4-1-1950

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Atlanta University

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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

On Approved list of:

Association of American Universities
The Graduate and Professional Schools of Atlanta University are accredited by the following:
Southern Association of Colleges and Secondary Schools
American Library Association
American Association of Schools of Social Work
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BOARD OF TRUSTEES
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 ......................................... Sheridan, Wyoming
Luther Wesley Smith ............................... New York, New York
Goodrich C. White ................................. Emory University, Georgia

1949-1952

Will W. Alexander ................................. Chapel Hill, North Carolina
Trevor Arnett ..................................... Grand Beach, Michigan
Truman K. Gibson ................................ Observant, Illinois
William T. Gossett ............................... Detroit, Michigan
Lawrence J. MacGregor ......................... Summit, New Jersey
Benjamin E. Mays ................................. Atlanta, Georgia
Florence M. Read ................................. Atlanta, Georgia

1950-1953

Theodore M. Alexander ......................... Atlanta, Georgia
C. Everett Bacon ................................ New York, New York
Harry J. Carmack ................................ New York, New York
Rufus E. Clement ................................ Atlanta, Georgia
Elbert P. Tuttle .................................. Atlanta, Georgia
Kendall Weisger ................................ Kendall Weisger
John Hervey Wheeler ............................. Durham, North Carolina
Clayton R. Yates ................................ Atlanta, Georgia

OFFICERS

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

EXECUTIVE COMMITTEE

Lawrence J. MacGregor ............................ Kendall Weisger
Trevor Arnett ..................................... John Hervey Wheeler
Rufus E. Clement ................................. Benjamin E. Mays
Benjamin E. Mays ................................. Florence M. Read

FINANCE COMMITTEE

C. Everett 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

Wesley J. Lyda, 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

Carrie Washington Bell, A.B.
Secretary to Dean, the Graduate School

Jessie Lee Bentley, B.S.
Secretary to the Faculty, School of Arts and Sciences
Secretary to the Director, School of Business Administration

Bertha Brown
Secretary to the Director, School of Education

Addie Christler Cole
Secretary to the Comptroller

Frazier Neal Collins
Accountant

* Beginning September 1, 1950
EDITH MAYE DALTON, A.B.
Secretary to the Faculty, School of Social Work

ETHEL SHEFTALL FORBES .... Assistant, University Book Shop

FRANCES MOORE GRANT, A.B. .... Assistant, Office of the Bursar

ANNETTE LUCILLE HALL, A.B.
Secretary to the Director, School of Social Work

Mae Wynn Harvey ....... Postmistress

DOROTHY WOODEN HOWELL .... Assistant, Publicity Office
Secretary to the Supervisor of Practice Teaching, School of Education

MARVIN HENRY JONES, A.B. .. Purchasing Agent

YVONNE ARNOLD KING
Secretarial Assistant, Office of the Registrar

AUDREY C. LEWIS ............... Secretary, Phylon Office

GRACE JESSIE MINTER
Secretarial Assistant, Office of the Registrar

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

SARA PERRY, A.B. .... Secretary to Director of Field Work Department, School of Social Work

KATIE ALGERIA SETTLE
Assistant, University Book Shop (Spelman Branch)

DORIS MATTINA SMITH, A.B.
Secretarial Assistant, Office of the Registrar

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

GERONE HENDALE TAYLOR, A.B. .... Assistant to the Registrar

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

VIRGINIA LEE WALKER .... Assistant, Office of the Bursar

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

HELEN JONES WATLEY, A.B. .... Secretary for Admissions and Records, School of Social Work

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

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
ETHEL BOWDON HAWKINS, B.S. in L.S., Circulation Librarian
MARNESBA DAVIS HILL, B.S. in L.S. Librarian, Negro Collection
ANNABELLE M. JARRETT, A.B. Assistant Reference Librarian
JUNE HARRINGTON NASH, B.S. in L.S. Assistant Cataloger
MINNIE BEELER ROWE Catalog Assistant
EDITH PRUNITY SPENCER, B.S. in L.S. Cataloger
CARMENCEITA PASCOE JONES Secretary, Correspondence and Research
FLORENCE TUCKER KING Secretary, Finance and Records

BUILDINGS AND GROUNDS

BENJAMIN FRANKLIN BULLOCK, A.M. Grounds
HENRY LINCOLN WATSON, B.S. Buildings

BOARDING DEPARTMENT

LYDA McCREE KENNEDY, A.B. Dietitian
THELMA JONES BUTLER, B.S. Assistant to Dietitian
IDA BILLEE WOOD, A.M. Hostess
JOSEPHINE DIBBLE MURPHY Hostess

PLANT

JOHN BAFFIN SHEPHERD Chief Engineer
HOWARD LEE RAY Engineer
THE FACULTY

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

FACULTY OF ARTS AND SCIENCES

SAMUEL MILTON NABRIT, Ph.D.  Dean

CLARENCE ALBERT BACOTE  History

WILLIAM MADISON BOYD  Political Science
A.B.; Talladega College, 1937; A.M., University of Michigan, 1939; Ph.D., 1943.

GLAHDSTONE LEWIS CHANDLER  English

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

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.

JOSEPH J. DENNIS  Mathematics
A.B., Clark College, 1929; A.M., Northwestern University, 1935; Ph.D. 1944. Department of Mathematics Clark College.
CATALOGUE

VISHNU D. GOKHALE  
Mathematics  
A.B., Ferguson College (U. of Bombay), 1911; A.M., University of California, 1913; Ph.D., University of Chicago, 1922.

LUCY CLEMMONS GRIGSBY  
English  
A.B., Louisville Municipal College, 1939; A.M., Atlanta University, 1941; Student, University of Wisconsin, 1944-1945; 1948-1949.

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

TSUNG-HSUNG T. HSIENTH  
Biology  
B.S., Tsing-Hua University, 1940; A.M., University of Wisconsin, 1947; Ph.D., 1948. Department of Biology, Morehouse College.

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.

HYLAN GARNET LEWIS  
Sociology  
A.B., Virginia Union University, 1932; A.M., University of Chicago, 1936; Student, 1939-1941.

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

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

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

HUGO SKALA
Economics
Graduated from college in Tabor, Czechoslovakia; LL.D., Charles University, Prague, 1920.

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

GEORGIA CALDWELL SMITH
Mathematics

NATHANIEL TILLMAN
English

FELIX HAROLD WALTER
French
A.B., McGill University, 1923; A.M., 1924; Docteur de l'Universite, University of Paris, 1927; Student, Centro de Estudios Historicos, Madrid, 1925-1926; Student, University of Coimbra, Portugal, 1926.
Albert Nathaniel Whiting  Sociology
A.B., Amherst College, 1938; A.M., Fisk University, 1940; Student, Columbia University, Summer, 1938; University of Pittsburgh, School of Social Work, 1938-1939; American University, 1947-1948.

William E. Burghardt DuBois  Professor of Sociology, Emeritus
A.B., Fisk University, 1888; A.B., Harvard University, 1890; A.M., 1891; Ph.D., 1895; Student, University of Berlin, 1892-1894; LL.D., Howard University, 1930; Litt.D., Fisk University, 1938; L.L.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.

Genevieve Stradford Alston  Psychiatric Social Work; Child Welfare
A.B., Fisk University, 1941; M.S.S., Smith College of Social Work, 1943; Social Work Intern, Institute for Psychological Medicine, Menninger Foundation, Summer, 1948.

Barbara Baskerville  Chairman, Department of Research and Thesis
A.B., Jamestown College, 1936; Student, University of Colorado, Summer, 1933; Student, Philadelphia School of Occupational Therapy, 1937-1938; Student, Temple University, 1938; B.S., Simmons College, School of Social Work, 1939; A.M., University of Chicago School of Social Service Administration, 1948.

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.

ISAIAH JONATHAN DOMAS* Director of Research and Thesis
B.S., Springfield College, 1939; M.Ed., 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 DUCONGE FARRIS Traveling Field Work Supervisor
Ph.G., Xavier University, College of Pharmacy, 1931; Diploma, Atlanta University School of Social Work, 1936; A.B., Texas College, 1940; M.S.W., Atlanta University School of Social Work, 1942.

MORLENE FERRELL FLETCHER Field Work Supervisor,
Fulton County Department of Public Welfare, Atlanta, Ga.
A.B., Wilberforce University, 1931; M.S.W., Atlanta University School of Social Work, 1942.

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

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.

SYLVIA R. JACOBSON Consultant on Psychiatric Social Work
A.B., Hunter College, 1932; Diploma, Sorbonne, 1930; Certificate, University of Grenoble, 1931; M.S., New York School of Social Work, 1941.

MARJORIE WITT JOHNSON Group Work
A.B., Oberlin College, 1935; A.M., Western Reserve School of Applied Social Services, 1941.

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.

HARRY R. LIPTON

Comparative Psychiatry; Psychiatric Information
A.B., Wayne University, 1932; M.D., 1936; Student, Columbia University, 1938.

WILLIAM A. MASON

Public Health
B.S., Ohio State University, 1919; M.D., Meharry Medical College, 1929; M.P.H., Yale University School of Public Health, 1947; Student, National Institute of Health, 1940.

RUBY W. MOSLEY

Traveling Supervisor, Group Work Field Work
A.B., Dillard University, 1939; M.S.W., Atlanta University School of Social Work, 1944; Student, New York School of Social Work, Summer, 1948.

ARTHUR D. SHERROD

Group Work Skills
B.S., Virginia State College, 1945; A.M., Columbia University, 1946; Student, Columbia University, Summer, 1948.

JOSEPH S. SKOBBIA

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

ALBERT L. THOMPSON

Housing
B.S., LeMoyne College, 1938.

JOHN B. TURNER

Group Work and Community Organization Departments
A.B., Morehouse College, 1946; M.S.S.A., Western Reserve University School of Applied Social Science, 1948.

FORRESTER B. WASHINGTON

Social Work Among Negroes in America
AMANDA FUHR WATTS  Field Work Supervisor, Department of Public Welfare, Fulton County
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

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

FACULTY OF THE SCHOOL OF LIBRARY SERVICE

VIRGINIA LACY JONES, Ph.D.  Director

HALLIE BEACHEM BROOKS*

JOHN H. HEWITT

VIVIAN DAVIDSON HEWITT

ANNETTE LEWIS HOAGE
A.B., Fisk University, 1939; B.L.S., University of Illinois, 1941; M.S.L.S., 1948.

MARION LUCIA JAMES

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.

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; Student, University of Illinois, Summer, 1949.

FACULTY OF THE SCHOOL OF EDUCATION

J. MAX BOND, Ph.D. Director
WESLEY, J. LYDA, Ph.D.* Director

J. MAX BOND
B.P.E., Association College, 1926; A.M., University of Pittsburgh, 1930; Ph.D., University of Southern California, 1934.

LAWRENCE E. BOYD
B.S., Knoxville College, 1919; A.M., State University of Iowa, 1933; Ph.D., 1938. Department of Education, Morris Brown College.

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.

PAUL INGRAHAM CLIFFORD
B.S. in Ed., Pennsylvania State Teachers College, 1938; A.M., Atlanta University, 1948; Student, Harvard University, first semester, 1946-1947; Atlanta University, Summer, 1948.

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 Pittsburgh, 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.

* Beginning September 1, 1950.
ELIZABETH JANE LIPFORD
A.B., Spelman College, 1942; B.S., and Diploma in Nursing, Medical College of Virginia, 1945; M.P.H., University of Michigan, 1946; Student, University of Michigan, Summer, 1947. Department of Health, Spelman College.

WESLEY J. LYDA
A.B., Depauw University, 1935; A.M., Indiana State Teachers College, 1936; Ph.D., Indiana University, 1943.

ESTHER MILNER
A.B., Queen's University, 1943; A.M., University of Minnesota, 1944; Ph.D., University of Chicago, 1949.

MATILDA LYNETTE SAINE

MATTLEE SWINGEARN
A.B., Goddard College, 1948; Student, Atlanta University, 1949-1950.

FLORENCE E. THORP

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.

STAFF OF UNIVERSITY LABORATORY SCHOOL

PAUL INGRAHAM CLIFFORD\textsuperscript{2} \hspace{1cm} Acting Principal
B.S. in Ed., Pennsylvania State Teachers College, 1938; A.M., Atlanta University, 1948; Student, Harvard University, first semester, 1946-1947; Atlanta University, Summer, 1948.

\textsuperscript{2}Second Semester only.
ALLYCE CATHRYN WATSON JOHNSON

Principal
B.S., Tennessee A. and I. State College, 1934; Student, Summers, 1935, 1936; Fisk University, Summer, 1938; 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; Atlanta University, Summer, 1947.

HALLIE BEACHEM BROOKS*

Library Supervisor

ROSALAND DIXON DAYS

Third Grade

ALICE CLEMENT FOSTER

Music and Office Work
A.B., Spelman College, 1941; Student, Julliard School of Music, 1941-1942; Atlanta University, second semester, 1948-1949; Student, 1949-1950.

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, 1939.

JOHNIPHER DA-VIS MIZELL

Fourth Grade
B.S., Spelman College, 1937.

CALLIE MAE MONTGOMERY

First Grade

HELEN WHITE MOORE

Second Grade
A.B., Morris Brown College, 1940; Student, Atlanta University, Summer, 1942; 1948-1949.

1 First semester only.
ATLANTA UNIVERSITY

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

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

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; J.D., Emory University School of Law, 1948.

CHARLES EDWARD MAXEY
A.B., Morehouse College, 1942; M.B.A., Harvard University, 1947; Student, University of Chicago, Summer, 1948.

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.

SAMUEL Z. WESTERFIELD
A.B., Howard University, 1939; Student, University of Michigan, 1944-1945; Student, Harvard University, 1939-1943; 1949-1950.

EDWARD BUCHANAN WILLIAMS
A.B., Morehouse College, 1927; A.M., Atlanta University, 1837; 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 buses marked “West Hunter” or “West Fair.”

HISTORICAL SKETCH

1865 Beginning of work; Jenkins Street Church and Car-Box.
1866 Storrs School, and Asylum.
1867 Incorporation of “The Trustees of the Atlanta University.”
1869 Formal Opening: Asylum in April, North Hall in October.
1869-1885 PRESIDENCY OF EDMUND ASA WARE.
1885-1886 Acting Presidency of Thomas N. Chase.
1886-1887 Acting Presidency of Horace Bumstead.
1887-1888 Acting Presidency of Cyrus W. Francis.
1888-1907 PRESIDENCY OF HORACE BUMSTEAD.
1907-1922 PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923 Acting Presidency of Myron W. Adams.
1923-1929 PRESIDENCY OF MYRON W. ADAMS.
1929-1936 PRESIDENCY OF JOHN HOPE.
1936-1937 Acting Presidency of Florence M. Read.
1937- PRESIDENCY OF RUFUS E. CLEMENT.

