing. Proficiency in this area will be determined by a standard test.

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. Completion of 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.

**GUIDANCE AND STUDENT WELFARE**

The staff of the School of Education believes that the best results in learning and human development are obtained when students enjoy good physical and mental health.

The physical health of the student is cared for through the regular health services of the University which include health examinations and selected phases of hospitalization when necessary.

One means of maintaining the mental health of students is by providing wholesome living conditions and recreation. Special attention is given to the needs in these areas. In addition, the School of Education, through its committee on student welfare, arranges for informal gatherings of staff and students for the purpose of maintaining friendly and cooperative relationships.

The maintenance of mental health through the instructional program is considered important. A special effort is made to provide opportunities for each student to assume an important role in class groups, to work in that phase of the program which interests him most and will be most profitable to him, and to share in planning the work of the class group.
COUNSELING AND PLACEMENT

Students, as they feel the need, are encouraged to have individual conferences with teachers concerning their problems in course work. However, for the purpose of guiding the student throughout his graduate experience, a system of counseling is maintained. This program is under the direction of a committee on guidance. The basic elements of the plan are as follows:

1. Upon entering, the student should have a conference with either the Director of the School of Education or the Chairman of the Guidance Committee for the purpose of receiving assistance in planning an initial program of work.

2. The Director of the School or the Chairman of the Guidance Committee will serve as the student's adviser up to the point at which the student passes the Qualifying Examination and has qualified for admission to candidacy for a degree. In applying for admission to candidacy, the student, with the help of his adviser, makes a choice of a degree (the M.A. or the M.Ed.) and an area of concentration. If the student chooses to work for the M.A. degree, then a tentative choice is made also of the area of interest for a thesis.

3. Following admission to candidacy, the Director of the School appoints the student's permanent adviser. This adviser guides the student in preparing a program for the completion of his work, in becoming acquainted with the resources for carrying out the program, and in preparing for the final examination.

The Committee on Guidance and the Office of the Registrar work together in a program designed to acquaint the student with job opportunities and in securing the type of work for which the student is best suited.

THE CORE PROGRAM: EXPERIENCES COMMON TO ALL DEGREES IN EDUCATION

Through guidance in general reading, background courses, and special diagnostic tests, the student is aided in developing those understandings, appreciations, and skills which are basic to the work for both degrees in education, the Master of Arts and the Master of Education. The purposes
of the Core program of experiences are achieved essentially through the following:

1. Two background courses, namely,
   a. Culture and the Curriculum
   b. Human Behavior and Its Measurements
2. A program in English fundamentals
3. The Qualifying Examination in Education

**BACKGROUND COURSES**

Two courses are provided to meet the background needs. The first course, Culture and the Curriculum, is designed to assist the student in understanding social trends and the means by which the school has attempted to adjust itself to social changes. The second course, Human Behavior and Its Measurement, is designed to help the student in developing an integrated understanding of the basic concepts of human behavior and an understanding of the problems and practices associated with the measurement and evaluation of this behavior.

**ENGLISH FUNDAMENTALS**

Proficiency in oral and written English is required of all students. Each candidate is expected to pass a test in English fundamentals and composition. Students who have deficiencies in this area are aided in meeting acceptable standards through special courses in English.

**THE QUALIFYING EXAMINATION IN EDUCATION**

The Qualifying Examination is essentially the culmination of the experiences in the two background courses as these courses are designed to aid the student in developing those understandings which are evaluated by the examination.

Following the completion of the two background courses or their equivalent and upon the completion of six hours of graduate work, any graduate student may take the Qualifying Examination. Full-time students who have not completed six hours of work may be permitted to take the examination during the second half of the semester in which they are registered for as many as eight hours.

The examination, together with the work that the student has done at the undergraduate and graduate levels,
and the test in English fundamentals will serve as a basis for establishing candidacy for the master's degree. The examination is given at the close of each semester and summer term.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS WITH A MAJOR IN EDUCATION

The work leading to the degree of Master of Arts with a major in education is designed for 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.

GENERAL REQUIREMENTS FOR THE M.A. DEGREE

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.

At least one year's residence at the University or the equivalent is required for the degree.

SPECIFIC REQUIREMENTS

All candidates for the Master of Arts Degree with a major in education must complete the following at the graduate level:

1. The Core Program of the School of Education, including
   a. Two background courses or the equivalents, namely, (1) Culture and the Curriculum and (2) Human Behavior and Its Measurement
   b. The test in English fundamentals
   c. The Qualifying Examination in Education

2. A minimum of 6 hours of work in one of the following areas of concentration:
   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
3. A reading knowledge of French or German. Spanish, upon approval of the Graduate Council, may be substituted for French or German under certain conditions.

4. A course in Educational Research and Thesis Writing

5. A satisfactory thesis

6. Sufficient hours of graduate work to make a total of 24 semester hours.*

7. A final examination consisting of an oral defense of the thesis before a committee of the staff.

**DEVELOPMENT OF THE THESIS**

The purpose of the thesis is to give the student experiences in:

1. Becoming acquainted with (a) the techniques of educational research; (b) the results of educational research; and (c) the sources of information on research

2. Interpreting educational data

3. Developing an outlook on the possibilities of improving educational theory and practice through scientific experimentation

4. Scientific writing and presentation of educational data

In the development of the thesis by the student, continuous guidance is provided by the staff. As soon as convenient after the student has indicated his choice of the M.A. degree,** he is advised to enroll in the course: Educational Research and Thesis Writing. Through the work of this course, the student is guided in selecting a tentative area of concern for his thesis, in becoming acquainted with research techniques, and in becoming familiar with sources of appropriate literature.

After the student has passed the Qualifying Examination and has made a definite choice of an area of interest for his thesis, his permanent adviser is appointed. Simultaneously with the appointment of his permanent adviser, the student’s thesis committee is appointed. The student’s adviser serves as chairman of this committee.

*The adoption of the program now under consideration may increase these hours from 24 to 30 hours.

**Plans now being considered would enable a student to develop an M.A. thesis which would involve planning and the application of the plan to a life situation.
With the help of the thesis committee, the student formulates a clear statement of his problem. When the thesis committee thinks that the problem is clearly stated, the adviser presents the problem to the staff for approval before any data are collected. The student is notified officially of the staff's action.

Following the staff's approval of the problem, the student, working with the thesis committee, prepares his outline and schedules for collecting data; collects and assembles the data; prepares the table of contents for the thesis; and writes the thesis. At every stage of the development, the thesis committee reviews the student's proposals, makes suggestions and agrees on a procedure in each case.

After the thesis has been written and approved by the members of the thesis committee, the student's adviser notifies the student of its acceptance, submits three copies of the thesis to the Director of the School of Education, and arranges for the student's final oral examination.

THE ORAL EXAMINATION FOR THE M.A. DEGREE

The purpose of the oral examination is to determine through a discussion of the student's thesis (1) the student's competence in scientific thinking, including the knowledge which he has of his own findings and the relationship of his findings to other problems in education and (2) the attitude that the student holds toward the function of educational research.

The committee which examines the student will consist of at least five persons including members of the student's thesis committee. If the student has taken two or more courses in another department of the University, a member of that department will be invited to participate as a member of the final examination committee.

REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

The work leading to the degree of Master of Education is designed to meet the needs of students who desire that their graduate experiences culminate in a broad understanding of educational problems and practices and in their expert competence in planning and executing teaching, administrative, and supervisory programs.
GENERAL REQUIREMENTS

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 for the professional certificate he 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 the degree.

SPECIFIC REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

All candidates for the degree of Master of Education must complete the following at the graduate level:

1. The Core Program of the School of Education, including
   a. Two background courses or the equivalent, namely,
      (1) Culture and the Curriculum and (2) Human Behavior and Its Measurement
   b. The test in English fundamentals
   c. The Preliminary Examination in Education

2. A minimum of 6 hours of work in one of the following areas of concentration:
   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

3. The foreign language reading examination
4. A course in Investigations
5. Apprenticeship of Field Work according to needs
6. Sufficient hours of graduate work to make a total of 30 semester hours.
7. A final oral examination designed to evaluate the student's knowledge of the field of education and the student's readiness for effective participation in school work.

THE ORAL EXAMINATION FOR THE MASTER OF EDUCATION DEGREE

This examination will be concerned with two aspects of the student's competence: (1) the student's understanding and appreciation of the general field of education and (2) the student's competence in his field of concentration.

In preparing for the final examination, it is suggested that the student do three things:
1. Review notes taken in various courses
2. Organize knowledge concerning the general field of education into a meaningful pattern in which various theories and practices are seen in their relationship to each other
3. Develop a consistent point of view and appropriate plan of action in the field of concentration

Students desiring to take the final examination for the M.Ed. degree should make application for the examination on a form provided for this purpose. These forms may be secured from either the Director of the School or the student's adviser.

COURSES OF INSTRUCTION

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.

ADMINISTRATION AND SUPERVISION

427A. ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS.
This course is designed as an introductory course for those who
expect to become principals of elementary schools. Topics relating to the following will be considered: the purposes of elementary education; the relationship of the principal to pupils, teachers, the school board and the community; types of school organization; administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; office administration; plant operation; assemblies; pupil activities; special classes; library and health programs. 3 credits first semester.

427B. THE SECONDARY SCHOOL PRINCIPAL. This course is designed as a first course, for those who expect to become principals of secondary schools. The topics considered at the secondary school level are similar to those listed under the course Organization and Administration of Elementary Schools. 3 credits first semester.

465. METHODS, MATERIALS AND MANAGEMENT IN THE SMALL RURAL SCHOOL. This course deals with materials and techniques of life-related teaching in the rural elementary schools. Improved school housekeeping, individual instruction, inexpensive pupil-records, grouping, seatwork and schedules are given careful study. School and community planning to meet local needs will be engaged in as well as the newer methods of teaching. 3 credits second semester.

510A. INVESTIGATIONS IN ELEMENTARY SCHOOL ADMINISTRATION. See course 510 under Investigations and Field Work. 3 credits either semester.

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

511A, B. APPRENTICESHIP IN SCHOOL ADMINISTRATION. See course 511 under Investigations and Field Work. (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 Jeans 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 purpose of this course is to acquaint the student with sources of information on the teaching of arithmetic and with the best means of planning curriculum experiences in this field. Emphasis will be placed upon diagnostic as well as remedial and preventive procedures. 
3 credits second semester.

401B. ARTS AND CRAFTS IN THE ELEMENTARY SCHOOL. In this course the student experiments with materials, processes, and tools in order to gain an understanding of ways in which children work with wood, clay, paper, and textiles. Special emphasis is placed upon the place of the arts in typical elementary school units of instruction. 
3 credits either semester.

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

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

405. PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT. The experiences in this course cover the study of the life cycle (the prenatal stage through old age) with emphasis on the physiological, mental, emotional, and social growth needs of children and adolescents. Prenatal development will be studied together with behavior expectations during infancy and experience 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 either 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 causal 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 491B or 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 approval of 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. 3 credits either semester.