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

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

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the new plan, and several undergraduate-graduate courses were offered which might receive credit toward the master's degree. In 1930-31 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 under-
graduate-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, political science, 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 $70,064.60, 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.

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 governmental 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 has 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 catalog, 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, pub-
lished 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 the 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. Mozell C. Hill, 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.

HARKNESS HALL

Harkness Hall, the Atlanta University administration building, which houses administrative and faculty offices of the institutions of the Atlanta University System, was opened in December, 1932. The building was designed by James Gamble Rogers, Architect, of New York City.

A three-story building, Harkness Hall, is located at the north end of the Library Quadrangle, and has entrances both on Chestnut Street and on the campus. On the top floor are suites for the presidents of the affiliated institutions—Atlanta University, Morehouse College and Spelman College—a conference room and reception rooms. On the second floor are faculty offices, the offices of the registrars, the bursars, and others who are officially connected with the affiliated institutions. The post office, bookshop, and other offices are located on the first floor.

Harkness Hall was dedicated on Sunday, April 16, 1950, in honor of Edward S. Harkness, who contributed largely to the new building program of the University after it became affiliated with Spelman College and Morehouse College.

THE TREVOR ARNETT LIBRARY

In grateful appreciation of the invaluable services rendered by Trevor Arnett to the cause of education, and more par-
particularly, to the development of the Atlanta University System, the Atlanta University Board of Trustees at its 1948 meeting named the building the Trevor Arnett Library. At a special service on Sunday, April 10, 1949, the building was rededicated as the Trevor Arnett Library.

The 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 100,000 bound volumes. In addition, there is available the Carnegie Art Reference Set of approximately 2,000 prints, color facsimiles and photographs.

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, the public catalog, the circulation desk, the catalog department, a library work room and additional book stacks. In the stack room are 48 cubicles for the use of graduate students and faculty. The Atlanta University School of Library Service occupies the third floor.

The 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 500 different periodicals and has a professionally trained staff of eleven assisted by clerical and student help. As a 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 Trevor Arnett 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 elementary school, is maintained as a part of the Atlanta University program.

The school is conducted in connection with the University's School of Education for the purpose of giving to students in that 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 rooms. 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, receptions 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 out-
door 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 fifth John Hope Lecture was given on April 23, 1950, by Dr. Ralph J. Bunche, Acting Assistant Secretary-General, Department of Trusteeship and Information from Non-Self Governing Territories, United Nations, "Human Relations and the Foundations for Peace."

SPECIAL LECTURES, CONCERTS, ENTERTAINMENTS

1949

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<th>Oct.</th>
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<td>10</td>
<td>Exhibit from South Pacific and Far East.</td>
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<td>Two Films. &quot;How to Read a Book&quot;; and &quot;How to Improve Your Reading.&quot;</td>
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<th>Nov.</th>
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<td>3</td>
<td>University Convocation. Dr. Roger W. Holmes, Professor of Philosophy, Mount Holyoke College.</td>
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<td>10</td>
<td>University Convocation. Dr. Robert Redfield, Chairman, Department of Anthropology, University of Chicago.</td>
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15 Lecture: Dr. R. A. Schermerhorn, Professor of Sociology, Cleveland College, Cleveland, Ohio.
30 Morehouse College Honors Day. Dr. William M. Boyd.

3 Carnival-Bazaar. Auspices, Morehouse Auxiliary.
9\{ Annual Christmas Carol Concert.
14 Forum. Dr. Earl H. Bell, Chairman, Department of Sociology and Anthropology, Syracuse, University.
21 Broadcast. Station WGST. The Atlanta-Morehouse-Spelman Chorus.

1950

Jan. 10 Forum. Dr. Howard Becker, Professor of Sociology, University of Wisconsin. The Rationale of Treason: Communist Revolutionary Tactics."
18 Forum. Mr. Clyde E. Murray, Executive Director, Manhattanville Neighborhood Center, Inc., New York. "Developing Sound Inter-Group Relations in an 'Urban Community Composed of Various Races and Nationalities.'"
29 University Center Convocation. Dr. Harry V. Richardson, Gammon Theological Seminar.

Feb. 3 Recital. Roland Hayes, Tenor.
6 Forum. Miss Lillian Smith, Author.
10 Recital. Carol Blanton, Pianist.
17 Morehouse College 83rd Anniversary Celebration, Dr. W. D. Morman, St. Louis, Missouri; Blair T. Hunt, Memphis, Tennessee.
18 Morehouse College Anniversary Broadcast, Station WSB.
23 University Convocation. Kurt Singer, Author.
24 Faculty Recital. Ella Bowman, Pianist.

Mar. 6 Two Exhibits. "Through the Alphabet with Opportunity's Children"; and "The Age of Enlightenment."
15\{ Fifth Annual Marriage Institute.
Forum. Dr. J. K. Pollock, Chairman Department of Political Science, University of Michigan. "Germany Between East and West."
The University Players in "Tartuffe."

Apr. 2 Ninth Annual Exhibition of Paintings, Sculpture and Prints by Negro Artists. Mr. A. Crawford Livingston, Department of Art, Oglethorpe University.
5 Recital. Rose Marie Ellington, Pianist.
13 Illustrated Lecture. "Pictures are Like People." Mr. H. S. Ede, British Artist and Author.
14 Twenty-third Annual Atlanta-Morehouse-Spelman Spring Concert.
16 Spelman College Founders Day. President William E. Stevenson of Oberlin College.
16 Dedication of Administration Building as Harkness Hall and Unveiling of Portrait of Mr. Dean Sage.
21 Recital. Dorothea Bucholz, Modern Dance Concert Artist.
23 The Fifth John Hope Lecture. Dr. Ralph J. Bunche, Acting Assistant Secretary-General, Department of Trusteeship and Information from Non-Self Governing Territories, United Nations. "Human Relations and the Foundations for Peace."

May 5 Recital. Florence Brinkman Boynton, Pianist.
9 Recital. John Jacob Niles, American Folk Singer.
12 Concert. Spelman College Glee Club.

**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 ........................................ 12.00
Late registration fee ........................................ 5.00
Activities fee for the year ........................................... 10.00
Laboratory fees — per course per semester ...................... 6.00
*Chemistry and biology research fee ............................. 25.00
Thesis consultation fee (School of Social Work only) ........... 25.00
Chemistry breakage fee ........................................... 5.00
Graduation fee .................................................... 15.00
Health service fee — payable each year at registration
by all students living in University dormitories ................. 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 19, October 16, November 13, December 11, January 8, February 5, March 5, April 2 and April 30.

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.

*The University matches this fee up to $25.00 for chemicals and supplies. Additional costs of research material over $50.00 are borne by the student.
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. In the event of cancellation of room reservations prior to registration day, a charge of $5.00 will be made.

ESTIMATE OF EXPENSES

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

Tuition for the year .................................................. $250.00
Room and Board ...................................................... $360.00 to 432.00
Fees (Matriculation, Health Service, Activities) ............ 20.00
Laundry, pressing and incidentals .............................. 58.00
Textbooks and supplies ............................................. 40.00

Total ................................................................. $800.00

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

There 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, School of Library Service, 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, Master of Science in Library Service, 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 candidates 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 of 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 400-499, while intended primarily for graduate students, are subject to the approval of the instructor, open to students of senior college rank of Morehouse College, Spelman College, Clark College and Morris Brown College. Courses numbered 500-599 are open only to graduate students who have fulfilled prerequisites.

**BIOLOGY**

461-462. **EXPERIMENTAL BIOLOGY.** This course includes a careful study of animal behavior, regeneration, experimental embryology, experimental evolution and related topics, training in micro-technique. For those interested in research or the teaching of biology. Two lecture-discussions and one three-hour laboratory period each week. 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. Two lecture-discussions and one three-hour laboratory period each week. 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.

471. **GENERAL PARASITOLOGY.** A course with emphasis upon general principles of parasitism and biological interrelationships as illustrated by protozoan, helminth, and arthropod groups. For those interested in research, medicine, or the teaching of biology. Prerequisite: Approval of instructor. Offered in 1946-1947 and in alternate years. Two lecture-discussions and two three-hour laboratory periods each week.

3 credits first semester.

472. **ADVANCED ZOOLOGICAL PROBLEMS.** Individual work dealing with advanced phases of zoology not taken up in regular courses. Pre-
requisite: Conferences and two three-hour laboratory periods each week. Approval of instructor. 3 credits second 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. Two lecture-discussions and two two-hour laboratory periods each week. 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. Conferences and two three-hour laboratory periods each week.

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

461-462. 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 bonding, (3) The Werner complexes, (4) The theory of ion-exchange equilibria, (5) Thermal analysis, and (6) Reactions in liquid ammonia, etc.

3 credits each semester.

463. SELECTED TOPICS IN ORGANIC CHEMISTRY. A series of lectures on recent contributions in the field of organic chemistry. Prerequisite: General Organic Chemistry. 3 credits first semester.

465. ADVANCED QUALITATIVE ANALYSIS. A review of the underlying theory and fundamental technique of qualitative analysis. The laboratory work is varied to meet the needs of individual students. Lectures, one hour per week; laboratory, 6 hours per week.

3 credits each 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.

475. BIOCHEMISTRY. A discussion of the various groups of chemical substances that constitute the plant and animal bodies. Equal emphasis is given to their chemistry, biosynthesis, metabolism and physiological role in the living organisms. Pre-requisites: One year or organic chemistry, one year of analytical chemistry, two years of biology or consent of the instructor. Three lecture-discussion hours and three laboratory hours a week. 3 credits either semester.

501. ADVANCED ORGANIC CHEMISTRY. A review of the common reactions met with in elementary organic chemistry, and a critical discussion of the electron theory of valence, tautomerism, molecular rearrangements and condensations. Lectures or recitations, 3 hours per week; laboratory, 6 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; laboratory, 6 hours per week. 3 credits second semester.

503. CHEMISTRY OF COLLOIDS. A general discussion of the theory of colloidal behavior and its applications to proteins and other colloidal material of importance in nature and industry. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits first semester.

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

505. ADVANCED PHYSICAL CHEMISTRY. Experimental Physical Chemistry including experiments in electro-chemistry, thermo-chemistry, 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, 2 hours per week; laboratory, 6 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, 12 hours per week. 3 credits first semester.

512. 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. IDENTIFICATION OF ORGANIC COMPOUNDS. 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. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits first semester.

514. QUANTITATIVE ORGANIC ANALYSIS. Determination of carbon, hydrogen, and nitrogen by combustion. The student carries out the combustion of a substance unknown to him belonging to each group; nitrogen; C— and H— determination in the absence of other elements; the same with nitrogen; the same with halogen or sulphur; a liquid. A test analysis is given in completion of the course of elementary analysis. Both macro- and micro-chemical methods of analysis are studied. Lectures, 1 hour per week; laboratory, 6 hours per week. 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. Lectures, 3 hours per week. 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.
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 course 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.

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

423. THE ROMANTIC POETS. A study of the rise and triumph of the Romantic Movement in English Literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century, as a background for the intensive study of the major Romantic poets. 3 credits first semester.
424. VICTORIAN POETRY. A study of the poetry of the Victorian Age with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, and Clough, and the Pre-Raphaelites, Rossetti, Morris and Swinburne. 3 credits second semester.

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. 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 first 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. 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.

505. ENGLISH DRAMA TO 1642. A survey of the development of the English Drama from the beginning to the close of the Theatres in 1642. 3 credits first semester.

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

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

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. 491. **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.

**FRENCH**

461-462. **French Literature of the Seventeenth Century.** A systematic study of French classicism through the masterpieces of Corneille, Racine, Moliere, La Fontaine, Fenelon, Bossuet, and other writers of the “golden age” in French letters. Conducted in French. Not offered after 1949-1950. Prerequisite: A survey course in French literature. 3 credits each 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 encyclopedistes as well as on the works of Marivaux, Beaumarchais, Chenier, et al. Conducted in French. Not offered after 1949-1950. 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. Not offered after 1949-1950. Prerequisite: A Survey of French Literature. 3 credits each semester.

451-452. Advanced French Prose. A course in translation and composition with a discussion of style and stylistic techniques. 3 credits each semester.

457-458. French Civilization. A comprehensive study of the origin and development of the French nation and of its cultural role from the earliest times to the present day. 3 credits each semester.

501. Old French. Introduction to French phonology and morphology with selected readings. 3 credits first semester.

502. French Literature of the Renaissance. A study of Rabelais, Montaigne, the Pléiade poets and other important literary figures of the 16th century. 3 credits second semester.

531. The French Neo-Classical Theatre. Special emphasis is given in this course to the works of Corneille, Racine and Molière. 3 credits first semester.

533. The French Novel. In this course the evolution of a specific genre is studied from its origin to the 20th century. Special attention is paid to the work of Mme. de LaFayette, Prévost, Rousseau, Chateaubriand, Constant, Stendhal, Balzac, Flaubert, Zola, Proust and Gide. 3 credits first semester.

532. French Lyric Poetry. A second semester course in genre study covering the whole range of modern French literature but with special emphasis on the 19th and 20th centuries. 3 credits second semester.


534. Introduction to Comparative Literature. A course in Method with special emphasis on Anglo-French literary relations. 3 credits second semester.
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.

453. ELEMENTARY VECTOR ANALYSIS. Methods of elementary vector analysis in a plane and three dimensional space; geometric and physical applications. Prerequisite: Approval of instructor. 3 credits first 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. **ADVANCED VECTOR ANALYSIS.** The treatment of vectors of three dimensional Euclidean space as it relates to theorems on the transformation of certain integrals into other integrals, scalar and vector potential functions, linear vector functions and dyadics. The theory of vectors and tensors associated with non-Euclidean metrical manifolds. Prerequisite: Elementary Vector Analysis. 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.

514. **PROJECTIVE DIFFERENTIAL GEOMETRY.** A course dealing with the projective properties of curves and surfaces in the neighborhood of one of their elements. The methods of Wilczynski and Halphen are stressed. 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 Lebesque integration. Prerequisite: Approval of instructor. 3 credits first semester.

516. **THEORY OF FUNCTIONS OF A COMPLEX VARIABLE.** An introduction to the algebra and calculus 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, Techelycheff'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, 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.

DIVISIONAL COURSES IN SOCIAL SCIENCES

400-401. DEVELOPMENT OF ECONOMIC THOUGHTS. An analysis of philosophical assumptions of various schools of economic theories (classical, neo-classical, institutional, historical, keynesian and marxian schools, "New Deal," "Fair Deal").

451-452. POLITICAL THEORY FROM PLATO TO MACCHIAVELLI: MACCHIAVELLI TO THE PRESENT. A study of the principal theorists who have influenced political thought and development which underlie modern theories of state and government. 3 credits each semester.

447-448. FOUNDATIONS OF SOCIAL SCIENCE. The course opens with a critical consideration of the field of social science as a whole, a search for fundamental concepts and principles proper to the field, and comparison and contrast with the fields of physical and biological science; contributions not only of social scientists are considered, but also of philosophers. The course continues with studies of the fields of each social science separately and comparatively, and includes special study of particular topics introduced by visiting scholars. Required of all graduate students in the social sciences.

490. RACIAL AND CULTURAL RELATIONS. The problems arising from the contact of peoples of different races and/or cultures; distinctive aspects of acculturation; review of racial research and theory.

501-502 (430). EVOLUTION OF THE HISTORIC SOCIETIES. Analytical and comparative studies of the processes of development of the large-scale civilized societies; religions and other factors at the
origins of societies; "renaissance-reformation" phenomena; feudalities, cities, nations, empires. 3 credits each semester.

505. DEVELOPMENT OF SOCIAL THOUGHT. The emergence of social science out of ancient, medieval, and modern thought about man and society; the currents of social thought, of social science relevance, during the nineteenth century; and, the development of contemporary sociological theory and research methods.
3 credits first 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.

DEPARTMENTAL COURSES IN SOCIAL SCIENCES

ECONOMICS

400-401. DEVELOPMENT OF ECONOMIC THOUGHTS. An analysis of philosophical assumptions of various schools of economic theories (classical, neo-classical, institutional, historical, keynesian and marxian schools, "New Deal," "Fair Deal").
3 credits each semester.

425-426. INTERNATIONAL ECONOMICS. An analysis of the bi-polar power situation in the international economic relations. The problems of economic integration of the west; ECA. The nature of the Soviet economic bloc. The economic provisions of peace treaties, reparations, war debts, international borrowing, lend-lease, UNRRA, UN economic activities and organizations. International capital transfers and capital movements in connection with economic developments in important areas. Prerequisite: Approval of instructor.
3 credits each 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.

465-466. LABOR PROBLEMS. A study of the genesis and character of the maladjustments which constitute the modern labor problem; an historical survey of the labor movement in the United States
and Great Britain in its various branches (unionism, legal enactment, producers' and consumers’ cooperation), with emphasis on aims, structure and group psychology; the strategy of meeting the needs of the Negro industrial worker; current reform proposals and programs. Emphasis is placed throughout on contemporary issues and accomplishments. 3 credits each semester.

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

476. MARKETING. This course describes the background of the modern business organization and some causes of the present mal-adjustments 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.

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.

509. INTERNATIONAL TRADE. Deals with principles, advantages and influence of international trade on the international balance of payments, on employment and national income, with restrictions, quotas, exchange controls, protectionism, free trade policy, state trading, autarchy, monopoly, international cartels, commodity agreements, et cetera, international trade organizations. Prerequisite: 455-456 Money, Banking and Credit. 3 credits first semester.

510. INTERNATIONAL MONETARY POLICIES. Currency and its national and international development. A study of present situation and problems with due attention to the international institutions, their program, organization and trends. Monetary Fund: International Bank. Prerequisite: 455-456 Money, Banking and Credit. 3 credits first semester.
AMERICAN HISTORY

468. THE NEGRO IN AMERICA. This is an introduction to the history and sociology of the transplanting of Africans to the New World; the economic, political, social and cultural consequences of the resultant contacts. Specific topics to be treated include slavery and anti-slavery, the struggle for citizenship and equality, attitudes, ideologies and propagandas and the literature about and by Negroes. Some attention will be given to developments in Canada, the West Indies and Latin America but the main focus will be on the United States. 3 credits second semester.

471. AMERICA FROM 1600 TO 1775. A study of the origins of the Thirteen Colonies and their relations with the British government; the social, economic, and cultural changes; and the background of the Revolutionary War. 3 credits first semester.

472. AMERICA FROM 1775 TO 1828. A study of the Revolutionary War, the Articles of Confederation, the Constitutional Convention of 1787; and the political, social, economic and cultural developments to the administration of Andrew Jackson. 3 credits second 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.

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.
CATALOGUE

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 Cubaid 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.

501-502. EVOLUTION OF THE HISTORIC SOCIETIES. Analytical and comparative studies of the processes of development of the large-scale civilized societies; religions and other factors at the origins of societies; "renaissance-reformation" phenomena; feudalities, cities, nations, empires. 3 credits each semester.

EUROPEAN AND 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 revolu-
tions, 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 disunion in the contemporary world, with some reference for comparative purposes to earlier united and disunited societies. 3 credits each semester.

441. Mediaeval Institutions. Selected mediaeval institutions, such as feudalism, the Papacy, monasticism, universities. A few institutions only are taken in any one semester and no attempt is made to be exhaustive. Study is directed largely to differences of opinion among scholars, with some attention to the historical development of those differences. A knowledge of mediaeval history is prerequisite. 3 credits either semester.

POLITICAL SCIENCE

AMERICAN GOVERNMENT AND CONSTITUTIONAL DEVELOPMENT

457-458. American Constitutional Development. A study of American experience in the field of constitutional interpretation; judicial review of legislation; separation and delegation of powers; powers of the President; limitations on the powers of government; separation and delegation of powers. 3 credits each semester.

COMPARATIVE GOVERNMENT

454. Government and Politics of the Far East. A study of the political institutions of China, Japan, and other Far Eastern countries. 3 credits first semester.


POLITICAL PARTIES AND PUBLIC OPINIONS

460. American Political Parties and Elections. A critical analysis of the political party as a part of the process of government; party organization and activities; conduct and control of nominations and elections. 3 credits second semester

476. The Legislative Process: Law Making in the United States. The course is designed to describe the machinery set up in the
United States for determining and declaring the will of the people; to evaluate objectively the defects in this machinery and to suggest a direction for future progress.

3 credits second semester.

502. PUBLIC OPINION AND PROPAGANDA. A study to identify and explain the segment of human behavior known as public opinion; to describe how people react in social situations; and to assay the importance of public opinion in the modern world.

3 credits second semester.

POLITICAL THEORY

451-452. POLITICAL THEORY FROM PLATO TO MACHIAVELLI; MACHIAVELLI TO THE PRESENT. A study of the principal theorists who have influenced political thought and development which underlie modern theories of state and government. 3 credits each semester.

INTERNATIONAL LAW AND DIPLOMACY

459. AMERICAN FOREIGN POLICY. An analysis of what the foreign policy of the United States is and why, of what agencies and influences shape that policy, of the significance of current trends, and of the nature of the problems which the American people face as they adjust to a new world position.

3 credits first semester.

473. CONTEMPORARY INTERNATIONAL RELATIONS. An analysis of the interlocking factors of geography, population, race, nationalism, and economics as fundamental forces in national power. Attention will also be given to diplomatic, ideological, imperialistic, and military rivalries which make world politics an increasing contest for power.

3 credits first semester.

474. INTERNATIONAL ORGANIZATION. A study of the slowly evolving constitutional law and organization of the community of nations, developing toward international, or world government.

3 credits second semester.

475. MODERN FAR EASTERN INTERNATIONAL RELATIONS. A study of the political and diplomatic problems of the Far Eastern area from the establishment of treaty ports in 1842 to the present.

3 credits either semester.
SOCIOLOGY AND ANTHROPOLOGY

SOCIAL THEORY

400. THE STUDY OF SOCIETY. Scientific sociology; the scope of the discipline; its place in the social sciences; its methods and conceptual framework. 3 credits either semester.

505. DEVELOPMENT OF SOCIAL THOUGHT. The emergence of social science out of ancient, medieval, and modern thought about man and society; the currents of social thought, of social science relevance, during the nineteenth century; and, the development of contemporary sociological theory and research methods. 3 credits first semester.

506. CONTEMPORARY SOCILOGICAL 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. 3 credits second semester.

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

SOCIAL RESEARCH

477. ELEMENTARY SOCIAL STATISTICS. Elements of statistical theory and method presented for the most part in a practical and non-technical manner. 2 credits first semester.

478. SOCIAL STATISTICS. The most fundamental and useful statistical methods for social scientists and the general student: designed to achieve "statistical literacy" and technical proficiency. 2 credits second 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 social science contribution from the standpoint of method. Lectures, laboratory work, reports, and term projects. 3 credits first semester.

546. FIELD RESEARCH IN HUMAN RELATIONS. Special research projects individual and group, on problems of ecology, social institutions, voluntary associations, social stratification, social movements, and other social phenomena; and, on problems of personality, social
attitudes, and communication. 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. 3 credits second semester.

547. SEMINAR: METHODS IN RACIAL AND CULTURAL STUDIES. The development and testing through concrete data, the methods of study and interpretation of the contact of races and cultures. 2 credits either semester.

SOCIAL PSYCHOLOGY

434. ADVANCED SOCIAL PSYCHOLOGY. A critical review of the theories of personality and attitudes and methods of study in this area. 3 credits either semester.

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 methods of studying personality. 3 credits either 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.

482. FOLKWAYS AND FASHION. A study of the psychological mechanisms operative in folk and urban societies. 2 credits either semester, alternate years.

485. COMMUNICATION IN MASS SOCIETY. The problems of consensus and control in modern society; the formation of public opinion; the techniques of opinion measurement and propaganda analysis. 3 credits either semester.

POPULATION AND HUMAN ECOLOGY

401. POPULATION AND SOCIETY. Study of the major problems of population in society with emphasis upon theory, trends and population policy. 3 credits first semester, alternate years.

503. HUMAN ECOLOGY. Ecological aspects of human relations; the physical, external, and symbiotic aspects; and the ecological processes within the human community. 3 credits first semester.
504. THE CITY. The physical, social and psychological aspects of urban society; human nature in the city; urban research; city planning. 3 credits second semester, alternate years.

511. RURAL SOCIAL SYSTEMS. Systems of social interaction with emphasis upon the types and contents of social structures in the rural world. 3 credits either semester, alternate years.

SOCIAL ORGANIZATION, SOCIAL CHANGE AND SOCIAL DISORGANIZATION

454. CRIME AND JUVENILE DELINQUENCY. Sociology of crime and the criminal; treatment of the criminal and the delinquent. 3 credits either semester.

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, alternate years.

481. FAMILY SYSTEMS. An examination, comparison, and analysis of family organizations in contemporary and earlier societies. 3 credits second semester, alternate years.

483. SOCIAL CHANGE AND DISORGANIZATION. The processes and mechanisms of change in modern society; personal and social concomitants of social change. 3 credits first semester, alternate years.

489. HOUSING PROBLEMS IN SOCIETY. The principal components of the housing problem; the sociological aspects of public housing. 3 credits first semester.

538. SEMINAR IN HOUSING PROBLEMS. An examination of current problems and related research: the housing market, inter-governmental relationships, the labor factor, housing for minority groups, housing finance, urban redevelopment and community planning. Admission by consent of instructor. 3 credits either semester.

ANTHROPOLOGY

429. GENERAL ANTHROPOLOGY. The human animal and culture; theory and nature of culture; anthropological studies. 3 credits first semester.
430. EARLY MAN AND HIS CULTURES. A survey of data on the origin of man. The cultures of the earliest known men, and of the Early and Middle Palaeolithic stages of the human ascent. (Not offered 1950-51.) 3 credits second semester.

433. MAYA-AZTEC CIVILIZATIONS. A study of new world civilizations. (Not offered 1950-51.) 3 credits first semester, alternate years.

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 either semester, alternate years.

472. PEOPLES OF AFRICA. A classification and descriptive study of the races of Africa and their cultures. (Not offered 1950-51.) 3 credits second semester.

490. RACIAL AND CULTURAL RELATIONS. The problems arising from the contact of peoples of different races and/or cultures; distinctive aspects of acculturation; review of racial research and theory. 3 credits second semester.
SCHOOL OF SOCIAL WORK

SOCIAL WORK AS A PROFESSION

A social worker renders service to persons, groups and communities by helping people to develop and express the constructive aspects of their own personalities in their interpersonal relations with one another and in facing the responsibilities of daily life situations.

Groups are served by encouraging 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.

WHAT SOCIAL WORK TRAINING OFFERS

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

Learning a body of information in the class room which aids in understanding human behavior and relationships.

Learning to apply this understanding through practical field work experience in social work agencies working with individuals, groups or communities as a whole.

THE GENERAL ORGANIZATION OF OUR CURRICULUM

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 a sound although not intensive knowledge of the social problems and the program of treatment common to the three areas in the field as a whole, the School seeks in beginning units to better fit its students for usefulness in the specializations which he will study in his advanced unit.

It endeavors to give its students in beginning unit the
theoretical knowledge and practical experience in the philosophy, psychology and processes operative in the field of social work as applied in the three main divisions of the field, i.e.:

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)

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

As will be discussed more fully in another section of this Bulletin the School provides opportunity beginning with the second year for training in such specialties as Family Case Work, Child Welfare, Medical Social Work, Psychiatric Social Work, the different types of Social Group Work and Public and Private Community Organization and Administration.

There are other groups of courses falling under certain general headings, which cut across the three main processes but which the School does not consider social work processes in themselves. For instance, the School considers that Social Work Administration, Social Statistics and Social Research may be grouped under such a heading as “Administration and Research” and it also regards them as affecting equally Group Work, Case Work and Community Organization.

THE OVERALL PROGRAM OF THE SCHOOL

Our School wishes to continue to be in the van of social work training by providing so broad, sound and flexible a program that graduates are sought for a variety of positions of responsibility.
To meet the growing needs of the agencies our School began years ago a program of local concurrent field work and out-of-town block field work conducted simultaneously. Until very recently ours was the only school to operate such a combined program on a scale worth mentioning. A few other schools of social work have just now begun to conduct experimentation along these broad lines.

The majority of agencies advocates a field work span of six months. This was, of course, impossible in the out-of-town phase of our field work program as long as the School was compelled to adhere to the normal semester system of Universities in general and Atlanta University in particular. The normal semester is four and a half months in length.

Though our new time distribution differs from that of the University, it can be used without undue difficulty within the University schedule. The following five new time spans called "Units" (instead of "Semesters") have been established.

1. From September through January — Classes only
2. From February through May — Concurrent classes and field work
3. June through July — Classes and field work offered concurrently
4. September through February — Field work only
5. March through May — Classes and thesis completion only

The first of these periods corresponds with the regular Fall Semester of the University, the second, so far as classroom is concerned, with the regular Spring Semester; the third, so far as classroom is concerned, with most of the summer session of the University. "Beginning field work," starts with the second unit and continues to the end of the third unit in order to achieve the objective of a field work span of not less than six months. The fourth unit, a block of field work begins September 1 of the second year and continues longer than the fall semester, and the fifth unit returns the students to the school for three months on the campus for one or two advanced courses, or seminars, completion of the thesis and graduation.