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

511C, D. Apprenticeship in Elementary School Teaching. See course 511 under Investigations and Field Work. (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.
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 tests, 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.

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

INVESTIGATIONS AND FIELD WORK

510. COURSES IN INVESTIGATIONS. Each student taking work leading
to the Master of Education degree is required to take at least one
course dealing with investigations in education. The major pur­
pose of these courses is to provide opportunities for students to
become familiar with the results of investigations in selected as­
pects of education. In these courses, students will choose problems
in which they have particular interests, review critically the in­
vestigations that have been made of the selected problems, prepare
reports summarizing available studies, and propose plans for fur­
ther 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 inves­
tigations are offered in the following fields of education:

A. Elementary Education
   1. Instruction. 2. Supervision. 3. Administration.

B. Secondary Education
   1. Instruction. 2. Supervision. 3. Administration.

C. Early Childhood Education.

Before a student registers for a course in investigations he must
have 12 semester hours of graduate work in education in addition
to passing the English Fundamentals, the Foreign Language and
the Qualifying Examinations.

Each course 3 credits either semester.

511. APPRENTICESHIP OR FIELD WORK. Each candidate for the Mas­
ter 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 experience.
This course is not offered in the summer. 3 credits either semester.
512. THE SCHOOL AND THE COMMUNITY. The purpose of this course is to utilize the group-management technique in conducting basic studies of the behavior of the gifted Negro child. 3 credits second semester.

MEASUREMENT, EVALUATION, AND RESEARCH

533. 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.

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

546. HUMAN BEHAVIOR AND ITS MEASUREMENT. See Course 546 under Philosophy of Education.

571. EDUCATIONAL RESEARCH AND THESIS WRITING. This course is required of all students who are working for the Master of Arts degree with a major in education. 3 credits either semester.

PHILOSOPHY OF EDUCATION

545. CULTURE AND THE CURRICULUM. Basic to all graduate work in education is an 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. 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 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 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 modern methods in 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. 3 credits either semester.

511E. **APPRENTICESHIP IN TEACHING IN SECONDARY SCHOOLS.** See course 511 under Investigations and Field Work. (Not offered in the summer.) 3 credits either semester.

**ADULT EDUCATION**

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.

547-548. **SEMINAR IN EDUCATION.** Required of all students enrolled in the School of Education and those who are engaged in the preparation of a thesis or investigation. No credit.
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.
PROGRAM OF STUDY

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 the 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 pre-
sented 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 acacredit, 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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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:

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<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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**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.

Any student who fails to make quality grades of "B" or better in 60% of his work will be dropped from the School of Business Administration at the beginning of the semester following the one in which deficient grades were accumulated.

**COURSES OF INSTRUCTION**

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 pre-requisites.

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 commonly 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 uses of costs. The course is developed to demonstrate that cost accounting for distribution, and for management of non-processing business units and non-profit enterprises is as essential a part of cost accounting as manufacturing costs. Prerequisite: Principles of Accounting and Introductory Economics.  
3 credits second semester.

455-456. 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 enact-
ment, 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. Principles of 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: Corporate 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 marketing 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.

496. 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.

531. INDUSTRIAL PERSONNEL MANAGEMENT. An intensive study of managerial policy, techniques and methods which influence organization of work; selection, hiring, placing and training of workers; use of improved industrial processes, production standards, supervision of workers. The management phase is briefly reviewed in order to ascertain the position of the personnel division with relation to its authority and responsibility.

3 credits first semester.

532. GOVERNMENT AND BUSINESS. A study of the development of governmental regulation and control of economic activity with consideration being given to the social forces which condition management of private enterprise.

3 credits second semester.

534. PRODUCTION I. This course provides the technical background required for effective production supervision. Emphasis is on the interdependence of techniques as tools by means of which management increases output, improves quality, and lowers cost. Problems and cases taken from actual industries form the basis for this work. The student learns by doing. He attains an understanding of time study by actually making Time Studies. He eh
serves jobs, takes element Times, rates the Workers Timed, and works out Time Standards to be used in estimating costs, planning and scheduling production, and setting rates. Properly applied these techniques can be used to reduce the amount of training required and increase the output of individual workers. Supervisory techniques and managerial decisions concerning production are scrutinized. The object is to show that the men and the tools are not abstractions but concrete factors that affect quality, output and costs. Experiences of many companies in training workers, in attempting to implement production decisions and in organization are examined to find those methods best suited to attaining a desired result in production. 3 credits second semester.
**DEGREES CONFERRED**

**June 2, 1947**

**ARTS AND SCIENCES**

**MASTER OF ARTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
<th>Thesis Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethel Jacobs Gordon</td>
<td>Master of Arts</td>
<td>English</td>
<td>B.S., Georgia State College, 1938.</td>
<td>Walt Whitman's Concept of Love.</td>
</tr>
<tr>
<td>Marcheita Vivian Jefferson</td>
<td>Master of Arts</td>
<td>English</td>
<td>A.B., Lincoln University, 1945.</td>
<td>Thomas B. Macaulay, the Pre-eminent Victorian.</td>
</tr>
</tbody>
</table>

*Requirements completed January 25, 1947.*
John Quincy Davidson . . . . . . . . . . History
A.B., Benedict College, 1937.

Arthur Clarence Williams* . . . . . . . . . . History
A.B., Miles College, 1941.

Julia Amanda Madison . . . . . . . . . . Mathematics
A.B., Fisk University, 1933.

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

Elise Oliver Hope . . . . . . . . . . . . Sociology
A.B., University of Cincinnati, 1938.

Kathryn Louise Johnson . . . . . . . . . . Sociology
A.B., Dillard University, 1946.
Thesis: The Caste-Class Hypothesis; Its Legal and Color Applications in the South with Special Reference to Atlanta, Georgia.

Moddie Decker Roberts* . . . . . . . . . . Sociology
A.B., Morris Brown College, 1940.

Leonidas Brown Barron . . . . . . . . . . Chemistry
B.S., Morehouse College, 1939.
Thesis: The Action of Bromine on 1-p-nitrophenyl-4-phenylbutadiene-1, 3.

DOROTHY THOMPSON HOOD* ........ Chemistry  
A.B., Spelman College, 1944.  
Thesis: The Attempted Preparation of 2,3-Dimethylcyclobutene.

MARY ALICE ENGLISH ........ Mathematics  
Thesis: On Binary Quadratic Forms with Complex Coefficients.

MORRIS EDWARD MOSELY ......... Mathematics  
B.S., Alabama State Teachers College, 1938.  

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

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

FRANCES MARIE ANDERSON  
B.S., Miles College, 1945.  

GLORIA LEE BELCHER  
A.B., Virginia Union University, 1945.  
Thesis: A Study of the Home and School Adjustment of Twenty-five Illegitimate Children Known to the Fulton County Department of Public Welfare, Atlanta, Georgia, 1946.

CHARLES ALBERT BERRY, JR.  
A.B., Jarvis Christian College, 1942.  
Thesis: A Study of the Attitudes of 25 Veterans Concerning Loans Made at the Atlanta Chapter of the American Red Cross, September 1, 1946, to February 1, 1947.
ATLANTA UNIVERSITY

CLAUDE RAY BEWLEY
A.B., Morris Brown College, 1939.

FANETTE SUSAN BRADLEY
A.B., Talladega College, 1943.
Thesis: A Study of Fifteen Gynecological Patients at Grady Hospital, Atlanta, Georgia, during 1946-1947.

BEULAH RUTH CLARK
A.B., Hunter College of the City of New York, 1945.

RUBY ALMA CLOWERS

FRANCETTA ANDREMAE COLE
A.B., Dillard University, 1942.

AMANDA FUHR COOKE
A.B., Langston University, 1944.

HORTON COOPER
A.B., Wiley College, 1945.
Thesis: A Study of Program Activities of Twenty Unaffiliated Teen-Age Clubs in Atlanta, Georgia, 1941-1946.
MARY ROSAMOND DUNN
A.B., Louisville Municipal College, 1944.
Thesis: A Comparative Study of the Group Services Offered in Five Housing Projects in Atlanta, Georgia.

FAYE GENEVA DUVALL
A.B., University of Kansas, 1941.

VICTORIA ELIZABETH EFFERSON
A.B., Florida Agricultural and Mechanical College, 1944.

MYRTLE ALDORIS FARRIS
A.B., Tillotson College, 1944.
Thesis: The Educational Program of the Atlanta Tuberculosis Association, Tracts 26 and 36, for the Years 1943 to 1945.

SAMUEL JAY FERGUSON
B.S., Fayetteville State Teachers College, 1942.
Thesis: A Study of the General Adjustment of Twenty-five Delinquent Boys in Its Relation to Social Treatment Offered by the Ferris School for Boys in Wilmington, Delaware.

ROSEMARY PLUMMER FITTS
A.B., North Carolina College for Negroes, 1943.

J. FRANKYE FLEMING
A.B., Prairie View University, 1942.

EMMA DOLESKIE FORD
A.B., Stowe Teachers College, 1944.
Thesis: A Study of the Legal and Social Aspects of Adoption as They Relate to the Adoption Problems, Practices, and Trends in Georgia.
MARGARET HERMENIA GORDON
A.B., Spelman College, 1944.

MABEL VIVIAN HARGRAVE
A.B., Bennett College, 1945.

LEON DELANO HICKLIN
B.S., West Virginia State College, 1935.
Thesis: A Study of Twenty-five Crippled Children Known to the Crippled Children's Division of the State of Georgia, and Treated at Harris Memorial Hospital during the Period 1945-1946.

EVELYN RAMSEY JOHNSTONE
A.B., Hunter College of the City of New York, 1945.

MARTHA SMITH LEWIS
A.B., Arkansas Agricultural, Mechanical and Normal College, 1944.
Thesis: A Study of the Factors in a Selected Area in Relation to Program Planning for Twenty-five Boys of the Friendship Baptist Church, E. R. Carter Club, of Atlanta, Georgia.

VERNETTA ADLEE MADISON
A.B., North Carolina College for Negroes, 1944.

MYRTLE TURNER MICKENS
B.S., Schauffler School, 1928.
RUTH PATSY MILLER
B.S., Fort Valley State College, 1944.
Thesis: A Study of Thirty-six Non-Follow-Up Negro Mothers in Postpartum Clinic, Grady Hospital, Atlanta, Georgia.

JOSEPH LEWIS MINNIFIELD
A.B., Morris Brown College, 1943.
Thesis: A Study of the Attitudes of Sponsoring Institutions in Relation to the Scouting Program, Atlanta, Georgia.

KATIE ELIZABETH MOORE
B.S., Georgia State College, 1945.
Thesis: A Job Analysis of Thirty Negro Group Workers in Atlanta, Georgia, and Their Attitudes Toward Their Work.

ROSE EVELYN PHILLIPS
A.B., Fisk University, 1945.

EDITH ROWENA REID
A.B., Spelman College, 1944.
Thesis: A Study of the Social and Economic Conditions of Fifty Negro Families Receiving Aid to Dependent Children in 1946 through the Fulton County Department of Public Welfare in Atlanta, Georgia.

SANDY GREGG REID
B.S., Alabama State Teachers College, 1941.

FAYE HENLEY SANDIFER
A.B., Shaw University, 1943.
Thesis: A Study of the Urban League's 1946 Block Organization Program in East Harlem, New York, New York, as Related to Effective Community Organization.
Eunice CleoVis Simpson
A.B., Talladega College, 1932.

John Carleton Smith
A.B., Virginia State College, 1938.

Nancy Merritt Stevens
B.S., Wilberforce University, 1943.
Thesis: A Study of Twenty-five Mothers who were Committed for Neglect of Their Minor Children to the Reformatory for Women, Framingham, Massachusetts, 1941-1946.

Lucille Beatrice Stiles
B.S., Hampton Institute, 1938.

Elsie Elizabeth Tidwell
A.B., University of Dayton, 1943.

Isabella McIntyre Tobin
Thesis: A Neighborhood Study of the Williamsburg Section of Brooklyn.

Hunter Brinkley Watson
B.S., Fayetteville State Teachers College, 1941.

Frankie Pauline Wilkins
B.S., Hampton Institute, 1945.
Thesis: A Study of the White House Conferences as They have Contributed to Advancements in the Field of Child Welfare.
SCHOOL OF LIBRARY SERVICE

BACHELOR OF SCIENCE IN LIBRARY SERVICE

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

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

DORIS READY BROWN
B.S., Tennessee Agricultural and Industrial State Teachers College, 1943.

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

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

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

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

NANCY MILDRED HARPER
B.S., Alabama State Teachers College, 1939.

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

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

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

BARBARA LEE LOCKETT

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

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

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

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

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

MAMIE ALTOMETTE WALKER
A.B., South Carolina State Agricultural and Mechanical College, 1942.
LEROY BANKS ALLEN
B.S., Bluefield State Teachers College, 1938.

GERALDINE HAMILTON COOK*
A.B., Miles College, 1940.
Thesis: A Diagnostic Analysis of the Performance of 80 College Freshmen in the Fundamentals of Arithmetic.

MOZELLE EUNICE DAILEY*
A.B., Spelman College, 1943.

GROVER CLEVELAND FIELDS
A.B., Paine College, 1940.
Thesis: A Study of Activities for Professional Growth of In-Service Teachers in Thirty-two High Schools of Georgia.

ORLANDO FRANK HUDSON
B.S., Fayetteville State Teachers College, 1942.
Thesis: A Study of Certain Characteristics of One Hundred Sixty Adult Students Enrolled in Public Night Classes for Negroes, Grades One through Four, in Atlanta, Georgia.

JOHN MILTON ALONZO SHULER
A.B., Claflin College, 1942.
Thesis: A Study of the Preparation, Objectives, and Methods of Foreign Language Teachers in Twenty Negro High Schools in Georgia.

HOWARD W. BLAKE*  
B.S., Claflin College, 1928.

JOHN ARCHIE BLount  
A.B., Johnson C. Smith University, 1929.

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

CHARLES DELANO BROOKS  
A.B., Florida Agricultural and Mechanical College, 1938.

ROBERT ANDERSON BRYANT*  
B.S., Hampton Institute, 1933.

VIOLA CORINE CLAY*  
B.S., Tennessee Agricultural and Industrial State Teachers College, 1933.

GLADYS HOLSEY DAVIS*  
B.S., Fort Valley State College, 1939.

MAMIE SAPP DYE*  
A.B., Atlanta University, 1923.

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

HOMER THEODORE EDWARDS*  
B.S., Georgia State College, 1931.

MARY WIMBERLY GANT*  
B.S., Shaw University, 1931.

CLAIRA BROWNLEE GAY*  
A.B., Knoxville College, 1931.

PENDLETON IRVING GREEN*  
B.S., Hampton Institute, 1937.

JOHN EDWARD HALL*  
A.B., Rust College, 1940.

LOUISE ORENE HALL*  
B.S., Georgia State College, 1941.

MABEL WRIGHT HENRY  
A.B., Georgia State College, 1937.

ALLIE BEATRICE HORE*  
A.B., Clark College, 1934.

EULA CONEY JACKSON*  
B.S., Fort Valley State College, 1945.

HAROLD JAMES JONES  
A.B., Atlanta University, 1931.

MADIE A. KINCY*  
B.S., Fort Valley State College, 1941.

JAMES ARTEMUS MILLER*  
A.B., Clark College, 1927.

Carrie Verga Lee Wilder Moore*  
A.B., Spelman College, 1933.

Edith Brown Murray*  
A.B., Morris Brown College, 1936.

Willa Geneva Owens*  
A.B., Morris Brown College, 1934.

James Columbus Reese*  
A.B., Morris Brown College, 1938.

Cassie Marion Robinson*  
B.S., Albany State College, 1945.

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

Caledonia Dorothea Simpson*  
B.S., Florida Agricultural and Mechanical College, 1936.

Ruth Powell Sledge*  
B.S., Alcorn Agricultural and Mechanical College, 1936.

Alveria Elizabeth Smith  
B.S., Bethune-Cookman College, 1943.

Elvira Pierce Smith*  
A.B., Georgia State College, 1944.

Juliet Theodora Thomas*  
B.S., Fort Valley State College, 1944.

Mary Blount Trawick*  
A.B., Georgia State College, 1936.

Clara Louise Williams West*  
A.B., Paine College, 1932.

Nathan Franklin Williams  
B.S., Tuskegee Institute, 1935.

SCHOOL OF BUSINESS ADMINISTRATION

Master of Business Administration

Powell William Holly, Jr.  
A.B., Morehouse College, 1946.  
Thesis: A History of Local 3748, United Steelworkers of America, Congress of Industrial Organizations.

DEGREES CONFERRED
AUGUST 7, 1947
ARTS AND SCIENCES
MASTER OF ARTS

FRANCES CALLIER DURDEN . . . . . . . . . . . . . . . . . English
A.B., Spelman College, 1931.
Thesis: Negro Women in Poetry from Phillis Wheatley to Margaret Walker.

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

KATIE ALBERT STEWART . . . . . . . . . . . . . . . . . English
B.S., Prairie View University, 1923.

LEROY CAMPBELL . . . . . . . . . . . . . . . . . . . . . . . History
B.S., Agricultural and Technical College of North Carolina, 1943.

FRANK MILLER, JR. . . . . . . . . . . . . . . . . . . . . . . . . . History
B.S., Alabama State Teachers College, 1940.
Thesis: The Entry of the Socialist Movement into Parliamentary Politics in Britain, France, and Germany in the Nineteenth Century.

GERALDINE JIGGITTS PERRY . . . . . . . . . . . . . . . . . History
A.B., Virginia Union University, 1944.
Thesis: The Negro as a Political Factor in Georgia, 1896 to 1912.

PAUL LAURENCE SANFORD . . . . . . . . . . . . . . . . . History
A.B., Morehouse College, 1946.
HENRY RUSSELL FULLER .......... Mathematics
A.B., Philander Smith College, 1935.
Thesis: Summation of Series.

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

WILLIAM HARRY HOWELL .......... Sociology
A.B., Johnson C. Smith University, 1943.
Thesis: A Comparative Study of Race Attitudes in an
All-Negro Community in North Carolina.

GRANT LAFAYETTE FRANKLIN ....... Chemistry
B.S., Langston University, 1941.

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

RALPH LEWIS PRUITT .......... Mathematics
A.B., Talladega College, 1936.

LAWRENCE EDGAR YANCEY .......... Mathematics
B.S., Morehouse College, 1942.
Thesis: Continued Fractions.

SCHOOL OF SOCIAL WORK

MAXINE BALDWIN
A.B., Wayne University, 1944.
CATALOGUE

ETHEL BURROUGHS BANKS
A.B., Paine College, 1930.

JOSEPH ELTON BRADSHAW
A.B., Lincoln University (Pa.), 1938.
Thesis: A Study of the Backgrounds of Thirty Cases of Negro Boys Known to the Clinic of the Juvenile Court, Washington, D. C., from July 1, 1944, to June 30, 1945.

KACELLIOUS BRIDGES
A.B., Dillard University, 1941.
Thesis: A Study of the Training Program, Parole, and Adjustment of Forty-three Former Delinquent Adolescents Discharged by the New York State Training School for Boys Between March 1, 1946, and November 30, 1946.

ANNA BEACHMAN BROWNE
A.B., University of California, 1934.

ALFREDA ELIZABETH BURNLEY
A.B., Louisville Municipal College, 1944.
Thesis: An Analysis of the Services Rendered by Volunteer Leaders Working with the Girl Scouts of District Seven in Louisville, Kentucky.

ELLIS ALVIN CHRISTIAN, JR.
A.B., Howard University, 1943.

CLARENCE D. COLEMAN
A.B., Clark College, 1942.
ATLANTA UNIVERSITY

ROBERT PAGE DUKE
A.B., North Carolina College for Negroes, 1942.

BEATRICE ELLEN DUNN
A.B., Dillard University, 1935.

RENETTA PENDLETON ETTER
A.B., Tillotson College, 1939.

ROBERT WASHINGTON GADSDEN
A.B., Georgia State College, 1938.
Thesis: A Study of Recreational Facilities in Seven Selected Cities in Georgia.

WILHELMINA BERNICE WARFIELD HATFIELD

JULIA GORDON JORDAN
Thesis: An Analysis of the Personal Adjustment Problems of 122 Federal and Non-Federal Negro Juvenile Offenders Who Were Committed to the National Training School for Boys.

MARTELLE TRIGG KING
A.B., Fisk University, 1933.
Edwina Mae Martin
A.B., Bennett College, 1945.

Harvey Benton Michael
A.B., Johnson C. Smith University, 1940.
Thesis: A Study of Techniques in Public Relations Used by Five Social Agencies in Atlanta, Georgia, During 1945-1946.

Adrian L. Oliver
A.B., Jarvis Christian College, 1940.
Thesis: A Study of the Work Content and the Adjustment of Twenty-five Veterans Placed in On-the-Job Training by the Veterans Center of Atlanta, Fulton County, Georgia, September 1, 1946-February 1, 1947.

Samuel Joseph Rice
A.B., South Carolina State Agricultural and Mechanical College, 1942.

Frances Borden Shaw
B.S., Winston-Salem Teachers College, 1939.
Thesis: A Study of the Park and School Recreational Programs for Negro Boys and Girls from Five to Fifteen Years of Age in the City of Atlanta, 1946.

Mabel Taylor White
A.B., Clark College, 1934.