Students are expected to take 8 courses during the first
unit, totaling 16 clock hours. Under this new over-all program students will have had 12 months in field work—6 months of which will be in concurrent placement in a local agency, (it is understood that the six months would be a continuing placement in the same agency), and six months on a full-time block basis—either out-of-town or at Atlanta (likewise, it is understood that this second six months will be a continuing placement in the same agency).

The fundamental difference between the new and the old over-all program may be summarized briefly as follows: (1) longer period of study although still within 24 calendar months—19 months instead of 18; (2) longer spans of field work—six months each instead of 4½ months—total of 12 months—6 months concurrent; 6 months block; (3) more than one type of field work not now required—student can take his beginning and advanced field work in one process unless student desires or school requires change; (4) more definite specialization in 3rd, 4th and 5th units in theory as well as field work; (5) some changes in terminology, as for instance, "units" instead of "semesters" and "beginning" and "advanced" students instead of "first" and "second" year students; and (6) shorter vacation period for students—only the month of August since 3rd Unit ends on July 31st and 4th Unit begins on September 1.

FIELD WORK

Field Work training constitutes an integral part of the student's total program during the two-year, or 5 unit 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 for his further learning.

Stimulation of the individual student's professional growth and a development of an awareness of the scope and inter-relationships 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, developing understanding of human perspective into his practice with his clients.

The field work program of the School is unique in that it
provides approximately as long a time span of out-of-town as of local field work experience for its students. This is because of the increasing demand on it for graduates with more varied field work experience than any one city can offer.

All students before graduation from the School will be required to have at least one placement in local field work.

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

The minimum span of time for a basic, beginning, field work placement is six months on a concurrent basis.

The minimum time for a placement in the field of the student's specialty (sometimes called advanced field work) is six months on a block basis.

A student is eligible for specialized field work upon satisfactory completion of Basic Field Work and three units of classroom courses.

All students before graduation are required to complete two spans of field work in the area of their specialization. The first span of beginning, or basic, field work is taken concurrently in Atlanta during the second and third units. The second span or advanced field work is taken on the block plan in, or outside of, Atlanta, in the 4th unit. Each span of field work is six months in length.

DEPARTMENT OF FIELD WORK

The field work program in the School is directed by persons who give full-time to it and teach no courses although considered members of the faculty. They are as follows:

Mrs. Audrey D. Farris, Director of Field Work and Traveling Supervisor of Case Work

Mrs. Ruby Mosley, Traveling Supervisor of Group Work

Mr. Nelson C. Jackson, Traveling Supervisor of Community Organization

Mrs. Amanda Fuhr Watts, Local Unit Supervisor

Mrs. Morlene Fletcher, Local Unit Supervisor

Miss Sara Perry, Secretary to Director of Field Work
The Chairman of the various Departments of Class Room Instruction also act as liaison representatives between the local field work agencies and the School.

AGENCY SUPERVISORS

As has been mentioned elsewhere there are approximately 50 supervisors, members of the staffs of local and out-of-town social agencies, who cooperate closely with the School in the supervision of students in their field work. We consider these supervisors part of our faculty since field work in training for social work is as much a part of the pedagogical system as class room work.

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.

Below is a list of Agencies Cooperating with the School in its Local Field Work Program:

In Case Work
American Red Cross
Atlanta University Guidance Center
Child Welfare Association of Fulton and DeKalb Counties
Elizabeth Burch Day Nursery
Family Service Society of Fulton and DeKalb Counties
Fulton County Department of Public Welfare
    Child Welfare Division
    Family Division
Henry Grady Hospital
Herndon Day Nursery
Travelers Aid Society

In Group Work
Boy Scouts
Carver Boys Club
Girl Scouts
Henry Grady Homes
Herndon Day Nursery
John Hope Homes
University Homes
YMCA, Butler Street Branch
YWCA, Phyllis Wheatley Branch

In Community Organization
Atlanta Tuberculosis Association
Atlanta Urban League
Social Planning Council

PRACTICAL EXPERIENCE IN OUT-OF-TOWN SOCIAL WORK AGENCIES

Field work training in social welfare agencies throughout the nation on a full-time basis for one span of six months has become a part of the regular pedagogical process of the School.

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.

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 experiences 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 aspect 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 applications 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 the United States by the medium of monthly reports from students and supervisors. Personal visits to agencies in order to interpret the School's educational program and to secure first hand information about agencies enhance the unity of classroom instruction and field practice.

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 years it has been operating, to focus the attention of some of the agencies on the need for serving the socially deficient Negro and developing a greater appreciation of his interests. Much favorable publicity for the School has come from the cities where its students have been placed for field work. It can not be stressed too strongly that Block Field Work is dependent on performance and not residence.

This demonstration of the School's particular function in the professional field of social work has already led to additional opportunities for the placement of its graduates.

Additional advantages of the combination of out-of-town and local field work pointed out above are that this system enables us to give students an educational experience in urban areas in sections of the country possessing considerable cultural variation from the community in which the School is located, and to use rural county public welfare units.

**ANNUAL CONFERENCE OF SUPERVISORS OF OUT-OF-TOWN FIELD WORK**

A Conference of Supervisors of Out-of-Town Field Work is held annually at the School. Approximately three days are spent in discussing the unity of class room instruction and field practice and in visiting classes, conferring with the faculty and in enabling the supervisors to obtain an intimate knowledge of the operation of the School. Although the conference is held annually, one-half of the supervisors are invited in one year and the other half in the succeeding year and so on in alternating fashion. The School pays the full cost of travel and of living in Atlanta.
Under the new Over-All Program of the School there is no formal summer school. The Third Unit, a regular time sequence in the new Over-All Program, is offered during the period formerly devoted to summer school.

No beginning students for the regular two year curriculum will be admitted in the summer or at any other time except at the beginning of the opening of the Fall Session.

The School will continue to offer special courses for students of the University Summer School and refresher courses for employed social workers.

**REQUIREMENTS FOR THE MASTER OF SOCIAL WORK DEGREE**

**FULL-TIME STUDENTS**

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 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 21 credit hours of a grade B or above during the first two Units of work are permitted to attend the thesis seminar and to complete the additional requirements of the 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 credit hours of grade B or above must be earned during the third and fourth Units of work.

A total of 60 credit hours must be completed — 32 to 40 in class work, 21 in field work and 5 must be earned through work on an acceptable thesis. At least one block of field work must be done in residence.

All students must successfully pass the examination in English fundamentals in the First Unit.

All students must satisfactorily complete the Graduate Record examination. At the close of the Unit in which the
student expects to receive his degree he must pass a written comprehensive examination.

A student must complete his resident work within 5 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 exceeds 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 Administration 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.

**PART TIME STUDENTS**

There is a limit to the number of courses a part time student can take before enrolling as a regular student. Because it is desirable to have students take field work at stated times (concurrent or block) all Part Time Students must enroll in the school as regular students after obtaining 20 Unit hours of class room work.

**FORMER STUDENTS**

When former students request to be readmitted at least one semester of work in residence will be required, in addition to attendance at a thesis seminar, and the preparation of an acceptable thesis. Additional classwork will be required, the amount being decided upon by the Admissions Committee.

Tuition and graduation fees of these persons will be the same as those charged regular students.

**THESIS REQUIREMENTS**

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

Prerequisites for submitting a thesis statement for approval are the following:

Meeting of all of the requirements for the Master of Social Work degree as listed on Pages 71 and 72, plus the satisfac-
tory completion of the courses Methodology of Social Research and Thesis Seminar.

The first draft of the thesis must be submitted to the student's thesis supervisor not later than ten weeks prior to Commencement Day. The final copies of the thesis must be presented to the School on or before the date set by the Director of the School. A thesis statement, consisting of the title, purpose, scope, and method of study should be submitted to the School at the beginning of the third unit of the student's program. The examination in English fundamentals must be passed in the First Unit.

The thesis is to be a report of a limited study based on personal research by the student, and 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 expressions of opinion—must be the basis upon which the thesis is written.

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

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

Five credit hours toward the minimum requirement of 60 credit hours for graduation are given for an acceptable thesis.

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

The first and final drafts of all theses must be submitted in typewritten form. The cost is borne by the student and may be estimated from $25 to $100 dependent upon the number of pages and the general content of the thesis.

Students who have completed all requirements for graduation except preparation of a thesis must be officially registered in the School before this preparation of thesis can begin.

NOTE TO VETERANS

Final Preparation of Thesis. In the final preparation of the
required degree only the expense of typing the minimum number of final copies required by the institution for the granting of the degree may be paid for by the Veterans Administration.

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 effort to obtain 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 twenty-two 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 the 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, England, Germany, Italy, Jamaica, Virgin Islands and the Philippines.

GENERAL INFORMATION

ADMISSION REQUIREMENTS

a. A candidate for admission 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.

b. The Atlanta University School of Social Work requires that each applicant for admission shall have completed a minimum of 24 semester hours in the social sciences.

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."

c. An academic record that shows the ability to do graduate work. Approximately a B average.

d. Recommendations regarding personality and character from at least three persons whose opinions regarding the fitness of the applicant for social work would be valuable from the point of view of the School.

e. An autobiographical sketch.

f. So far as possible and especially in cases of uncertainty applicants will be required to submit themselves to a personal interview by representative or agent of the School in their own territory, i.e., agency supervisor, staff member from another school of social work and the like.

g. All students are admitted with the understanding that while their wishes will be respected as far as possible in regards to their field work assignment, the final decision will rest with the School.

h. The admission of applicants under twenty-one years of age or over forty years of age is not encouraged.
SPECIAL STUDENT

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.

ADMISSIONS COMMITTEE

An Admissions Committee consisting of three members of the Staff of the School, the Director, and the Registrar of the University must approve the educational preparation and personal qualifications of all prospective students.

ADMISSION PROCEDURE

Application for admission must be made on a form supplied 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.

All applications must be accompanied by a Health Certificate when returned to the School.

Request for further information and application for admission should be made to Dr. Forrester B. Washington, Director, Atlanta University School of Social Work, 247 Henry Street, South West, Atlanta, Georgia.
REGISTRATION PROCEDURES

Students should register in person on the registration days given in the Calendar. Students must complete registration including payment of tuition, before attending any classes. Students should not plan to register until they have been notified that their application has been approved.

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.

FEES AND EXPENSES FOR 1950-1951

Matriculation Fee, payable at first registration and not refundable ................................... $5.00

The academic year for the School of Social Work differs somewhat from the other schools of the University. Tuition charges for students in the School are as follows:

First Year

First Unit Tuition Payable Sept. 20, 1950 ........ $125.00
Second Unit Tuition Payable Feb. 1, 1951 ........ 125.00
Third Unit Tuition Payable June 1, 1951 ........ 93.75*

Second Year

Fourth Unit Payable Sept. 21, 1951 (for October, November, December and January) .......... $125.00
Fifth Unit Payable Feb. 1, 1952 .................. 125.00

*This payment is actually for the months June, July of the first year, and September of the second year. September of the second year is included here because students begin block field work assignments September 1 and this arrangement most nearly conforms with regular tuition payment of other schools in the University Center.

Fees for single course—per credit hours per week for one unit ........................................ $12.00
The credit hour fee will also be charged for program beyond the regular academic load.

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

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

Graduation fee ........................................ 15.00

Health service fee — payable each year at registration ................................. 5.00

Board and room per unit:
   Single room ......................................... 216.00
   Double room ......................................... 180.00

Before graduation each student is required to take at least one block (six months) of out-of-town field work training. The expense of this field work is borne by the student, and is added to the tuition cost for that semester, with the amount varying from $25.00 to $50.00 depending upon the location of the agency. The School reserves the right to make the final decision regarding these field work assignments.

**Thesis Consultation Fee**

For students not in residence $25.00 per unit. Such students who have completed class room and field work requirements but are still working on theses, must register formally in the School.

**Late Registration Fee**

Students who fail to register on the days set aside for this purpose as indicated in the calendar will be required to pay a fee of $5.00 for late registration.

Under the regulations of the School, no exception will be made to the payment of this penalty for late registration.

Registration is not complete and students will not be admitted to classes nor allowed to take final examinations at the close of the unit until all fees have been paid.

**Change of Program After Registration**

A fee of $1.00 is charged when students request change in class or field work assignment after arrangements have been made.
GROUP WORK SKILLS FEE

A fee of $1.00 is charged for materials used in Group Work Skills courses.

DELINQUENT FINANCIAL OBLIGATIONS

No student who is delinquent in the payment of tuition or other fees or against whom the School holds a record of indebtedness, will be given a diploma of graduation, a certificate of scholarship standing, or a transcript of record until such indebtedness has been fully paid.

A student who owes tuition or other fees at the close of a unit will not be permitted to take his final examinations or to receive credit for that unit.

DUPLICATE TRANSCRIPT FEE

Each transcript issued for a graduate or student, after the first one, will cost $1.00, which amount should accompany the request for the record.

REFUNDS

The matriculation fee and the graduation fee are not subject to rebate.

Students who find it necessary to withdraw from the School should notify the Director of the School and the Registrar of the University.

LIVING ARRANGEMENTS AND COSTS

Board and lodging may be obtained, if desired, at the University Dormitories for $40.00 for four weeks or $10.00 per week.

Applications for room reservation 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.

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 unit. Students who withdraw within the first month after registration will be reimbursed two-thirds of their tuition fee; during the next thirty days, one-third of the semester tuition will be refunded; there will be no refund after this period. Health and matriculation fees are not refundable.

For the boarding students the first period of continuous study in the School before going out on block field work is from the beginning of the First Unit to the end of the Third Unit (September 20 - July 31). Board and room fees for this period are $12.00 a week for single room and $10.00 a week for a double room. This is paid every four weeks in advance.

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.

**SOCIAL WORK FELLOWSHIPS AND SCHOLARSHIPS**

Several tuition scholarships available to qualified students offered by the School.

Available to typists who in turn work in the school offices a number of hours per week.

New York Training School for Boys, Warwick, N. Y. offers a maintenance fellowship to two students annually for male students in field work training with the School.
Phyllis Wheatley Association, Greenville, S. C. awards a grant of $50.00 per month to one student annually in field work training with the Association.

Benton House, Chicago, Ill., offers a fellowship providing full maintenance and $30.00 monthly for field work students during field work training with the House.

Cuyahoga County Child Welfare Board, Cleveland, Ohio awards a fellowship of $100.00 per month for student during period of field work training.