Helen Holt Williams
A.B., Syracuse University, 1927.
Thesis: A Study of the Attitudes of 105 Candidates of the Atlanta University School of Social Work Toward the Training They Have Received.
SCHOOL OF LIBRARY SERVICE

BACHELOR OF SCIENCE IN LIBRARY SERVICE

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

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

SCHOOL OF EDUCATION

MASTER OF ARTS

HELEN GENEVA HOLLAND
B.S., Winston-Salem Teachers College, 1942.
Thesis: The Development of the Night School Program for Negroes in Atlanta, Georgia, for the Period 1915-1946.

MITTIE EVELYN HOWARD
A.B., Morris Brown College, 1946.
Thesis: A Comparative Study of the Extent to Which Day High School and Night High School Students in the Public Schools of Atlanta, Georgia, Have Achieved with Relationship to Their Ability to Achieve.

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

CLEVELAND WILLIAM PETTIGREW
B.S., Fort Valley State College, 1945.
Thesis: A Study of the Methods of Raising and Disbursing Funds in Fifty-one Accredited Negro Secondary Schools in Georgia.

THOMAS JEFFERSON PUGH
A.B., Clark College, 1940.
Thesis: A Comparative Study of Six Values of a Group of Ministers and Two Groups of Laymen.
CATALOGUE

MASTER OF EDUCATION

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

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

JOHN BRADLEY CALHOUN
A.B., Morehouse College, 1923.

LEANNA TANNER CRAWFORD
B.S., Georgia State College, 1944.

CYRUS WILBURN DANIELS
B.S., South Carolina State Agricultural and Mechanical College, 1931.

GRIFFIN FRANKLIN DAY
B.S., Morehouse College, 1933.

EDNA MAE DOUGLAS
B.S., Arkansas Agricultural, Mechanical and Normal College, 1932.

BURNETTE WILLIAM GALLMAN
A.B., South Carolina State Agricultural and Mechanical College, 1929.

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

TREOPIA SCOTT GRAVELLY
B.S., Arkansas Agricultural, Mechanical and Normal College, 1934.

ELIZABETH DOUGLAS
B.S., Arkansas Agricultural, Mechanical and Normal College, 1931.

GEORGE BELFIELD
HOLLINGSWORTH
A.B., Morris Brown College, 1934.

HARRY STILLWELL KING
A.B., Morehouse College, 1939.

EMMA JOE McPHERSON
A.B., Morris Brown College, 1940.

JULIA KNIGHT NEAL
A.B., Morris Brown College, 1944.

CLARENCE BERNARD ROBINSON
B.S., Tennessee Agricultural and Industrial State Teachers College, 1934.

EDWARD DANIEL SLEDGE
B.S., Alabama State Teachers College, 1932.

JOHN WILBURN SMITH
A.B., Texas College, 1936.

JOSEPH SAMUEL WILKERSON
A.B., Morris Brown College, 1925.
SUMMARY OF DEGREES CONFERRED IN 1947

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<th>Degree</th>
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REGISTER OF STUDENTS
1947-1948
SCHOOL OF ARTS AND SCIENCES
FULL TIME
BIOLOGY

BINFORD, RANDOLPH PERCY
B.S., Georgia State College, 1947.

BLACKSHEARE, EDWARD LAVERNE
B.S., Morehouse College, 1947.

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

GRAINGER, PORTIA LEE
B.S., Xavier University, 1945.

HARRIS, MARGWYN SAMUEL
B.S., Prairie View College, 1947.

HIBBLER, GEORGE HORNER, JR.
B.S., Virginia Union University, 1946.

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

JOHNSON, ULYSSES SIMPSON

LACEY, ARTHUR JAMES
B.S., Clark College, 1943.

LEWIE, LEMUEL ARTHUR, JR.
B.S., Allen University, 1941.

MITCHELL, JOSEPH CHRISTOPHER
B.S., Fort Valley State College, 1943.

MOORE, ELBERT CHARLES, JR.
B.S., Storer College, 1942.

MCArthur, WILLIAM HENRY

RICHBURG, MILBURN FELTON
A.B., South Carolina Agricultural and Mechanical College, 1940.

RIVERS, GEORGE FRANKLIN, JR.
A.B., Talladega College, 1938.

ROSEMONT, MANNING WYLLARD, JR.
A.B., Claflin College, 1940.

SMITH, OTIS WESLEY
B.S., Morehouse College, 1947.

1 First semester only.
### Chemistry

**Dorsey, Woodrow Wilson**  
Atlanta  
A.B., Clark College, 1939.

**Ekulo, Benjamin Ipehkwew**  
British West Africa  
Certificate, University of London, 1946.

**Hall, Alexander Alphonso**  
Atlanta  
B.S., Morehouse College, 1946.

**Robinson, Arthur Allen**  
Norfolk, Va.  
A.B., Talladega College, 1938.

**Tucker, Ozie**  
Florence, Ala.  
B.S., Morehouse College, 1947.

**Wearing, Daniel**  
Laurens, S. C.  
B.S., South Carolina Agricultural and Mechanical College, 1940.

### English

**Brooks, Henry Lindsay**  
Prairie, Ala.  
A.B., Knoxville College, 1946.

**Curl, Charles Hugo**  
Ruthville, Va.  
A.B., Virginia State College, 1936.

**Dawson, Leslie Herman**  
Hopewell, Va.  
A.B., Paine College, 1941.

**Goss, Suporii Muriel**  
Albany  
A.B., Clark College, 1947.

**Howell, Clishie Pettigrew**  
Scotland  
A.B., Paine College, 1946.

**Jones, Beulah Lee**  
Fort Valley  
B.S., Fort Valley State College, 1944.

**Jones, Cleopatra**  

**Miller, Clarence Conrad**  
Charlotte, N. C.  
A.B., Claflin College, 1939.

**Robeson, Joanna Gibson**  
Macon  
B.S., Fort Valley State College, 1947.

**Stewart, Mary Emma**  
Chicago, Ill.  
A.B., Knoxville College, 1943.

**Turner, Allen Pelzer**  
Albany  
A.B., Morehouse College, 1924.

---

1 First semester only.
CATALOGUE

FRENCH

FOWLER, ROBERT TINSLEY ..................................... Atlanta

HISTORY

BRIDE, BENNIE ........................................... Vallejo, Calif

CAMPBELL, RICHARD ALLEN 2 ............................. Winnsboro, S. C.
A.B., Johnson C. Smith University, 1948.

HOWELL, WHITAKER LEWIS ................................ Atlanta

KELLY, ELLWOOD G.1 ................................... San Antonio, Tex
A.B., Tillotson College, 1940.

MOULTRIE, THOMAS DEWEY*1 ................................ Dunn, N. C.
Johnson C. Smith University.

MATHEMATICS

BARNES, S. T.*2 ........................................ Hughes Springs, Texas
Texas College.

CLOWNEY, MAE FRANCES ............................... Spartanburg, S. C

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

GOODWYN, JERECIA ALEXANDER .............. Dallas, Texas
B.S., Prairie View College, 1944.

HIGH, EARLE E....................................... Zebulon, N. C
B.S., Agricultural and Technical College of North Carolina, 1945.

NEWMAN, ROGERS JOSEPH*2 .............................. Montgomery, Ala
Morehouse College.

PEAVY, HELEN HORTENSE ................................ Miami, Fl
A.B., Clark College, 1947.

PERKINS, OLIVER LEE .................................. Daytona Beach, Fl

SPANN, JULIA EUGENIA ................................ Chester, S. C
A.B., Benedict College, 1940.

WOFFORD, JAMES ..................................... Dalton

WOLFE, IRWIN ........................................ Atlanta
A.B., Clark College, 1937.

1 First semester only.
2 Second semester only.
* Special student.
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<th>Name</th>
<th>Degree/Program</th>
<th>College/University</th>
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<td>BALDRIDGE, EDWARD ARTHUR</td>
<td>A.B. Clark College, 1947.</td>
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<td>A.B. Morris College, 1942.</td>
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<td>BRUMMEL, MILDRED LEE</td>
<td>A.B. Lincoln University (Mo.), 1947.</td>
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<td>A.B. Morehouse College, 1944.</td>
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<td>HATFIELD, CHARLES JOSEPH</td>
<td>Ph.B. Xavier University, 1946.</td>
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<td>HENTON, COMRADE LEROY</td>
<td>A.B. Xavier University, 1939.</td>
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<td>HINSLY, GWENDOLYN IRENE</td>
<td>A.B. Spelman College, 1945.</td>
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<td>KENNEN, ROBERT SCOTT</td>
<td>A.B. Morehouse College, 1946.</td>
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<td>PHILLIPS, ANDERSON OSBORNE</td>
<td>B.S. Shaw University, 1942.</td>
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<td>REEVES, ROBERT HAROLD</td>
<td>A.B. Philander Smith College, 1946.</td>
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<td>RED, JOHN DANIEL</td>
<td>A.B. Morehouse College, 1947.</td>
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<td>Columbus</td>
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1 First semester only.
2 Second semester only.
SHROPSHIRE, JAMES NATHANIEL
A.B., Clark College, 1944.

TILLMAN, JAMES ALBERT, JR.

WHITE, VERNON FRANKLIN

WILSON, MAUDERIE HANCOCK
A.B., Langston University, 1947.

PART TIME

BIOLOGY

CARVER, JOYCE
B.S., Clark College, 1928.

DAVIS, JOSEPH PINCKNEY
B.S., South Carolina Agricultural and Mechanical College, 1933.

FRANKLIN, MARJORIE ELIZABETH
A.B., Spelman College, 1946.

WHITAKER, CLEA WESTLEY, JR.
College Park

CHEMISTRY

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

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

EVANS, FLORA ELIZABETH
B.S., Delaware State College, 1945.

HIGGINBOTHAM, GARNETT ROY, JR.
B.S., Morehouse College, 1947.

LITTLE, HIRAM EMORY
B.S., Morehouse College, 1947.

ENGLISH

RICHIEZ, PAUL M.
Diploma, University of Haiti, 1936.

HAYES, CONSTANCE BELL
A.B., Leland College, 1940.

JACKSON, JAMES CLINTON
A.B., Morehouse College, 1948.

1 First semester only.
2 Second semester only.
HISTORY

HARPER, NANCY MILDRED .................................................. Montgomery, Ala.
B.S., Alabama State Teachers College, 1939; B.S. in L.S.,
Atlanta University School of Library Service, 1947.

LUCKIE, HARRIETT CLARICE 2 ........................................ Atlanta
A.B., Spelman College, 1946.

MATHEMATICS

SHAW, LAVATA FRANCES 1 ............................................ Atlanta

WARE, MAMIE SMITH .................................................... Atlanta
A.B., Clark College, 1937.

SOCIOLOGY

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

SCHOOL OF SOCIAL WORK

FULL TIME

ALEXANDER, DAISY DELPHINE .......................................... Montclair, N. J.
A.B., Bennett College, 1946.

ALEXANDER, ROBERT ISRAEL 1 ....................................... Concord, N. J.
A.B., Saint Augustine's College, 1943.

ALSTON, HARRY LUTHER ............................................. Huntington, W. Va.
B.S., West Virginia State College, 1938.

BARBOUR, ROBERT ELLIOTT 1 ........................................ Monroe, N. C.
A.B., Johnson C. Smith University, 1942.

BARNETT, HELEN LORINE ............................................ Atlanta

BARB, LILLIE MAE 1 ..................................................... Washington, D. C.
B.S., Virginia State College, 1940.

BEARD, WILLIAM LOUIS 1 .............................................. Birmingham, Ala.
A.B., Alabama State Teachers College, 1946.

BEAUCHAMP, ALPHA JORE 1 .............................................. Memphis, Tenn.
A.B., LeMoyne College, 1944.

BENSON, HOMER LESTER 1 ............................................. Darby, Pa.
B.S., Tuskegee Institute, 1941.

BERRYMAN, CONSTANCE MAE 1 ...................................... Kansas City, Mo.
A.B., Howard University, 1946.

1 First semester only.
2 Second semester only.
CATALOGUE

BETHEA, MILDRED MARCELLA................. Spartanburg, S. C.
A.B., Bennett College, 1946.

BETHEL, JAMES NORMAN....................... Winston-Salem, N. C.
B.S., Winston-Salem Teachers College, 1941.

BRANTLEY, LAURA JUANITA..................... Birmingham, Ala.
A.B., Clark College, 1946.

BROCK, GEORGE DELANGACY................... Institute, W. Va.

BROWN, CHARLES HANSEN1..................... Paducah, Ky.
A.B., Kentucky State College, 1936.

BROWN, CLARENCE OTIS....................... Atlanta

BROWN, HELEN DOROTHY....................... Anderson, S. C.
A.B., South Carolina Agricultural and Industrial College, 1946.

BROWN, LOUISE SINGLETARY............... Jacksonville, Fla.
A.B., Dillard University, 1935.

BROWN, MILTON PHILLIPS1................. Battle Creek, Mich.

A.B., Clark College, 1947.

BRYANT, MARGURITE SHAW.................... Baltimore, Md.
A.B., Bennett College, 1946.

BURGESS, JULIA PITTS....................... Milwaukee, Wis.
A.B., Tuskegee Institute, 1946.

BURKETT, DOROTHY GEORGE............... Pine Bluff, Ark.
A.B., Arkansas Agricultural, Mechanical, and Normal College, 1946.

BURNETT, HENRY S............................. Durham, N. C.
B.S., North Carolina College for Negroes, 1942.

BURNETT, ANITA WILLSHAHON............... Atlanta
A.B., Fisk University, 1947.

BURNETT, CATHERINE MONTEZ................ Atlanta
A.B., Spelman College, 1946.

BURTON, JAMES M............................ Atlanta
A.B., Paine College, 1937.

BURWELL, LAWRENCE CORNELIUS.............. Atlanta

CHRETIEN, LA VERNE ARDRA W............... Austin, Texas
B.S., Samuel Huston College, 1938.

1 First semester only.
Coleman, Jeremiah McIntosh .................................. Athens
B.S., Albany State College, 1947.

Cooper, Della Louise ........................................ Bridgeport, Conn.
B.S., Hampton Institute, 1945.

Cooper, Paul Laurence ....................................... Hallsville, Texas
A.B., Wiley College, 1943; B.D., Gammon Theological Semi-
nary, 1946.

Crews, Winkfield Eugene¹ .................................. Orange, N.J.
A.B., Johnson C. Smith University, 1941.

Cox, Julie Brown¹ ............................................ Charleston, S. C.
A.B., Shaw University, 1943.

Curton, Louise Yvonne¹ ..................................... Atlanta
A.B., Morris Brown College, 1933.

B.S., Dillard University, 1934.

Davenport, Harriette Evelyn ................................ Chattanooga, Tenn.
A.B., Howard University, 1946.

Dean, William H.¹ ............................................ Lynchburg, Va.
A.B., Virginia Union University, 1942.

Dowdell, Francis L.¹ ........................................ Warren, Ohio
B.S., Wilberforce University, 1938.

Dowdell, Gwendolyn Rosetta ................................ Bessemer, Ala.
A.B., Spelman College, 1944.

Downer, Ezra Nathaniel ...................................... Atlanta
A.B., Morehouse College, 1939.

Doyle, Anne Wilhelmina ...................................... Seneca, S. C.
A.B., Bennett College, 1945.

Drayton, Julia Camille ...................................... Apalachicola, Fla.
A.B., Hampton Institute, 1947.

Dungy, Birda Mae ............................................. Gary, Ind.
B.S., Wilberforce University, 1937.

Durrah, Doris Constance .................................... Plainfield, N. J.
A.B., Howard University, 1947.

Ellis, Muriel Jean ............................................ Kansas City, Mo.
A.B., Fisk University, 1946.

Ferguson, Grace Marie¹ ..................................... Charleston, W. Va.
A.B., West Virginia State College, 1938.

Foster, Jeanette Mae ......................................... Dowagiac, Mich.
A.B., Talladega College, 1946.

¹First semester only.
GHOLSTON, WILMER JOHN
A.B., Clark College, 1943.

GODFREY, H. JACQUELINE
A.B., Shaw University, 1946.

GOWDY, MYRTLE M.
A.B., Johnson C. Smith University, 1939.

GREENE, GERTRUDE LIVINGSTON
B.S., South Carolina Agricultural and Mechanical College, 1930.

GREENE, KNARLIE J. WALDEN
A.B., Morris Brown College, 1939.

GRIGGS, JESSE FRANK
A.B., Morris Brown College, 1942.

HALL, WILHELMINA ROBERTS
A.B., Saint Augustine's College, 1939.

HAYLEY, CLARA YATES
A.B., Spelman College, 1946.

HAWKINS, GEORGE DURANT
B.S., Fayetteville State Teachers College, 1947.

HEADLEY, DOROTHY CAROLINE
A.B., New York University, 1946.

HEDGESPETH, GEORGE THOMAS
B.S., Elizabeth City State Teachers College, 1943.

HICKMAN, LATRICIA MARTIN

HOGANS, ROSEMOND ANITA
A.B., Bennett College, 1947.

HOLIDAY, ANN
A.B., Morningside College, 1943.

HOLLINGSHED, EARL HERMAN EMANUEL
B.S., Fort Valley State College, 1946.

HOSKINS, FRANCES LOUISE
A.B., Wiley College, 1945.

HOWARD, ALDERSON ZENO
B.S., Tennessee Agricultural and Industrial State Teachers College, 1940.

HUTCHINS, JAMES DOUGLAS
A.B., Paine College, 1943.

1 First semester only.
ISLER, JOHN HAZELY, JR. .......................................................... Montclair, N. J.
A.B., Johnson C. Smith University, 1942.

IVORY, JAMES HAROLD ................................................................. Montgomery, Ala.
B.S., Alabama State Teachers College, 1943.

JACKSON, BIRDELL ........................................................................... Lake Charles, La.
A.B., Leland College, 1944.

JACKSON, ETHEL MAE ...................................................................... Muskogee, Okla.
B.S., Langston University, 1941.

JACKSON, GENERAL LEE ................................................................. Washington
A.B., Clark College, 1947.

JOHNSON, LAWRENCE JERRY ...................................................... New York, N. Y.
B.S., Johnson C. Smith University, 1942.

JOHNSON, MARY LENORA .............................................................. Kansas City, Kan.
B.S., University of Kansas, 1936.

JOHNSON, OSCAR2 ....................................................................... Toledo, Ohio
B.S., Benedict College, 1942.

JOHNSON, WENDELL LUCIAN, JR. ................................................ Topeka, Kan.
B.S., Hampton Institute, 1947.

JOHNSON, THEODOSIA R .............................................................. New York, N. Y.
A.B., Allen University, 1943.

JONES, ANNIE O. ............................................................................. New Bern, N. C.
B.S., North Carolina College, 1941.

JONES, MARY LOYE ........................................................................ Atlanta

JORDAN, LEWIS THOMAS .............................................................. Atlanta
B.S., Fort Valley State College, 1939.

KELLEY, JOHN FORREST ............................................................... Atlanta
A.B., Morehouse College, 1934.

KELLEY, RUBY, MITCHELL1 .......................................................... Atlanta
A.B., Dillard University, 1931.

KING, ARTHUR SIMEON ................................................................. Atlanta

KNIGHT, JOHN DANCY1 ................................................................. Rocky Mount, N. C.
B.S., Elizabeth City State Teachers College, 1947.

LANIER, CLARENCE E ...................................................................... Atlanta

LATIMER, KAY ROZELLE ................................................................ Elmsford, N. Y.
A.B., Benedict College, 1921.

LATT, MAGGIE ADA ......................................................................... Durham, N. C.
A.B., North Carolina College, 1941.

1 First semester only.
2 Second semester only.
LAVENDER, PEARL ELIZABETH .................................................. Savannah
A.B., South Carolina Agricultural and Mechanical College, 1946.

LAWRENCE, JENNIE MATILDA ................................................. Clarksburg, W. Va.
A.B., Bennett College, 1946.

LEE, DOROTHY BROOKINS ....................................................... Washington, D.C.
A.B., Howard University, 1946.

LEWIS, THEDA BRIGGS ......................................................... New Bern, N.C.
A.B., Virginia Union University, 1938.

LONDON, WILLIAM ROBERT, JR. ............................................. Galveston, Texas
A.B., Clark College, 1945; B.D., Gammon Theological Seminary, 1947.

LONG, HOWARD H. .............................................................. Atlanta
B.S., Clark College, 1947.

LOWTHER, LUCYNE JACQUELYN ........................................... Montrose
A.B., Fort Valley State College, 1945.

LYONS, MILDRED HELEN ....................................................... New Orleans, La.
A.B., Dillard University, 1942.

MARKS, DORIS EVELYN .......................................................... Berlin, Md.
A.B., Bennett College, 1947.

MARTIN, BEAUREGARD LANGFORD .......................................... Charlotte, N.C.
B.S., Johnson C. Smith University, 1934.

MARTINEZ, MELBA ............................................................... New Orleans, La.
A.B., Xavier University, 1943.

MAST, RUBY LOUISE ............................................................. Duncan, Okla.
A.B., Langston University, 1945.

MONTGOMERY, EUGENE RANDOLPH ......................................... Orangeburg, S.C.
A.B., Claflin College, 1942.

MONTGOMERY, SOPHIE ELZENER ............................................. Houston, Texas
B.S., Prairie View State College, 1932; A.M., Columbia University, 1940.

MOORE, WARREN HARDING ................................................... Creedmoor, N.C.