Michigan State Child Guidance Clinic, Flint, Mich. awards a fellowship of $195.00 per month to student in field work training with the Clinic.

Family and Child Care Service, Winston-Salem, N. C. awards a fellowship of $40.00 monthly to student in field work training with the agency.

Red Shield Club, New York, N. Y. offers full maintenance to two students in field work training with the Club.

Parkway Community Center, Chicago, Ill. offers room for lodging to student in field work training with the Center.

Chicago Commons Association, Chicago, Ill. awards a fellowship which provides full maintenance and $30.00 monthly to student in field work training with the Association.

Friends Neighborhood Guild, Philadelphia, Pa. awards a fellowship which provides full maintenance and $40.00 per month to two students in field work training with the Guild.

Family Service Society, Memphis, Tenn. awards a fellowship of $100.00 per month to student in field work training.

Children’s Center, Detroit, Mich. awards a fellowship of $100.00 per month to student in field work training.

Sunnycrest Farm, Cheyney, Pa. grants full maintenance to students in field work training.

River View Neighbors House, Cincinnati, Ohio awards a fellowship of $100.00 per month to student in field work training.

St. Martha’s Settlement, Philadelphia, Pa. grants full main-
tenance to students in field work training with the Settlement.

Negro Child Center, Houston, Tex. grants full maintenance to student in field work training.

Area Planning Program of Chicago Council of Social Agencies awards a fellowship of $100.00 per month to student in field work training with the Program.

Health and Welfare Council, Philadelphia, Pa. awards a fellowship of full maintenance and $25 monthly to student in field work training with the agency.

Barrett School for Girls, Glen Burnie, Md. grants full maintenance to student in field work training.

Urban League, Cleveland, Ohio awards fellowship of $100.00 per month to student in field work training.

Emerson House, Chicago, grants full maintenance to students in field work training.

REQUIRED BOOKS AND SUPPLIES

Schools of social work require a minimum of textbooks to be owned by the students and a maximum of reference reading to be provided through books and periodicals purchased by the School and placed in the Trevor Arnett Library.

However, the School requires each student enrolled in its classes to purchase a minimum number of basic text books.

General expenses for books and other necessary school equipment usually are from $25 to $50 per unit.

COURSES OF INSTRUCTION

Courses are numbered as follows: Social Case Work, 400-449; Social Group Work, 450-499; Community Organization Administration, 500-549; Social Research, 550-599; Structure and Function Courses, 600-649; Functional Field Courses, 650-699; Related Field 700-749; Cultural Orientation and Practice in Social Work, 750-799.

SOCIAL CASE WORK

400. PRINCIPLES OF SOCIAL CASE WORK I stresses orientation and basic concepts of social case work as an enabling process and empha-
sizes the understanding of people who have problems, the agencies to which they take them, the attitudes and ideas of the case worker as they affect the individual client, and the relationship of case work to other forms of social work. Case material forms the basis for class discussion. 2 credits.

401. Principles of Social Case Work II emphasizes a more thorough understanding of the social case work process, more awareness of the meaning of human behavior and the significance of the treatment relationship to the case worker and to the individual client, and an appreciation for services rendered by the case worker in accordance with agency function. 2 credits.

402. Principles of Case Work III. An advanced course which stresses an intensive application of the case work process with emphasis upon incorporating knowledge and skills into diagnostic thinking to determine differential treatment, an analytical study of psychological motivations and more appreciation of the worker as a professional person. 2 credits.

403. Family Case Work. An advanced course with focus upon analytical study of maladjusted individuals with emphasis upon an understanding of symptomatology, differential diagnosis and psycho-social treatment. Discussion will center around typical problems and cases referred to family case work agencies, the roles of the case worker in the formulation of therapeutic relationships based upon an understanding of the client. 2 credits.

404. Case Work with Children (Prerequisite Basic Case Work Courses). An analysis of case material focusing upon various aspects of emotional behavior in different childhood periods, the separation of children from their own family groups and their placement with substitute parents. The legal aspects of the child placing function and general trends in child care are considered. 2 credits.

405. Psychiatric Social 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 a continuing orientation in regard to psychodynamics of human behavior. (Prerequisites: recent or concurrent field work or experience in social case work, psychiatric
setting desirable, Case Work I, II, III. Other students admitted only with permission of instructor.) 2 credits.

406. MEDICAL SOCIAL CASE WORK I. To further broaden and deepen basic case work knowledge and skills and to adapt these to the medical setting and to the care of ill persons. Emphasis is upon the social and emotional components in illness which involves consideration of the patient's social environment, cultural patterns and family relationships as they affect his illness. To acquaint the student also with a knowledge of the functioning of the medical institutions in relation to the care of the patient. 2 credits.

407. MEDICAL SOCIAL CASE WORK II. To help the student develop further understanding of case work in a medical setting. To add to his knowledge of case work in a medical setting. To add to his knowledge of case work skills and technique through the study and analysis of case material. To give him some idea of the role of the social worker in a public health and medical care program in both consultant and administrative services. Attention is also given to recording as a case work skill which helps student to think clearly and diagnostically and to express himself effectively. 2 credits.

408. SOCIAL CASE RECORDING. The purpose of this course is to bring about an awareness on the part of the student that recording is a method of refining and improving case work services. The writing of the case record is an opportunity for the student to develop his ability to think clearly and diagnostically, and to plan treatment with the client effectively. Extensive use of illustrative case material. 2 credits.

409. SEMINAR IN CASE WORK. Covers a discussion of the variety of settings in which the case worker operates. Case materials are presented by the members of the group for discussion purposes. 2 credits.

410. SUPERVISION IN CASE WORK. The elements of supervision stressing principles, methods and skills in the supervisory process, together with the function of the supervisor and agency-school joint responsibility for student training. 2 credits.

411. PSYCHIATRIC SOCIAL WORK WITH DELINQUENTS. Case discussion will center around a further understanding of the psycho-social implications of delinquency and the use of this understanding
with maladjusted individuals who come to the case worker with special emphasis on the dynamics of the clinical team as a part of the treatment process. 2 credits.

SOCIAL GROUP WORK

450. SOCIAL GROUP WORK I. Designed to help students become aware of the role of the professional group worker in effecting the interaction of the members in groups. Study is made of the dynamics of the group and relation of group experience to age, cultural, and economic differential; relation of group work to other forms of social work. Visits are made to group work agencies to study function and structure. 2 credits.

451. SOCIAL GROUP WORK II. Student is helped to apply his knowledge of human behavior and growth to the problem of group leadership and responsibility. Through discussion based on group records student is assisted in individualization of group members and in developing methods of helping the individual use the social process in a program of activities. Student is helped to develop ability in process recording and interpretation. 2 credits.

452. PROGRAM PLANNING AND DEVELOPMENT. Emphasis in this course is placed on helping student gain an understanding of the meaning and use of program as a tool in the development and growth of individuals within a group as well as the group itself. The course also includes discussion of techniques in program development, use of community resources, budgeting in program and program evaluation. 2 credits.

453. CAMP ADMINISTRATION. This course is designed to give students an understanding of factors and standards in the following areas: Health and Safety, Committee organization; camp site selection; development and management; staff selection, training and supervision; promotion and public relations. Attention is given to students acquiring some understanding of the contribution of camp experience to individual growth and development. 2 credits.

454. GROUP WORK SKILLS I. Students acquire necessary program skills and build on their abilities in the following areas:

A. Practice in low organized, active and quiet games for indoor and outdoor with the small and mass groups; table games for the gameroom and playroom; simple singing games; folk and
square dances; group singing; fundamentals of crafts and clay modeling; simple puppetry and creative dramatics.

B. Discussion Methods.

C. Developing methods of worker with experts in the above field. 2 credits.

455. GROUP WORK SKILLS II. Emphasis is placed on the students acquiring increased ability and understanding of the use of at least three skills in the above areas. Through leadership of fellow students in class and field assignments, student is assisted in developing basic principles of presentation and helping individuals and groups to participate and enjoy activities. The last part of the course is devoted to the use of resource people for the development of interest in the areas of housing, sex education, consumer education, race relations, etc. 2 credits.

456. ADVANCED SOCIAL GROUP WORK SUPERVISION. This course is designed to acquaint the student with the 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.

457. SOCIAL GROUP WORK IN SPECIAL SETTINGS. Advanced course in group work which is designed to enhance students’ understanding of the use of group dynamics and the function of the group worker in special settings such as psychiatric clinic and psychiatric hospitals. Emphasis is placed on understanding the meaning of behavior within the group and/or selective application of group work methods which will have therapeutic value. Special lectures are arranged. 2 credits.

458. GROUP WORK SEMINAR. A course planned to help the student integrate his total professional preparation and philosophy of Social Group Work. 2 credits.

459. SUPERVISION IN GROUP WORK. This course is designed for the supervision in the Atlanta group work agencies. Emphasis is placed upon school and agency mutual responsibility for student training program. Topics covered are student orientation, supervisory process, and recording. 2 credits.

460. 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 emphases. 2 credits.

COMMUNITY ORGANIZATION AND ADMINISTRATION

500. COMMUNITY ORGANIZATION I. Introductory. The 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.

501. 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. 2 credits.

502. 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. Elective. 2 credits.

503. 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.

504. 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. Elective. 2 credits.

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

506. COMMUNITY ORGANIZATION SEMINAR. A study of selected prob-
lems in community organization with special emphasis on method and activities used in dealing with specific problem areas. Record materials will be used. Required. 2 credits.

507. SUPERVISION IN COMMUNITY ORGANIZATION. This course discusses the principles of Community Organization and the content of field work experience which might implement them. It also discusses the teaching methods which may be used with students of different backgrounds. Case material from the local field work experience and out of town field work experience are presented as a part of the class discussion. 2 credits.

508. INTRODUCTION TO PUBLIC WELFARE. This course presents a broad description of the field of public welfare. Discussion includes programs and services on the local, state, and national level. Attention is given to having student become aware of the interrelationship between public and private agencies. 2 credits.

509. PUBLIC WELFARE ADMINISTRATION. A discussion of methods and techniques of organizations and administration in the field of public welfare with emphasis on the problems of integration, centralization and internal management. 2 credits.

SOCIAL RESEARCH

550. METHODOLOGY OF SOCIAL RESEARCH. A study of the fundamental principles of scientific method. A critical analysis of the historical, case and statistical methods. Construction and use of the schedule and questionnaire. Sampling techniques. 2 credits.


STRUCTURE AND FUNCTION COURSES

Courses which Relate to the Organization of Social Services and Their Structure and Interrelationships and Their Specific Functions in the Whole Field of Welfare Services. Historical, Philosophical and Descriptive Courses.

600. HISTORY, FIELD AND PHILOSOPHY OF SOCIAL WORK. The historical development of social work, the contribution from the social sciences, the field of social work today, its scope and functions, professional standards in education, specialization and other tendencies. 2 credits.

601. 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.

FUNCTIONAL FIELD COURSES

Descriptive of particular fields where treatment is related to special services.

650. 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 in 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.

651. 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 programs 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 problems.

2 credits.

RELATED FIELDS

Courses Based on Material Adapted from Related Professions and the Social Sciences.

700. 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.

701. 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.

702. Development of Personality I. 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. 2 credits.

703. DEVELOPMENT OF PERSONALITY II. In this course the psychosexual development of the individual and the adjustment to maturing sex drives are investigated. The achieving of a mature personality and the basis for mental health at the several stages of life are discussed. Other subjects studied are the origin of the family, marriage, and the home. The physiological effects of emotional tension are studied. An understanding is given of how emotional conflicts give rise to changes in functioning and how these in time give rise to organic pathological changes. 2 credits.

704. 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.

705. 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.

706. 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, Jung, 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 are pertinent to social case work. 2 credits.

707. CHILD PSYCHIATRY. This is a course especially planned for the
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instruction of psychiatric social workers who will be working with family groups, particularly children. The approach is from the 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 intensively. 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.

708. 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.

709. VOCATIONAL GUIDANCE PROBLEMS. Discussion of the various problems faced 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 in the solution of these problems. Special emphasis is placed upon purposes of Vocational Guidance and the need for Vocational Guidance, sources of occupational information, available tools for analysis of the individual, and evaluation of results of counseling. 2 credits.

710. 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.

711. SOCIAL WORK AND THE LAW. A course dealing with principles of the 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.

712. SOCIAL LEGISLATION. A discussion of social and economic back-
grounds 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.

713. MENTAL MEASUREMENTS. A discussion of the present day concepts and units of measurements used in testing the intellectual and emotional phases of personality, the technique of testing and the interpretation of the same as they are of value to social work. 2 credits.

714. BEGINNING FIELD WORK. Beginning students registered for full time work are required to spend a six months' span in concurrent field work practice in selected social agencies in Atlanta and environs. The School offers an opportunity to these students to indicate their preferences for field work placement and attempts to give full consideration but the School cannot always accede to them and therefore reserves the right to make the final decision. 2 credits.

715. ADVANCED FIELD WORK. Advanced students registered for full time work are eligible for a six months' span of specialized block field work in selected social agencies in large centers outside of Atlanta. Fourth Unit, 14 Unit Hrs.

CULTURAL ORIENTATION AND PRACTICE IN SOCIAL WORK

For more than 20 years the Atlanta University School of Social Work has offered courses dealing with certain cultural aspects of social work practice. Until recently, the chief emphasis for these special courses was on the cultural problems which arose in social work among Negroes. Among the courses that we have offered in this field, beginning in 1927, are the following: The Technique of Community Work Among Negroes, The Conduct of Surveys in Negro Communities, Recreational Leadership and the Negro, Industrial Problems and the Negro, Housing and the Negro, Rural Social Work Among Negroes, Crime and the Negro, and Social Work Among Negroes in America. In addition to offering these special courses, the content of many of our basic courses was enriched with material giving consideration to the cultural aspects of social work.
A number of these courses on the Negro in social work were discontinued in recent years because of the conviction that the material best served its purpose when integrated into our basic courses and the observation that it was becoming easier for the Negro than for certain other minority groups to become adjusted to the general culture because he, as a group, had no secondary affiliation with a foreign country, spoke no foreign language, was not, as a group, a member of a specific religious denomination and has not been, as a group, affected for almost 100 years by immigration of Negroes in any large numbers from Africa. If there is any problem in the conduct of social work among Negroes, it is less because of cultural differences and more because of racial prejudice and this latter attitude has been decreasing in intensity in recent years.

However, because of the increasing employment of our graduates in agencies where they work with individuals and groups of several races and socio-economic classes, we are now offering a course dealing with the special problems and the treatment of the same met in the practice of social work among minority groups of different cultural backgrounds—ethnic, religious, class, and caste—with some special, but not exclusive reference to the Negro.