MORRIS, CATHERINE ELIZABETH ............................................. Charlotte, N.C.
A.B., Johnson C. Smith University, 1947.

MORRIS, NORA ORENE ........................................................... Montclair, N.J.
A.B., Fisk University, 1946.

MORTON, CHARLES BILLUPS ..................................................... Athens
B.S., Georgia State College, 1946.

1 First semester only.
2 Second semester only.
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<td>MOULDIN, MAXINE CHARLOTTE</td>
<td>Palo Alto, Calif.</td>
<td>B.S., Tennessee Agricultural and Industrial State Teachers College, 1942.</td>
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<td>NORRIS, HERBERT CORNELIUS</td>
<td>Cape May, N. J.</td>
<td>A.B., Lincoln University (Pa.), 1940.</td>
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<td>PARKS, Hazzard Forest</td>
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<td>Perryman, Leroy Eugene</td>
<td>San Antonio, Texas</td>
<td>A.B., Texas College, 1939.</td>
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<td>Piggott, Cynthia Gwendolyn</td>
<td>New York, N. Y.</td>
<td>A.B., Hunter College, 1944.</td>
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<td>Pinkston, Walter Courtney</td>
<td>Asbury Park, N. J.</td>
<td>B.S., Tennessee Agricultural and Industrial State Teachers College, 1941.</td>
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<td>Pollard, Jewel Grace</td>
<td>Dallas, Texas</td>
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<td>PRICE, WILLIE STARR</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1937.</td>
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<td>PurIFOY, Noah Sylvesta</td>
<td>Cleveland, Ohio</td>
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<td>Reid, Miriam Gladys</td>
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<td>B.S., Hampton Institute, 1944.</td>
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<td>Reid, Robert Wilson, Jr.</td>
<td>Jamaica, N. Y.</td>
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<td>RILEY, DORIS ELIZABETH</td>
<td>Savannah</td>
<td>B.S., Georgia State College, 1944.</td>
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<td>Robertson, Mary Ella</td>
<td>Lake Charles, La.</td>
<td>A.B.</td>
<td>Xavier University, 1945.</td>
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<td>Robinson, Anne Barbara</td>
<td>Brooklyn, N.Y.</td>
<td>A.B.</td>
<td>Hunter College, 1946.</td>
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<td>Rogers, Freddie LaVerne</td>
<td>Valdosta</td>
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<td>Tuskegee Institute, 1945.</td>
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<td>Ross, India Nash</td>
<td>Brooklyn, N.Y.</td>
<td>A.B.</td>
<td>Atlanta University, 1930.</td>
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<td>Samuels, Elliott Lattimore</td>
<td>Charlotte, N.C.</td>
<td>A.B.</td>
<td>Johnson C. Smith University, 1941.</td>
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<td>Satterwhite, James King, Jr.</td>
<td>Jacksonville, Fla.</td>
<td>A.B.</td>
<td>Saint Augustine's College, 1939.</td>
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<td>Seals, Mary Robinson</td>
<td>Lexington, Ky.</td>
<td>A.B.</td>
<td>Tennessee Agricultural and Industrial State Teachers College, 1946.</td>
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<td>Seets, Carl Luther</td>
<td>Memphis, Tenn.</td>
<td>B.S.</td>
<td>Tennessee Agricultural and Industrial State Teachers College, 1946.</td>
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<td>Smith, Charles Clarence</td>
<td>New Orleans, La.</td>
<td>A.B.</td>
<td>Xavier University, 1939.</td>
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<td>Smith, Cora Douthard</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Spelman College, 1933.</td>
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<td>Smith, Edrose B.</td>
<td>Chicago, Ill.</td>
<td>A.B.</td>
<td>Howard University, 1944.</td>
<td></td>
</tr>
<tr>
<td>Smith, Hazel Marguerite</td>
<td>Portsmouth, Va.</td>
<td>A.B.</td>
<td>Hampton Institute, 1946.</td>
<td></td>
</tr>
<tr>
<td>Smith, Olivette Eugenia</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Spelman College, 1946.</td>
<td></td>
</tr>
</tbody>
</table>

1 First semester only.
ATLANTA UNIVERSITY

SUMMERS, LEONARD ....................................... Atlanta
A.B., Morris Brown College, 1941.

TATUM, JEWEL ............................................. Beaumont, Texas
A.B., Samuel Huston College, 1942.

THOMAS, EMMA CAROLYN .................................. Atlanta
A.B., Spelman College, 1933.

TILMAN, CARMINE JEFFERINE2 .................... San Antonio, Texas
A.B., Samuel Huston College, 1942.

TILMAN, DELORA JUANITA1 ........................... Kansas City, Mo.
B.S., Wilberforce University, 1938.

TITTON, FLOYD ERIC ..................................... Knoxville, Tenn.
A.B., Morris Brown College, 1946.

TOLLEY, JAMES WALKER ................................. Atlanta
A.B., Johnson C. Smith University, 1939.

TRAMMELL, DENNIE M.1 ............................... Buffalo, N. Y.
A.B., West Virginia State College, 1944.

TURNER, GUSSEI ELFREDA2 ........................... Summit, N. J.

TYMS, BRITTIE ANN4 ................................. Washington, D. C.
B.S., Western Seminary, 1929.

WALKER, E. CECCILE .................................. Savannah
B.S., Georgia State College, 1938.

WALKER, CLARA ANITA .................................... Louisville, Ky.

WALKER, LINWOOD PHILLIP1 ......................... Columbus, Ohio
A.B., Ohio State University, 1947.

WALTON, FRANCES ELISE .............................. Cincinnati, Ohio
A.B., West Virginia State College, 1942.

WALTON, VIOLA HELEN ................................... Norfolk, Va.
A.B., Virginia Union University, 1947.

WAMBLE, THELMA1 ...................................... New York, N. Y.
A.B., Arkansas Agricultural, Mechanical and Normal Colle-
lege, 1932.

WARNER, HORTENSE GRACE ............................. Miamisburg, Ohio
B.S., Wilberforce University, 1945.

WASHINGTON, ELLA JANE .............................. Tulsa, Okla.
A.B., Dillard University, 1944.

WATSON, EDYTHE CHRISTINE ........................ Gettysburg, Pa.
A.B., Morgan State College, 1942.

1 First semester only.
2 Second semester only.
CATALOGUE

WATTS, CARRIE ELSIE ..................................... Atlanta
A.B., Morris Brown College, 1937.

WHITAKER, EFFIE MAE ................................ Raleigh, N. C.
A.B., Shaw University, 1944.

WHITLEY, E. HERMOINE ................................ New Bern, N. C.
B.S., Hampton Institute, 1946.

WILEY, CAROLYN VICTORIA .......................... Pittsburgh, Pa
A.B., University of Pittsburgh, 1944.

WILLIAMS, AUGUSTINE JULIA* ..................... Philadelphia, Pa
A.B., Howard University, 1942.

WILLIAMS, EMMA JANE .......................... New Orleans, La
A.B., State University of Iowa, 1945.

WILLIAMS, EVELYN BERNICE .................... Oklahoma City, Okla
A.B., Fisk University, 1947.

WILLIAMS, JULIA HELEN* ...................... Birmingham, Ala
A.B., Clark College, 1937.

WILLIAMS, LUCIUS, JR.* ......................... Dublin
B.S., Fort Valley State College, 1941.

WILLIAMS, ROBERT LEE ....................... Orangeburg, S. C.
B.S., South Carolina Agricultural and Mechanical College, 1940.

WILLIAMSON, SAMUEL RENDALL .......... Jamaica, N.Y.
A.B., North Carolina College, 1935.

WORFORD, LUCILE ................................ Birmingham, Ala

WRIGHT, EARLENE DAISY .......................... Los Angeles, Calif
B.S., Kansas State Teachers College, 1942.

YOUNG, MILDRED ............................. Birmingham, Ala
A.B., Knoxville College, 1943.

PART TIME

ACKLEN, ERHAI WALKER* ...................... Nashville, Tenn
B.S., Tennessee Agricultural and Industrial State Teachers College, 1945.

ARMWOOD, LEVIN WINFRED* .................. West Palm Beach, Fla
B.S., Xavier University, 1937.

BARBER, MILDRED BELCHER* ............. Atlanta
A.B., Clark College, 1946.

BATTLE, LYA GERTRUDE ....................... Mobile, Ala
A.B., Alabama State Teachers College, 1946.

1 First semester only.
2 Second semester only.
BEAL, FRANCES MARIE\textsuperscript{1} ........................................... Meridian, Miss.
A.B., Bennett College, 1946.

BROOKINS, REID AUGUSTUS, JR.\textsuperscript{1} ...................................... Atlanta
A.B., Morehouse College, 1946.

CARRINGTON, CATHERINE ELIZABETH\textsuperscript{2} ................................ Hampton, Va.
B.S., Hampton Institute, 1934.

CHANDLER, EDITH M.\textsuperscript{1} ................................................. Wilmington, N. C.
A.B., Bennett College, 1946.

COCHRAN, CHARLOTTE ELOYNE ...................................................... Atlanta

FULCHER, L. ERNETTE\textsuperscript{1} .............................................. Suffolk, Va.
B.S., Hampton Institute, 1945.

GAY, MARY ALSTON\textsuperscript{*1} ................................................ Atlanta
B.S., Spelman College, 1943.

HAYNES, GEORGE EDMUND\textsuperscript{1} ........................................ New York, N. Y.
B.S., Wilberforce University, 1938.

JACKSON, JOHN W.\textsuperscript{1} .................................................. New Haven, Conn.
B.S., Tuskegee Institute, 1942.

LACEY, CARRIE MILLER\textsuperscript{2} ................................................ Atlanta
B.S., Tuskegee Institute, 1940.

LATTIMER, IRMA CLARISSA\textsuperscript{3} ........................................ Conway, S. C.
A.B., Bennett College, 1946.

MONTESIDE, DOROTHY CAMILLE\textsuperscript{1} ..................................... New York, N. Y.
A.B., Hunter College, 1944.

MORRIS, MIRIAM NATALIE ........................................................... Jamaica, N. Y.
A.B., Virginia State College, 1941.

MCCLEAVE, WILMA LOREE\textsuperscript{1} ........................................... Silver City, N. C.
A.B., Shaw University, 1946.

NEAL, REBECCA BAKER\textsuperscript{1} ................................................ Atlanta
A.B., Fisk University, 1935.

REMBERT, RICHARD ALLEN\textsuperscript{4} ........................................ Atlanta
A.B., Morris Brown College, 1937.

THOMAS EVANGELINE LOUISE\textsuperscript{4} ........................................ Atlanta
A.B., Morris Brown College, 1931; A.M., Atlanta University, 1935.

WILLIAMS, GEORGIA A.\textsuperscript{1} ............................................. Jamaica, N. Y.
A.B., Brooklyn College, 1943.