The School has also considered a course, or courses, on the psychocultural factors in personality development, but it feels that at least for the time being, the dynamic aspects of familial and environmental conditions as they contribute to the personality structure are well covered through the knowledge of personality development offered in our psychiatric courses which is carried over so far as possible to our entire curriculum.

The course to be offered in this field in 1950-51 is:

750. CULTURAL FACTORS IN SOCIAL WORK PRACTICE. Prepares social workers for the treatment of the special problems met in the practice of social work among minority groups of different cultural background (ethnic, racial, nationality, religious, class, caste) and with special, but not exclusive, reference to the Negro; discusses the social, economic, and other cultural factors in American life which make for minority group maladjustment and the cultural factors in minority group life which make for its conservation; discusses the history of social work among certain selected minority groups in America; the welfare resources of certain selected minority group communities to solve their own problems; methods of treatment, contributions of individual social workers and agencies now active in these communities and presents a social welfare program for certain minority groups in urban and rural communities. 2 credits.
SCHOOL OF LIBRARY SERVICE

BASIC INFORMATION

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 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 reference, 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.

PROGRAM OF STUDY

The program is designed to meet the needs of the following types of students: (1) college graduates with no previous training in library service, (2) college graduates with some undergraduate work in library service and with or without experience in library work, (3) college graduates who are also graduates of library schools with the B.S. in L.S. degree, (4) undergraduates in affiliated and cooperating colleges in Atlanta who wish to elect senior graduate courses in library service during their junior and senior years, may upon securing permission from their colleges be admitted to senior graduate courses in the Library School with the approval of the Director of the School, (5) special students who do not wish to work toward the master’s degree but who wish to take certain courses in preparation for specific positions.

The new concept of librarianship presupposes a social awareness on the part of librarians and their assumption of responsibility for contribution to an informed public opinion. The preparation of librarians who are to assume educational leadership indicates a closer relationship between professional education and general education at the undergraduate and graduate levels. Thus applicants for admission to the
School of Library Service should have a broad general education deeply rooted in the social, scientific and humanistic disciplines.

The graduate professional program emphasizes the content of books and the basic concepts of knowledge, the field of communications, and the administrative and functional aspects of school, college and public library service. The program also provides for experience in the use of research methods as they pertain to librarianship. Attention is given to the preparation of teachers to give instruction in undergraduate courses in library service.

Course programs are to be individual and will be worked out for each student in terms of interests, previous experience and training, and professional and academic needs. Courses in other Schools in the University are to be taken to strengthen and supplement the general education of the student and the various areas of specialization offered by the School of Library Service.

ADMISSION REQUIREMENTS

1. Applicant's record must show promise of ability to do satisfactory work.

2. A maximum age of thirty-five which may be waived if the applicant has had sufficient library experience.

3. Good physical and mental health, and satisfactory recommendations as to moral character and personality.

4. Ability to use a typewriter is desirable.

5. A bachelor's degree from an approved college or university with a scholastic average of not less than 2.5 (C+ or B−).

6. Of the 120 semester hours submitted for college graduation, at least 90 semester hours must be in those courses which are considered as liberal arts courses.

7. Two college years of either French or German. This will be interpreted as not less than 12 semester hours or its equivalent and must be indicated on the applicant's record.
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE

A. The general requirements for the degree of Master of Science in Library Service for students with no previous training in library service are as follows:

1. At least three semesters' residence or its equivalent at the University.

2. The completion of 45 semester hours of graduate work approved by the Director of the School.

3. The passing of the following examinations:
   The English Fundamentals examination.
   The examination in French or German. Spanish may be substituted with the permission of the Graduate Council.
   Final examination, oral and written, covering graduate courses and the master's essay.

4. The taking of the Graduate Record Examination as prescribed by the University.

5. Submission of the master's thesis.

B. Students who are admitted to the School of Library Service with some previous training in library service must satisfy all of the requirements as stated above except 1 and 2. The number of semester hours required of such students will depend both upon the quality and quantity of the work presented. The transcript of each applicant will be considered on its merit and the requirement as to semester hours of graduate work will be determined by a vote of the faculty of the School of Library Service.

Applicants for the master's degree who hold the degree of Bachelor of Science in Library Service may, depending upon the quality of their work, complete the requirements for the master's degree in two semesters or the equivalent.

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 done in college, university, public, and school libraries in Atlanta. This experience enables students to gain some competence in library routines and procedures. In addition each student according to his interests is assigned a field work project which requires about four hours a month. These projects enable students to acquire experience in dealing with groups of people in discussing books, telling stories, and selecting materials to meet the needs of specific groups of people. The students work on the same project throughout the entire school year.

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.

PLACEMENT

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 careers. 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.

Books and materials ................................ $ 30.00
Field Work ........................................ 80.00

Total ............................................. $110.00

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 those students who have secured employment other than that offered by the University.

SUMMER SCHOOL

The summer session offers an opportunity for in-service teachers and librarians to receive professional training in librarianship. However, students without previous library or teaching experience may also be admitted to the summer session. The summer program is equivalent in every respect to that of the regular session and leads to the same degree. Admission and residence requirements for the degree are the same as for the regular school year.

COURSES OF INSTRUCTION

COLLOQUIUM. Talks, discussions, and demonstrations by outstanding people in library service and in other related fields held once a week. All students are expected to attend. No credit.


400. INTRODUCTION TO LIBRARIANSHIP. An overview of the history, philosophy, aims, and development of the library profession together with a description of the types of libraries and their services. Emphasis is given to the importance of the library as a social institution, and to recent social trends in librarianship. 3 credits.

401. RESEARCH METHODS IN LIBRARY SERVICE. The course will include a survey and analysis of recent research in librarianship and a study of various research methods and their application to the field. 3 credits.
410. Use and Selection of Library Materials. This course aims to acquaint students with (1) criteria for the selection of books in all types of libraries, including basic reference tools as well as general books; (2) to familiarize him with the important book reviewing periodicals and book selection aids. 3 credits.

411. Advanced Reference and Bibliography. A comprehensive study of the various reference and bibliographic tools. Emphasis is placed upon specific titles and upon types of reference questions in an attempt to give the student a thorough knowledge of standard procedure for the different types of material. 3 credits.

412-413. Literature in Subject Fields. A survey of literature in the humanities, the social sciences, the physical and biological sciences with the course procedure emphasizing the reading and discussion of certain significant titles produced in all periods of history including the present day. 3 credits each semester.

420. Administration and Operation of Libraries. An introduction to the fundamental processes and activities necessary in operating various types of libraries. The purposes and relationships of common routines and records will be discussed. The student will also have some practical experience in library routines and in the making of certain records. 3 credits.

430. Technical Processes. An introduction to the fundamentals of cataloging and classification. Aims to show the principles and purposes of cataloging, and the function of the catalog in library service. Includes: elementary descriptive cataloging, an introduction to the Dewey classification scheme, basic records and routines necessary in cataloging. 3 credits.

414. Children's Literature. The course aims to acquaint students with the field of literature for children from pre-school age up to the adolescent period. Attention is given to the historical development of children's books story-telling, and the selection of books in terms of the interests and needs of the modern child. 3 credits.

415. Literature for Young Adults. The course includes a consideration of the types of literature suitable for the adolescent and the young adult reader. Opportunity given for reading of many titles and justification of selection in terms of adolescent psychology. Prerequisite: Course 413. 3 credits.

416. Non-Book Materials. The acquisition, organization, adminis-
tration and use of non-book materials such as pamphlets, pictures, films, slides, and recordings. 3 credits.

421-422. Administrative Problems of Libraries. Problems of library administration common to various types of libraries are studied in terms of library objectives and functions. Among the problems considered are legislation, government, finance, public relations, personnel, and evaluation. 3 credits each semester.

431. Advanced Cataloging. A study of the cataloging of special types of material, the administrative problems of the catalog department, and interpretation and comparison of cataloging rules, and the methods of modifying standard practices. 3 credits.

432. Advanced Classification. A study of the Library of Congress classification scheme; the problems involved in classifying for special collections; administrative problems; the Library of Congress list of subject headings; the modification of classification schemes; and how to construct subject headings. 3 credits.

440. History of Books and Writing to the 15th Century. Course is concerned with the origin and development of writing, the evolution of the Roman alphabet, the development of books according to form, the manuscript period in bookmaking and the invention of printing from movable type. The course ends with the 19th century and the mechanization of book production. 3 credits.

441. Modern Book Publishing. The content of the course is as follows: (1) the inventions which have revolutionized book production such as the paper-making machine, the monotype, and the linotype; (2) the influence of the private presses on the book trade; (3) trends and practices in present day book production. 3 credits.

450. Communications. A survey of the entire field of communication as it affects the librarian in the interpretation of the library as an important institution in a democratic society. Topics considered are the cultural status of the American populace, the social effects of print, radio and film, content analysis, propaganda and propaganda analysis, public opinion, semantics, readability and the status of research in each of these areas. 3 credits.

451. Reading of the Individual. The course is concerned with an
examination of the reading habits and abilities of adults and children, the reading process, corrective and remedial reading programs, and the role of the library in the reading development of the individual. 3 credits.

510. REFERENCE METHOD. Provides additional experience in applying reference methods to the analysis and solution of difficult problems which may arise in connection with research and in working in large reference departments. The various administrative problems involved in giving special types of reference service are also studied. 3 credits.

520. LARGER UNITS OF LIBRARY SERVICE. The organization and administration of county and regional library service are discussed in addition to methods of integrating materials and services with the needs of rural people. Attention will also be given to the role of the state in library development. 3 credits.

521. PUBLIC LIBRARY SERVICE. This course emphasizes the selection of materials and the development of services which best meet community needs. Consideration is given to the planning of library quarters and buildings. Special reference is made to the unique features of public library service to Negroes in the Southern area. 3 credits.

522. COLLEGE LIBRARY SERVICE. The integration of the college library in the total educational program of the institution is studied in relation to objectives, organization, support, materials and services. Attention is given to equipment, housing, and to methods of stimulating reading on the part of college students. 3 credits.

523. SCHOOL LIBRARY SERVICE. The objectives, standards, functions, and organization of school library service as a vital part of the school program. Special emphasis is placed upon the evaluation of school library service in terms of its functionalism in the school. 3 credits.

530. ADMINISTRATIVE PROBLEMS OF CATALOGING. A study of the administrative problems of cataloging in regard to organization and operation, efficiency and cost, reorganization of materials, handling material for special departments and services, and current developments in the field. 3 credits.

560. LIBRARY EDUCATION. A consideration of library school curricula, courses, materials and teaching methods. Previous teaching experience is desirable for registrants. Emphasis will be placed on the development of undergraduate courses for teacher-librarians. 3 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.

In the programs leading to the Master of Arts degree in education, 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
D. Guidance and Counseling
E. Educational Psychology

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 TREVOR ARNETT LIBRARY**

The Trevor Arnett 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 may 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 continu-
ing 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.

ADMISSION

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 Admissions.

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 Measurements* 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.

COUNSELLING AND PLACEMENT

Students who are entering the University for the first time are encouraged to consult teachers, in the School of Education, concerning their course work in the special areas. Students who have already enrolled in the school are also requested to confer with these teachers relative to the procedures to be followed in coordinating the courses that they have already completed with the new courses of study.

1. Upon entering the University, the student should confer with the Director of the School of Education or the teacher who has the direct responsibility for the area in which he desires to study.

2. The chairman of the various areas, along with the Director of the School of Education, will serve as the adviser to the student up to the point where the student passes the qualifying examination and is thereby ready for admission to candidacy.

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 and also acquaints him with the resources for carrying out the program, and preparing for the final examination.

4. The Educational Seminar, conducted by the School of Education, is a course in which all of the students, who are enrolled in this school, must engage. The seminar is also a part of the guidance program and students who fail to enroll and participate in the seminar may not receive credit for work done in other courses even though they have received passing grades in these courses.

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

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 the Master of Arts degree. The purpose 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 Measurement
2. A program in English fundamentals
3. The Educational Seminar
4. 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 the summer term.

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.

No student registered in the School of Education will be permitted to register for credit toward a degree in the two core courses; namely, Culture and the Curriculum and Human Behavior and Its Measurement, more than two times, nor will a student be permitted to take the Qualifying Examination in Education or to sit for the final oral examination more than twice.

**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 for all students entering the School of Education after May 1, 1949 will be thirty (30) semester hours in the areas in which courses are now being offered.* Those stu-
CATALOGUE

dents, however, who are enrolled in Secondary Education must complete from fifteen (15) to eighteen (18) hours in the field of Education. The remaining hours may be elected from the courses offered by the School of Education, namely, Statistics, Administration and Interpretation of Mental and Educational Tests, Better Rural Living, Advanced Educational Psychology, Child Psychology, Child Study, Principles and Practices of Education.

SPECIFIC REQUIREMENTS — SUMMARIZED

All candidates for the Master of Arts Degree with a major in education must complete the requirements that are listed below:

1. The two background courses, namely,
   a. Culture and the Curriculum
   b. Human Behavior and Its Measurement
      (1) Students who fail either of these courses after enrolling in them for two different semesters will not be allowed to re-enter these courses for a third time.

2. The test in English fundamentals.

3. Enroll and participate in the School of Education Seminars.

4. Pass the Qualifying Examination.

5. Earn a grade of B or better in a total of thirty (30) semester hours of graduate work.

6. The ability to read French or German. Spanish, upon approval of the graduate council, may be substituted for French or German under certain conditions.

7. The Graduate Record Examination.

8. Success in the course in Educational Research and Thesis Writing and the subsequent writing of the thesis.

9. A final examination consisting of the presentation and defense of the thesis before a faculty committee.

*Not more than twelve (12) semester hours secured by taking service courses, such as workshops in special areas, may be applied toward the thirty (30) semester hours required for a degree in Education.
THE ELIMINATION OF THE DEGREE OF MASTER OF EDUCATION

The degree of Master of Education will not be awarded after the date of August 30, 1951. Students who are entering the School of Education for the first time and those who have not yet begun work on the writing assignment for the Master of Education degree, namely, the Investigation, are requested to refrain from entering the course in Investigations or attempting to write an Investigation.

Those students who are already engaged in writing an Investigation and who have met all of the requirements for the Master of Education degree may continue to work for this degree. They should, however, complete all requirements for the degree on or before the date when this degree will be discontinued.

TYPES OF THESIS

Even though the M.A. degree is the only degree that the School of Education will award, the student will be given the opportunity to decide whether or not he wishes to write the regular thesis or the Planning-Action type of thesis.