WYATT, ROSALIND ELLA ............................................................... Salisbury, N. C.
A.B., Shaw University, 1946.

\textsuperscript{1} First semester only.
\textsuperscript{2} Second semester only.
\textsuperscript{*} Special student.
CATALOGUE

SCHOOL OF LIBRARY SERVICE

FULL TIME

ALLEN, DOLOREZ ESTHER .................................. Columbus, Ohio
  A.B., Ohio State University, 1947.

BOOTH, BEVERLY FRANCIS ................................. Newton Centre, Mass.
  A.B., Colby College, 1945.

CREAGH, MARGARET GRACE ................................ Waycross
  A.B., Spelman College, 1939.

DANIELS, CALLIE ESTELLE ............................. Memphis, Tenn.
  A.B., Fisk University, 1947.

DEBERRY, EVELYN MERCEDES ...................... Greensboro, N. C.
  A.B., Talladega College, 1937.

DIFFAY, ROSA ALICE ............................. Washington, D.C.
  B.S., Alabama State Teachers College, 1940.

FELTON, BERNICE ELOISE .............................. Atlanta
  A.B., Spelman College, 1941.

GILPIN, THELMA LUCILLE .............................. Richmond, Va.
  A.B., Virginia Union University, 1944.

HINES, IRMA CHARLES .................................. Knoxville, Tenn.
  A.B., Knoxville College, 1945.

HOGAN, EDNA CARTER ............................. Halifax, Va.
  B.S., Saint Paul’s Polytechnic Institute, 1945.

JONES, ARTEMISIA ................................. Lexington, Ky.
  B.S., Tennessee Agricultural and Industrial State Teachers
  College, 1943.

JONES, ETHEL CLARICE .............................. Irmo, S. C.
  A.B., Fisk University, 1945.

MURRELL, EOLYN YVONNE .......................... Miami, Fla.
  A.B., Fisk University, 1946.

RILEY, MERCEDES GWENDOLYN ..................... Jacksonville, Fla.
  A.B., Florida Agricultural and Mechanical College, 1946.

ROUSSEVE, THERESA DOROTHY ............................ New Orleans, La.
  B.S., Xavier University, 1945.

SKINNER, LILLIAN LIUTICHER .......................... Edenton, N. C.

SOLOMON, GRACE STEPHENS .......................... Winston-Salem, N. C.
  B.S., Tuskegee Institute, 1943.

SPRADLING, MARY MACE ................................ Shelbyville, Ky.
  A.B., Kentucky State College, 1933.

1 First semester only.
Weathers, Thomasena Elizabeth
A.B., South Carolina Agricultural and Mechanical College, 1940.

White, S. Carolyn
A.B., Talladega College, 1947.

Williams, Althea Mayme
A.B., Fort Valley State College, 1947.

Wilson, Jessie Elizabeth
A.B., Virginia Union University, 1947.

Mills, Annie Belle
A.B., Philander Smith College, 1931.

McAdams, Bertha Mae
A.B., Clark College, 1946.

SCHOOL OF EDUCATION
FULL TIME

Banks, Lewis Luther
B.S., Georgia State College, 1943.

Black, Virginia
A.B., Clark College, 1946.

Burdiss, Lucius DeSell
A.B., Southern University, 1947.

Carter, Dorothy Clark
B.S., Fort Valley State College, 1947.

Chambliss, Asa Abraham
B.S., Fort Valley State College, 1942.

Collins, Samuel James, Jr.
A.B., Bethune-Cookman College, 1947.

Crowder, Alphoncus Calvin
B.S., Elizabeth City State Teachers College, 1942.

Davis, Moses Edward
A.B., Southern University, 1942.

Edwards, Henry Feard
A.B., Shaw University, 1943.

Fields, Horace G.
B.S., Alabama State Teachers College, 1935.

Green, Primus Perceval
A.B., Morris College, 1941.

1 First semester only.
2 Second semester only.
HARPER, HOYT HOWARD\textsuperscript{2}...........................................Toccoa
B.S., Albany State College, 1948.

JEFFERSON, EZEKIEL LONNIE........................................Pineville, S. C

JENKINS, ROBERT JAMES, JR........................................Charleston, S. C
A.B., Allen University, 1947.

KING, JOHN, JR......................................................Sylvania
B.S., Georgia State College, 1934.

KING, LETITIA JOHNSON............................................Atlanta
A.B., Clark College, 1937.

LENYARD, HARRISON PERNELL\textsuperscript{2}............................Demopolis, Ala
A.B., Tougaloo College, 1942.

LONG, KATHERINE HALL............................................Atlanta
B.S., Florida Agricultural and Mechanical College, 1947.

McCORMICK, NANNIE LEE HOLCUM...................................Atlanta
A.B., Clark College, 1947.

McCULLOUGH, JOHN ARTHUR........................................Pelham
A.B., Fort Valley State College, 1946.

McIVER, ANNIE MAE RAINETY\textsuperscript{1}................................Atlanta
B.S., South Carolina Agricultural and Mechanical College, 1939.

PATTON, WILLIAM MADISON, JR......................................Marion, Ala
A.B., Knoxville College, 1932.

PIERCE, FRANCES OLEE...............................................Monroe, La
A.B., Fisk University, 1947.

POWELL, JERRY LEE..................................................Fort Valley
B.S., Fort Valley State College, 1946.

RAMSEY, SPENCER RAY...............................................Anniston, Ala
B.S., Tuskegee Institute, 1938.

REESE, LORENZO JOSHUA..............................................Memford, Ala
B.S., Alabama State Teachers College, 1947.

RICE, GEORGE HALBERT\textsuperscript{1}....................................Atlanta
A.B., Morehouse College, 1944.

RILEY, ISAAC HENDERSON............................................ Houma, La
B.S., Leland College, 1947.

ROBINSON, GORDON WALLACE.....................................Batesburg, S.C

RUTHERFORD, WILL V...............................................Wilmar, Ark
A.B., Arkansas Baptist College, 1931.

\textsuperscript{1} First semester only.
\textsuperscript{2} Second semester only.
Searcy, Annie Maude ........................................ Charleston, W. Va.
A.B., West Virginia State College, 1946.

Southall, Lawrence Augustus² .................................... Plattenville, La.
A.B., Leland College, 1942.

Sumter, Richardson Singleton ................................ Florence, S. C.
A.B., Claflin College, 1947.

Tyus, Welmon Theophilus¹ ........................................ Atlanta
A.B., Morris Brown College, 1929.

Westbrook, Janie Mae ........................................... Charlotte, N. C.
B.S., Winston-Salem Teachers College, 1942.

PART TIME

Allen, Margaret Terry² ........................................ Atlanta
B.S., Bluefield State Teachers College, 1941.

Allen, Pauline Brown* .......................................... Atlanta
Morris Brown College.

Anderson, Marie Antoinette ..................................... Atlanta
A.B., Morris Brown College, 1940.

Arnold, Eula Vesper¹ ............................................. Jonesboro
A.B., Clark College, 1932.

Arnold, Marshall* ............................................... Atlanta
A.B., Morehouse College, 1943.

Bailey, Bunice Freeman¹ ......................................... Atlanta
A.B., Spelman College, 1939.

Baldridge, Verna James .......................................... Atlanta
A.B., Clark College, 1939.

Benton, William Robert, Jr.¹ .................................... Atlanta
B.S., Morehouse College, 1946.

Black, Eldred ...................................................... Madison
B.S., Georgia State College, 1937.

Black, Harriet Mattie² ........................................... Madison
B.S., Fort Valley State College, 1941.

Briscoe, Edward Raymond ......................................... Atlanta
A.B., Morris Brown College, 1933.

Brooks, Georgia Bishop¹ ......................................... Decatur
A.B., Clark College, 1933.

Bussey, Florine Louise ........................................... Atlanta
A.B., Clark College, 1938.

¹ First semester only.
² Second semester only.
* Special student.
<table>
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<th>Name</th>
<th>Degree</th>
<th>College</th>
<th>Year</th>
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<tr>
<td>Bynum, Amelia A. West</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1941.</td>
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<td>Cater, Thomas Napoleon</td>
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<td>B.S., Alabama State Teachers College</td>
<td>1946</td>
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<td>Catchings, Louella</td>
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<td>1946.</td>
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<td>Chisholm, Harriet Nash</td>
<td></td>
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<td>Clark, Agnes Smith</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>1945.</td>
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<td>Cliff, Emellen Mitchell</td>
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<td>A.B., Morris Brown College</td>
<td>1941.</td>
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<td>Coller, Hazelaine</td>
<td></td>
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<td>1939.</td>
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<td>Cooper, Imogene Carey</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>1940.</td>
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<td>Crawford, Maria Bertha</td>
<td></td>
<td>A.B., Clark College</td>
<td>1947.</td>
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<td>Cunningham, Grace Cordelia</td>
<td></td>
<td>A.B., South Carolina Agricultural and Mechanical College, 1943.</td>
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<td>DeLoatch, Daniel Lee</td>
<td></td>
<td>A.B., Claflin College</td>
<td>1940.</td>
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<td>Dickens, Georgia Nelle Smith</td>
<td></td>
<td>A.B., Spelman College</td>
<td>1942.</td>
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<td>Dodson, Alyce Beatrice Smith</td>
<td></td>
<td>B.S., Spelman College</td>
<td>1946.</td>
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<td>Douglas, Lillie Mae</td>
<td></td>
<td>B.S., Georgia State College</td>
<td>1945.</td>
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<td>Dunn, Lillian Mariah</td>
<td></td>
<td>B.S., Clark College</td>
<td>1944.</td>
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</tbody>
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1 First semester only.
2 Second semester only.
Foster, Bernice Smith
A.B., Spelman College, 1934.

Fowlkes, Booker T.
A.B., Atlanta University, 1930.

Freeman, Mildred Inman
A.B., Talladega College, 1931.

Godfrey, Valeria Estelle
A.B., Clark College, 1941.

Gooden, Wallace James
A.B., Morehouse College, 1933.

Graham, Clementine Hickson
B.S., Fayetteville State Teachers College, 1944.

Hambrick, Nellie Mae Wright
A.B., Morris Brown College, 1927.

Hargrett, Andrew Joshua
B.S., Florida Agricultural and Mechanical College, 1945.

Hatton, William Harrington
A.B., Morris Brown College, 1940.

Haywood, Lyda Marietta
A.B., Fort Valley State College, 1944.

Hembree, Mexico Shehee
A.B., Clark College, 1934.

Hill, Evelyn Howseworth
A.B., Spelman College, 1939.

Hines, Bessie Mar

Huling, James Allen
A.B., Georgia State College, 1937.

Ingram, William Henry
B.S., Georgia State College, 1934.

Jackson, John Henry
A.B., Samuel Huston College, 1936.

Johnson, Emma Lillian
A.B., Clark College, 1938.

Johnson, Laura Medell
A.B., Clark College, 1928.

Jones, Flossie Armstrong
A.B., Atlanta University, 1923.

Jones, Ruby McGinty
A.B., Clark College, 1940.

1 First semester only.
2 Second semester only.
CATALOGUE

JUPITER, DEL EAGAN
A.B., Spelman College, 1944.

KENNER, MARION RUTH
B.S., Fort Valley State College, 1945.

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

LONG, RALPH ABBOTT
Clark College

MACOMSON, WILLIAM OPEAL
A.B., Benedict College, 1936.

MADDOX, MABEL ROSLYN
B.S., Fort Valley State College, 1946.

MARTIN, JAMIE GAITHER
A.B., Spelman College, 1932.

MATTOX, FELIX GEORGE
A.B., Clark College, 1937.

MICKLEBURY, MEXICO HEMBREE
A.B., Spelman College, 1938.

MICKENS, ERNESTINE LAWSON
B.S., Clark College, 1945.

MOORE, NAOMI CORNELIA
A.B., Clark College, 1940.

MOSES, LENA MAE
A.B., Morris Brown College, 1946.

MCKINNEY, GEORGE PATTERSON
A.B., Morehouse College, 1915.

PATTON, LULA MAE
A.B., Jackson College, 1940.

PHARROW, JUDSON JASPER
Clark College.

PINCKEY, CLARAGENE PARKS
A.B., Spelman College, 1946.

POWELL, LAURA ERNESTINE
B.S., Alcorn Agricultural and Mechanical College, 1934.

PUCKETT, DOROTHY HARRISON
A.B., Clark College, 1936.

PUCKETT, WILLIAM LEE
B.S., Clark College, 1936.

1 First semester only.
2 Second semester only.
* Special student.
<table>
<thead>
<tr>
<th>Name</th>
<th>School/University</th>
<th>Degree</th>
<th>Year</th>
</tr>
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<tr>
<td>Redmond, Adleigh Douglas</td>
<td>Rust College</td>
<td>A.B.</td>
<td>1931</td>
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<tr>
<td>Rowe, William Jerry</td>
<td>Clark College, Atlanta University, 1947</td>
<td></td>
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<td>Sanford, Sadie Belle</td>
<td>Tuskegee Institute, Columbus</td>
<td>B.S.</td>
<td>1944</td>
</tr>
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<td>Shelton, Ruth Henrietta</td>
<td>Morris Brown College, Atlanta</td>
<td>A.B.</td>
<td>1935</td>
</tr>
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<td>Simpson, Thilby Loraine</td>
<td>Clark College, Atlanta</td>
<td>A.B.</td>
<td>1928</td>
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<td>Sinclair, Myrtle Sheppard</td>
<td>Clark College, Atlanta</td>
<td>A.B.</td>
<td>1941</td>
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<td>Smith, Alfred Jock</td>
<td>Clark College, Atlanta</td>
<td>A.B.</td>
<td>1943</td>
</tr>
<tr>
<td>Stephens, Mary Eloise</td>
<td>Spelman College, Atlanta</td>
<td>A.B.</td>
<td>1946</td>
</tr>
<tr>
<td>Strong, June Vivian Mack</td>
<td>Fisk University, Atlanta</td>
<td>A.B.</td>
<td>1946</td>
</tr>
<tr>
<td>Tolbert, William Dunbar</td>
<td>Georgia State College, Conyers</td>
<td>B.S.</td>
<td>1945</td>
</tr>
<tr>
<td>Walthall, Evelyn P.</td>
<td>Clark College, Atlanta</td>
<td>A.B.</td>
<td>1934</td>
</tr>
<tr>
<td>Warren, Pearlie Phillips</td>
<td>Georgia State College, Lakeland</td>
<td>B.S.</td>
<td>1943</td>
</tr>
<tr>
<td>Waters, Ella Belle</td>
<td>Morris Brown College, Atlanta</td>
<td>A.B.</td>
<td>1934</td>
</tr>
<tr>
<td>Webb, Pearl</td>
<td>Philander Smith College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Milton Jones</td>
<td>Morehouse College, Atlanta</td>
<td>A.B.</td>
<td>1934</td>
</tr>
<tr>
<td>Wilder, Sallie E. Walker</td>
<td>Morris Brown College, Atlanta</td>
<td>A.B.</td>
<td>1937</td>
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<tr>
<td>Williams, Homer Carey</td>
<td>Georgia State College, Atlanta</td>
<td>B.S.</td>
<td>1937</td>
</tr>
<tr>
<td>Williams, Odrie Ruth</td>
<td>Morris Brown College, Atlanta</td>
<td>A.B.</td>
<td>1943</td>
</tr>
<tr>
<td>Williams, John Buhl</td>
<td>Morehouse College, Atlanta</td>
<td>A.B.</td>
<td>1941</td>
</tr>
</tbody>
</table>

1 First semester only.
2 Second semester only.
* Special student.
BARBER, CLARENCE LONDON ........................................ Trenton, N. J.
B.S., Agricultural and Technical College of North Carolina, 1947.

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

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

BLAYTON, JESSE BENJAMIN ........................................ Atlanta
B.S., Langston University, 1947.

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

COX, OLIVIA HOUSTON ............................................ Fairfield, Ala.
A.B., Miles College, 1947.

CRAWFORD, WALTER, JR. .......................................... Atlanta
A.B., Clark College, 1947.

CROWDER, JAMES HUGO* ...................................... Wilkes-Barre, Pa.

EDMONDSO N, JAMES ROBERT*2 ................................ Atlanta

EDWARDS, EVELYN ZENOBIA ...................................... Chattanooga, Tenn.
A.B., Clark College, 1947.

HATCHETT, PAUL LAWRENCE ...................................... LaGrange
A.B., Clark College, 1947.

HESTER, MELVYN LEE .............................................. Paris, Texas

HYDE, PAUL L ...................................................... Earlington, Ky.
A.B., Morehouse College, 1943.

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

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

MOORE, EDMUND THOMAS, JR. .................................. Hickory, N. C.
B.S., Johnson C. Smith University, 1947.

MOORE, WADE HAMPTON1 ......................................... Fayetteville, N. C.
B.S., Agricultural and Technical College of North Carolina, 1948.

MOORE, WILLIAM TRAVIS ......................................... Mexia, Texas
A.B., Paine College, 1929.

1 First semester only.
2 Second semester only.
* Special student.
OWENS, FRANK ALFRED ............................ Asheville, N. C.  
A.B., Morehouse College, 1943.

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

ROBINSON, LEON GIDDINGS ............................ Roanoke, Va.  
A.B., Talladega College, 1945.

SADDLER, ALBERT HARRY2 ........................... Asheville, N. C.  
B.S., Agricultural and Technical College of North Carolina, 1948.

STAYHORNE, JOSEPHINE SHEARIN2 ................... Durham, N. C.  
B.S., North Carolina College, 1944.

TILLER, SAMPSON2 ........................................ Atlanta  
A.B., Morehouse College, 1948.

TOMLINSON, JOHN HENRY ............................ Atlanta  

B.S., Bluefield State Teachers College, 1939.

WILLIAMS, ALBERT REGINALD .............................. Albany  

PART TIME

BARNHART, THELMA LUCILE ........................... Atlanta  
A.B., Clark College, 1945.

MIDDLEBROOKS, BOOKER TALIFERRO1  ................. Atlanta  
A.B., Morehouse College, 1939.

1 First semester only.
2 Second semester only.
### SUMMARY OF ENROLLMENT

1947-1948

**GRADUATE AND PROFESSIONAL SCHOOLS**

<table>
<thead>
<tr>
<th>School</th>
<th>Full Time</th>
<th></th>
<th></th>
<th>Part Time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
<td>60</td>
<td>16</td>
<td>76</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>66</td>
<td>110</td>
<td>176</td>
<td>5</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>School of Library Service</td>
<td>1</td>
<td>21</td>
<td>22</td>
<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>School of Education</td>
<td>25</td>
<td>10</td>
<td>35</td>
<td>26</td>
<td>64</td>
<td>90</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>23</td>
<td>4</td>
<td>27</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
<td><strong>161</strong></td>
<td><strong>336</strong></td>
<td><strong>41</strong></td>
<td><strong>95</strong></td>
<td><strong>136</strong></td>
</tr>
<tr>
<td></td>
<td><em>Less student enrolled in two schools</em></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Total</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**LABORATORY SCHOOL**

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>73</td>
<td>104</td>
<td>177</td>
</tr>
<tr>
<td>Kindergarten-Nursery (Spelman College)</td>
<td>39</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>112</td>
<td>146</td>
<td>258</td>
</tr>
<tr>
<td><strong>Total (excluding Kindergarten-Nursery School)</strong></td>
<td></td>
<td></td>
<td>177</td>
</tr>
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</table>

**SUMMER SCHOOL (1947)**

<table>
<thead>
<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences, Library Service, Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>304</td>
<td>571</td>
<td>875</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>480</td>
<td>331</td>
<td>811</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>784</td>
<td>902</td>
<td>1,686</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>59</td>
<td>105</td>
<td>164</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>843</td>
<td>1,007</td>
<td>1,850</td>
</tr>
<tr>
<td>Demonstration School</td>
<td>52</td>
<td>68</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>575</td>
<td>1,075</td>
<td>1,650</td>
</tr>
<tr>
<td>Grand Total (June 1, 1947, to June 1, 1948)</td>
<td></td>
<td></td>
<td><strong>2,618</strong></td>
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### GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

Regular Session — 1947-48

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<tr>
<th>State</th>
<th>Full Time</th>
<th>Part Time</th>
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</thead>
<tbody>
<tr>
<td>Alabama</td>
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<td>6</td>
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<tr>
<td>Arkansas</td>
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<tr>
<td>California</td>
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<tr>
<td>Connecticut</td>
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<td>Delaware</td>
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<tr>
<td>Florida</td>
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<td>108</td>
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<td>Indiana</td>
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<td>—</td>
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</tr>
<tr>
<td>Kansas</td>
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<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>8</td>
<td>—</td>
<td>8</td>
</tr>
<tr>
<td>Iowa</td>
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<td>—</td>
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<tr>
<td>Louisiana</td>
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<tr>
<td>Maryland</td>
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<tr>
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<td>Missouri</td>
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<tr>
<td>New Jersey</td>
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<tr>
<td>New York</td>
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<td>4</td>
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<tr>
<td>North Carolina</td>
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<tr>
<td>Ohio</td>
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<td>Pennsylvania</td>
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<tr>
<td>South Carolina</td>
<td>19</td>
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<td>Tennessee</td>
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<tr>
<td>Virginia</td>
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<tr>
<td>Wisconsin</td>
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<td>—</td>
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<tr>
<td>District of Columbia</td>
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<tr>
<td>Haiti</td>
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</tr>
<tr>
<td>West Africa</td>
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<td>—</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>335</td>
<td>136</td>
<td>471</td>
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