DEVELOPMENT OF THE THESIS

The purpose of both types of theses is the same in that they have been devised to give the student the type of experiences that are listed below:

1. Becoming acquainted with
   a. The techniques of educational research.
   b. The results of educational research.
   c. The sources of information on research.
   d. Developing a plan and the application of the plan to an actual situation.

2. The interpretation of 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 writing and the final preparation of the regular thesis, the student is guided by the prevailing approaches and techniques that are employed in this type of research.
The Planning-Action thesis is an instrument that involves both planning and research. Students who select this type of research are given the opportunity of developing a plan, which plan is included in the thesis. After the plan has been accepted, the student is permitted to apply the plan to an educational situation. The description as to the manner in which the plan has functioned when applied to a work-a-day situation will constitute the second part of the thesis.

In the development of the thesis by the student, continuous guidance is provided by the staff. Students who intend to engage in educational research, per se, and who intend to present the thesis as partial fulfillment of the requirements for the degree of Master of Arts should enroll in course number 571, Research and Thesis Writing. Students who are interested in the Planning-Action type thesis should enroll in course number 571A, Planning-Action Research and Thesis Writing. The fundamental techniques and tools of research will be presented in both courses. For this reason the two classes will meet together during the early phases of the course. After the initial phases of the work have been consummated, those students who intend to prepare the Planning-Action type thesis will work directly with the staff representative who will conduct the Planning-Action thesis program.

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.

STUDENT GUIDE TO COURSE SELECTION

As a part of its guidance program and in an effort to aid the student in selecting an appropriate course of study the various areas in which courses are being offered are listed in the schedules that appear below. The practice of making selections from all of the areas will not be permitted. Students, from this time forward, must select the area in which they desire to concentrate, enrolling in all the courses that are listed under a particular area. In the event that a student desires to change his area of concentration, he may do so by requesting the faculty’s permission to change.

1. COURSES LEADING TO THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
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<tbody>
<tr>
<td>545</td>
<td>Culture and the Curriculum</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>571</td>
<td>Research and Thesis Writing</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 12</td>
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<tr>
<td>519</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs. 15</td>
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<tr>
<td>520</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs. 18</td>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3 hrs. 21</td>
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<tr>
<td>454</td>
<td>Administration and Interpretation of Mental and Educational Tests</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>470</td>
<td>Experimental Psychology</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>469</td>
<td>Systematic Psychology</td>
<td>3 hrs. 30</td>
</tr>
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</table>
### 2. COURSES LEADING TO THE MASTER OF ARTS DEGREE IN EARLY CHILDHOOD EDUCATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Culture and the Curriculum</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>405</td>
<td>Child Development</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>482</td>
<td>Child Psychology</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>571</td>
<td>Research and Thesis Writing</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>511</td>
<td>Apprenticeship</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>401</td>
<td>Methods and Materials of Classroom Procedure</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation in Demonstration School</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 hrs. 30</td>
</tr>
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</table>

### 3. COURSES LEADING TO THE MASTER OF ARTS DEGREE IN GUIDANCE AND COUNSELLING

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>545</td>
<td>Culture and the Curriculum</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>430</td>
<td>Principles and Practices in Vocational and Educational Guidance</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Research and Thesis Writing-Planning Action</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>535</td>
<td>Mental Hygiene</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>453</td>
<td>Statistics</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>554</td>
<td>Counselling Techniques</td>
<td>3 hrs. 24</td>
</tr>
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<td>553</td>
<td>Informational Services for Counsellors</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>555</td>
<td>Counselling Internship</td>
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(Mental and Educational Testing)
### 4. Courses Leading to the Master of Arts Degree in Elementary Education

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>545</td>
<td>Culture and the Curriculum*</td>
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<tr>
<td>546</td>
<td>Human Behavior and Its Measurement*</td>
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</tr>
<tr>
<td>405</td>
<td>Child Development*</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>482</td>
<td>Child Psychology</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>571</td>
<td>Research and Thesis Writing</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health*</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>491</td>
<td>Teaching of Reading</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>401</td>
<td>Methods and Materials of Classroom Procedure</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>511</td>
<td>Apprenticeship</td>
<td>3 hrs. 30</td>
</tr>
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</table>

### 5. Courses Leading to the Master of Arts Degree in Secondary School Administration

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Culture and the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
<td>3</td>
</tr>
<tr>
<td>571</td>
<td>Research and Thesis Writing</td>
<td>3</td>
</tr>
<tr>
<td>429</td>
<td>Instructional Pro. Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>428</td>
<td>The Secondary School Principal</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>15</td>
</tr>
<tr>
<td>Electives*</td>
<td>15</td>
</tr>
</tbody>
</table>

| Total         | 30   |

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1. Students in Elementary Education may elect to serve an internship or an apprenticeship at the Reading Laboratory.

2. Courses to be taken during the first semester.
If electives are chosen within the field of education, such courses must be selected from those that are listed below:

These courses are: Statistics, Administration and Interpretation of Mental and Educational Tests, Better Rural Living, Advanced Educational Psychology, Child Psychology, Child Study, and Principles and Practices of Education.

Electives may also be chosen from courses offered in the School of Arts and Sciences, in the fields of biology, chemistry, economics, English, French, history, mathematics, political science, sociology and anthropology.

The manner in which the courses in Secondary School Administration and Secondary School Instruction have been organized should be of great interest to the enrollee. Students, for example, who desire to continue their studies in such fields as mathematics, chemistry, biology, sociology, and other subjects, may not only meet the requirements for certification as teachers and principals but will be in position to earn the Master of Arts degree in Education while they specialize in a distinct field. This goal may be achieved by enrolling in the courses that are required for certification and at the same time working in other departments in the University that will provide the student with specialized training in specific fields.

As this plan progresses, special workshops in methods, such as, the teaching of science, the teaching of the social studies will be provided during alternate summers.

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

427. 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; admin­
istrative and instructional supervision; classification and pro­
motion of pupils; curriculum activities and materials; office ad­
ministration; plant operation; assemblies; pupil activities; special 
classes; library and health programs. 3 credits first semester.

428. ORGANIZATION AND ADMINISTRATION OF THE SECONDARY SCHOOL. 
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.

511. APPRENTICESHIP IN SCHOOL ADMINISTRATION. See course 511 
under Investigations and Field Work. (Not offered in the sum­
mer.) 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 admin­
istration. Emphasis in the course will be placed upon a careful 
analysis of desirable practices with regard to techniques of demo­
cratic leadership in planning with staff, student, and community 
groups. Further, emphasis will be placed upon formulating cri­
teria and planning appropriate techniques for evaluating the work 
of the school. Parallel to this, opportunities will be afforded mem­
ers 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.

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.

402. 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.

403. 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.

404. 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.

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

406. 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.

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

491. 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.

492. 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: Approval of the instructor. 3 credits second semester.

495. PRINCIPLES OF HUMAN DEVELOPMENT. This course enables the student to trace the major factors in "normal" development and to study how these various factors in interaction produce the individual personality. The entire life-span, from conception through old age, is included. Group and individual study projects are encouraged. 3 credits first semester.

496. STUDY OF THE INDIVIDUAL CHILD. A course for the more advanced student: registration by permission of instructor, only. This course utilizes the case study approach to help the student develop (a) skill in methods of study of the individual, and (b) greater understanding of child development and individual differences through interpretation of the case-study data. 3 credits second semester.

501. 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.

GUIDANCE AND COUNSELLING

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 counselling 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.
553. INFORMATIONAL SERVICES FOR COUNSELLORS. This course is designed to acquaint the student with sources that will provide him with valuable insights into the problems involved in Guidance and Counselling. Special attention will be given to those peculiar problems that confront Negro youth. 3 credits.

554. COUNSELLING TECHNIQUES. This course aims to familiarize students with a wide range of desirable counselling techniques. Students enrolled in this course will be given an opportunity to gain actual experiences in working with students and in applying these techniques to actual counselling situations. 3 credits.

555. COUNSELLING INTERNSHIP. The internship in Guidance and Counselling has been organized with the end in view of providing the student with an opportunity to gain actual experience as a worker in a college or high school in the area of guidance. Students enrolled in this course will join the staff of guidance and counselling departments and render service to these departments as regular employees. 3 credits.

HEALTH EDUCATION

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

418. 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.

419. 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.

420. 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 purpose of these courses is to provide opportunities for students to become familiar with the results of investigations in selected aspects of education. In these courses, students will choose problems in which they have particular interests, review critically the investigations that have been made of the selected problems, prepare reports summarizing available studies, and propose plans for further investigations of problems selected for special study. In the preparation of written work, special emphasis will be placed upon the quality and organization of material, illustrative diagrams, use of source materials, and use of standard forms. Courses in investigations are offered in the following fields of education:

A. Elementary 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 Master of Education degree must satisfy the staff through apprentice experience that he is ready to undertake responsibilities in the area of his concentration. For experienced teachers, supervisors, and administrators, apprenticeship will be arranged individually in the light of the nature and scope of their previous 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

453. STATISTICS IN PSYCHOLOGY AND EDUCATION. This course is a study of the applications of statistical techniques to psychological and educational problems. 3 credits first semester.

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

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

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

PHILOSOPHY OF EDUCATION

545. CULTURE AND THE CURRICULUM. Basic to all graduate work in education is an 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 out-
look 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. CHILD 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.

469. SYSTEMATIC PSYCHOLOGY. A detailed consideration of theoretical and historical problems in psychology. Particular attention will be given to contemporary systems and schools of psychology and their implications for the student of education.

3 credits first 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.

482. Child Psychology. This course is concerned with the developing patterns of behavior in the child from the prenatal period to adolescence. Particular emphasis will be placed upon the physical, mental, emotional, and social growth of the child and the modifications of behavior in the course of maturation and learning. 3 credits second semester.

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

519-520. Advanced Educational Psychology. This course will deal with the following elements of educational psychology: physiological basis of learning, native equipment, habit formation, perception learning, feelings and emotions, associative learning, memory and imagination, the learning process and the application of the principles of learning to education. 3 credits each semester.

535. Mental Hygiene. This course approaches the problem of mental health from the standpoint of the normal, healthy personality. There is some discussion of the outstanding types of personality difficulties, and practical suggestions are stressed that are useful in 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

464. 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 trend 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.

465. 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. 464 or its equivalent. 3 credits second semester.

466. 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

400. 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.

434. 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.

493. 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.
3 credits either semester.

511. **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.
SCHOOL OF BUSINESS ADMINISTRATION

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

AIM

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

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

SCOPE OF THE WORK

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

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

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

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

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

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

Two years will ordinarily be required to complete 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 presented in the five main fields of business outlined above. It is only when the student uses his area of specialization
in relation to business as a whole that any constructive contribution can be made. This is especially important in the problem of placement when the specialized applicant for a job cannot immediately find work exactly fitting his skills.

**PREREQUISITES AND REQUIREMENTS FOR M.B.A. DEGREE**

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

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

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

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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Principles and Practices</td>
<td>3</td>
<td>Accounting Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>Economics of Business</td>
<td>3</td>
<td>Economics of Business</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
<td>Advertising or</td>
<td></td>
</tr>
<tr>
<td>Money, Banking and Credit Principles</td>
<td>3</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>Non-commercial Banking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One year candidates may not be required to follow this program but they must have had these courses, or their equivalent, before admission to the School of Business.
In the second year, twelve hours' work will be required as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>3</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Business Finance</td>
<td>3</td>
<td>Labor Relations</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>9</td>
<td>Organization and Manage-</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

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

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

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

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.

465-466. LABOR PROBLEMS. A study of the genesis and character of the maladjustments which constitute the modern labor problem;
an historical survey of the labor movement in the United States and Great Britain in its various branches (unionism, legal enactment, producers' and consumers' cooperation), with emphasis on aims, structure and group psychology; the strategy of meeting the needs of the Negro industrial worker; current reform proposals and programs. Emphasis is placed throughout on contemporary issues and accomplishments. 3 credits each semester.

471. BUSINESS FINANCE. The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization, reorganization, and control; adjustments of management and investor requirements. 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: Corporation Finance. 3 credits second semester.

475 (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.

476. 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 statis-
tical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data.

3 credits each semester.

479. Organization of Small New Businesses. The purpose of this course is to teach the art and technique of planning during the prenatal and embryonic stages of a small business. Various accounting aids, financial plans, market surveys and managerial talents are examined to show how they contribute to the successful launching of a small new enterprise. The student is required to plan the organization of a small business as a project in the course. During the course the ramifications of the present tax laws and other general legal concepts, including the law of patents, are considered.

3 credits first semester.

483-484. Economics of Business. This course is designed to serve as an intermediate course in economics and to study the economics of the individual firm apart from that of an entire industry. Basic topics covered include: The nature of the market; the pricing process; changes in the prices of the agents of production used by the individual firm; problems and policies of business planning and forecasting under dynamic conditions; business cycles; and business risk.

3 credits each semester.

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

3 credits second semester.

523-524. Advanced Accounting. This course is designed to meet the needs of students who expect to practice accounting professionally, or who are preparing for positions as corporation auditors, comptrollers, or cost accountants. Lectures will be given covering the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and laboratory work in the particular field of his specialty. Prerequisite: Approval of instructor.

3 credits each semester.

526. Auditing. This course is a study of the principles and accepted procedures of auditing and related types of public accounting en-
gagements. 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.

530. FIRE INSURANCE UNDERWRITING. This course deals with an examination of: standard contracts of risks assumed by multiple line carriers; fire, extended coverage, and Inland Marine contracts; the relation of the company to agents; structural organization of the fire insurance company; information that the underwriter needs for the proper selection of risks.

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.

533-534. PRODUCTION I AND II. 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 observes 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 each semester.
DEGREES CONFERRED
June 6, 1949

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

Lillian Annie Clark* .................................................. English
A.B., Leland College, 1941.
Thesis: Congreve's Attitude Toward the Life of His Time.

Supori Muriel Goss .............................. English
A.B., Clark College, 1947.

Clishie Pettigrew Howell* .......................... English
A.B., Paine College, 1946.
Thesis: O'Neill's Realism With Special Reference to His Treatment of the Negro.

Cleopatra Jones* ........................................... English

Belva Bacon Parker ........................................... English
A.B., Benedict College, 1924.

Mary Emma Stewart* ......................................... English
A.B., Knoxville College, 1943.
Thesis: Attitudes Toward Education as Expressed by the Victorian Prose Masters.

Ruth Naomi Whitaker* ........................................ English
A.B., Benedict College, 1932.

CATALOGUE

Bennie Bride ...................................... History
Thesis: The History of the County Unit System in Georgia.

S. T. Barnes .................................... Mathematics
A.B., Texas College, 1948.

Oliver Lee Perkins* ................................ Mathematics
Thesis: On Complex Integration.

Mamie Smith Ware ................................ Mathematics
A.B., Clark College, 1937.

Lincoln Anderson Blakeney ....................... Sociology
A.B., Knoxville College, 1947.

Bertha Billye Mae Jones ......................... Sociology

Franklin S. Jones, Jr. ......................... Sociology
A.B., Clark College, 1947.
Thesis: Courtship Patterns and Practices of Married Veterans in College.

John Warren Martin ............................ Sociology
A.B., Knoxville College, 1948.
NANCY OLA PARKER ......................................... Sociology
A.B., Philander Smith College, 1938.

CHARLES VERT WILLIE .................................. Sociology
A.B., Morehouse College, 1948.

MASTER OF SCIENCE

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

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

BENJAMIN IPEHKWEH EKALUO ............................ Chemistry
Certificate, University of London, 1946.
Thesis: An Attempted Synthesis of 1,2,3,4-Tetramethylcyclobutadiene-1,3.

RICHARD EARL MOORE* .................................. Chemistry
A.B., Talladega College, 1938.

FREDERICK KEY BRADLEY* .......................... Mathematics
B.S., Morehouse College, 1931.
Thesis: Applications of Vector Analysis to the Dynamics of a Rigid Body.

SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

CLARENCE OTIS BROWN

ANDERSON BOSWELL BRYANT II
A.B., Clark College, 1947.

ANITA WILDASHON BURNEY
A.B., Fisk University, 1947.
Thesis: Rheumatic Fever: A Study of the Services for Children with Rheumatic Fever and Rheumatic Heart Disease as Offered by Four State Programs and the Role of the Medical Social Worker in These Programs.

CATHERINE MONTEZ BURNEY
A.B., Spelman College, 1946.

LAWRENCE CORNELIUS BURWELL, JR.

Laverne Ardra Chretien  
B.S., Samuel Huston College, 1938.  

Della Cooper Dennis  
B.S., Hampton Institute, 1945.  
Thesis: A Study of Referrals by the Fulton County Department of Public Welfare to the Atlanta Legal Aid Society Between September 1947, and June 1948.

Doris Constance Durrah  
A.B., Howard University, 1947.  

Muriel Jean Ellis  
A.B., Fisk University, 1946.  
Thesis: A Study of Medical Care Programs for Public Assistance Recipients in Five Selected States for 1946.

General Lee Jackson  
A.B., Clark College, 1947.  
Thesis: A Study of Fifty Cases Requiring Financial Planning of the Cincinnati and Hamilton County Chapter of the American Red Cross, Cincinnati, Ohio, July 1947, to June 1948.

Mary Lenora Johnson  
B.S., University of Kansas, 1936.  
Wendell Lucian Johnson, Jr.
B.S., Hampton Institute, 1947.
Thesis: A Study of Selected Non-Disabled Veterans Reporting for Revaluation to the Veterans Administration Guidance Center, Atlanta University, Atlanta, Georgia, from January 1, 1948 to February 1, 1949.

Sophie Elzener Montgomery
B.S., Prairie View State College, 1932.
A.M., Columbia University, 1942.
Thesis: Some Implications for the Need of Social Services in Jones County, Georgia, as Indicated by Selected Social and Economic Factors.

Warren Harding Moore
Thesis: A Study of Selected Disabled Veterans Reporting for Revaluation to the Veterans Administration Guidance Center, Atlanta University, in 1948.

Nora Orene Morris
A.B., Fisk University, 1946.

Maxine Charlotte Moulden
B.S., Tennessee Agricultural and Industrial State Teachers College, 1942.

Gloria Swanson Napier
Thesis: A Study of the Group Adjustment of Thirty-nine Children from Thirty-four Broken Homes Attending the Gate City Day Nurseries, Atlanta, Georgia, from June 1947 to February 1948.
HERBERT CORNELIUS NORRIS, JR.
A.B., Lincoln University (Pa.), 1940.
Thesis: A Study of Fifteen Attempted Suicides at the New York State Training School for Boys.

HAZZARD FOREST PARKS
A.B., Virginia Union University, 1947.

ALICE DELORES PEEBLES
A.B., Saint Augustine's College, 1945.

CYNTHIA GWENDOLYN PIGGOTT
A.B., Hunter College, 1944.

WINNIE MAE PORTLOCK
A.B., Southern University, 1939.

DOROTHY ISMAY RAWLINS
A.B., Hunter College, 1946.

DORIS ELIZABETH WEBB RILEY
B.S., Georgia State College, 1944.
Thesis: A Study of Twenty-five Selected Cases of Neglect Known to the Children's Division, Fulton County Department of Public Welfare, 1945-1948.
MARY ELLA ROBERTSON
A.B., Xavier University, 1945.

ANNE BARBARA ROBINSON
A.B., Hunter College, 1946.
Thesis: A Study of Medical Care Programs for Public Assistance Recipients in Six Selected States for 1946.

HUBERT LOUIS ROBINSON
A.B., North Carolina College at Durham, 1943.
Thesis: An Analysis of the Emphasis Offered in Community Organization as Experienced by a Field Work Student at a Selected Metropolitan Agency.

MARY ROBINSON SEALS
A.B., Tennessee Agricultural and Industrial State Teachers College, 1946.

ANNIE DAY SMITH
B.S., North Carolina College at Durham, 1946.
Thesis: A Study of Friendship Patterns Exhibited in the Camp Fire-Girl Scout Day Camp, Atlanta, Georgia, June 14 to July 2, 1948.

EVELYN BERNICE WILLIAMS
A.B., Fisk University, 1947.

EARLENE DAISY WRIGHT
B.S., Kansas State Teachers College, 1942.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geraldine Odester Amos</td>
<td>A.B., Dillard University, 1947</td>
</tr>
<tr>
<td>Theodora McKinney Bronner</td>
<td>A.B., Spelman College, 1942</td>
</tr>
<tr>
<td>Angelina Lucile Brown</td>
<td>B.S., Ga. State College, 1942</td>
</tr>
<tr>
<td>Audrey Delores Daniels</td>
<td>A.B., Spelman College, 1948</td>
</tr>
<tr>
<td>Louvan Anita Gearin</td>
<td>A.B., Fisk University, 1947</td>
</tr>
<tr>
<td>Addie Mae Golden</td>
<td>B.S., Philander Smith College, 1942</td>
</tr>
<tr>
<td>Gladys M. Greene*</td>
<td>B.S., Tennessee Agricultural and Industrial State Teachers College, 1942.</td>
</tr>
<tr>
<td>Laverne Johnson Holland</td>
<td>A.B., Knoxville College, 1937.</td>
</tr>
<tr>
<td>Nollie Anita Jackson</td>
<td>A.B., Prairie View State College, 1944.</td>
</tr>
<tr>
<td>Amy Lee Elizabeth Lawrence*</td>
<td>A.B., Claflin College, 1943.</td>
</tr>
<tr>
<td>Marion Evelyn Matthews</td>
<td>A.B., Prairie View State College, 1943.</td>
</tr>
<tr>
<td>Bertha L. Pleasant*</td>
<td>B.S., Alabama State Teachers College, 1935.</td>
</tr>
<tr>
<td>Evelyn Seace Quivers</td>
<td>A.B., Spelman College, 1941.</td>
</tr>
<tr>
<td>Doreitha Robinson</td>
<td>B.S., Hampton Institute, 1947.</td>
</tr>
<tr>
<td>Grace Eloise Tooson</td>
<td>B.S., Tuskegee Institute, 1947.</td>
</tr>
<tr>
<td>Ozaana M. Vineyard*</td>
<td>B.S., Tennessee Agricultural and Industrial State Teachers College, 1928.</td>
</tr>
<tr>
<td>Ernest Christopher Wagner</td>
<td>A.B., Morehouse College, 1948.</td>
</tr>
<tr>
<td>Emery Wimbish</td>
<td>A.B., Clark College, 1948.</td>
</tr>
</tbody>
</table>

SCHOOL OF EDUCATION

MASTER OF ARTS

ALPHONDUS CALVIN CROWDER, Sr.*
B.S., Elizabeth City State Teachers College, 1942.

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

CECIL Long Edwards
A.B., Spelman College, 1933.
Thesis: An Experimental Study of Two Methods of Science Teaching in the Seventh Grade at W. H. Crogman School, Atlanta, Georgia.

HENRY Feard Edwards*
A.B., Shaw University, 1943.
Thesis: An Analysis of the Eye Health in Grades 4, 5 and 6 of Oglethorpe School, Atlanta, Georgia.

MILDRED Inman Freeman*
A.B., Talladega College, 1931.

ANDREW Joshua Hargrett*
B.S., Florida Agricultural and Mechanical College, 1945.
Thesis: Religious Attitudes of Post-War College Students at Florida Agricultural and Mechanical College.

BESSIE MAE HINES
Thesis: An Experimental Study in the Teaching of Mathematics to Retarded Pupils Through the Use of the Short Daily Instructional Period with Longer Weekly Instructional Periods.

ANNIE MAE RAINEY MCIver*
B.S., South Carolina Agricultural and Mechanical College, 1939.
Thesis: A Sociometric Study of Inter-Personal Relations Among the Sixth and Seventh Grade Pupils at Atlanta University Laboratory School.

JERRY POWELL*
B.S., Fort Valley State College, 1946.
Thesis: An Intensive Study of the Personal and Social Adjustment of Four Pupils of the Sixth and Seventh Grades, Atlanta University Laboratory School, Atlanta, Georgia.

EVELYN ROSS ROBINSON
A.B., Atlanta University, 1930.
Thesis: A Study of the Relationship Between Knowledge of Intergroup Relations and Certain Mental Traits.

RICHARD S. SUMTER*
A.B., Claflin College, 1947.
Thesis: A Follow-up Study of the Proposed Plans in the Master's Investigations Written at Atlanta University, Atlanta, Georgia, 1944-1947.

MASTER OF EDUCATION

WILLIAM V. CHAPPELL*
B.S., Bluefield State College, 1933.

MARY DUBIGNON CLARK*
B.S., Albany State College, 1944.

CATALOGUE

ESSIE MAE WHITLOCK
Conway*
A.B., Philander Smith College, 1943.

JOHN KING, JR.
B.S., Georgia State College, 1934.

MOSES E. DAVIS*
A.B., Southern University, 1941.

LILLIAN VIVIANE MAZIQUE*
B.S., Arkansas State College, 1933.

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

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

HORACE G. FIELDS*
B.S., Alabama State Teachers College, 1935.

GORDON ROBINSON*

JOHN HENRY JACKSON*
A.B., Samuel Huston College, 1936.

ALFRED JOCK SMITH*
A.B., Clark College, 1943.

LILLIAN VIVIANE MAZIQUE*
B.S., Arkansas State College, 1933.

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

GORDON ROBINSON*

JOCK
A.B., Clark College, 1943.

RUBY REBECCA STARR
A.B., Morris Brown College, 1937.

DEGREES CONFERRED
August 11, 1949
SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

JAMES PRESTON COCHRAN.........................English
A.B., Morehouse College, 1948.
Thesis: The Attitude Toward Marriage and Love in Principal Restoration Comedies.

LUETTA BEATRICE COLVIN.........................English
A.B., Fort Valley State College, 1948.

ANNIE J. SIMMONS.........................English
A.B., Prairie View State College, 1935.
Thesis: Dryden's Basic Religious Concept.

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

TAFT HOWARD MIZELL ................................ History
A.B., Morehouse College, 1948.

FRANK PEARSON ...................................... History
A.B., Miles College, 1948.

WILLIA DEAN ROBERTS ............................... History
B.S., Bishop College, 1926.
Thesis: The Attitude of Texas Toward Secession, 1850-1861.

OLIVE BENNETT ROGERS .............................. History
A.B., Talladega College, 1932.

HERBERT DANIEL WEBB ............................. History
A.B., New Orleans University, 1935.
Thesis: The Argentine Reaction to Roosevelt's Foreign Policy 1933-1944.

ROGERS JOSEPH NEWMAN ............................ Mathematics
A.B., Morehouse College, 1948.

KANU C. OKORO ..................................... Political Science
Certificate, University of London, 1944.
OLLI BALLARD BENFORD .......................... Sociology

MARTHA IVORY BROWN ........................... Sociology
B.S., Fort Valley State College, 1941.
Thesis: Social Types Among Delinquent Girls in Atlanta.

FREDERICK JAMES COOK .......................... Sociology
A.B., Claflin College, 1939.
Thesis: Social Stratification in the Negro Community:
Charleston, South Carolina.

NELLIE INEZ DOUGLASS ........................... Sociology
A.B., Langston University, 1944.
Thesis: The Ecological Distribution of Juvenile Delinquency in Oklahoma City, 1944 and 1946.

ARTHUR LEE JOHNSON ............................ Sociology
A.B., Morehouse College, 1948.

ROBERT SCOTT KENNON ........................... Sociology
A.B., Morehouse College, 1946.

RUTH DORIS A. McDOWELL ....................... Sociology
A.B., Tougaloo College, 1946.
Thesis: Beliefs About Sex Among College Women and the Sources of Their Information.

JOHN STARKS RICE ............................. Sociology
B.S., Hampton Institute, 1948.
Thesis: Prediction of Marital Success.
ATLANTA UNIVERSITY

MASTER OF SCIENCE

JOSEPH PINCKNEY DAVIS ...................................... Biology
B.S., South Carolina State College, 1933.

MARGWYN SAMUEL HARRIS .................................. Biology
B.S., Prairie View State College, 1947.
Thesis: The Effect of PH on the Respiration of Oryzias Latipes, using Sodium Azide and Sodium Cyanide as Inhibitors.

FLETCHER VERNON ROLLINS ................................ Biology
A.B., Lincoln University, 1931.
Thesis: Some Effects of Antuitrin S on the Ovaries of Immature Hamsters.

MANNING WYLLARD ROSEMOND, JR. ........................ Biology
A.B., Claflin College, 1940.

ROBERT JAMES TERRY ........................................ Biology
B.S., Houston College, 1946.

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

ANTHONY HENRY HOLLIDAY ................................. Mathematics
B.S., Florida Agricultural and Mechanical College, 1938.
WILLIAM ALBERT JONES ....................................... Mathematics
B.S., Fort Valley State College, 1944.

JOHN ELLIOTT WESTBERRY .............................. Mathematics
B.S., Livingstone College, 1943.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

MARY ETHEL ABERNATHY
B.S., Kansas State Teachers College, 1943.

HARRY LUTHER ALSTON
A.B., West Virginia State College, 1938.

ALICE MITCHELL ASHFORD
B.S., Cheyney State Teachers College, 1943.

ALPHA JOE BEAUCHAMP
A.B., LeMoyne College, 1944.
Thesis: A Study of Twenty Non-Resident Families Known to the Travelers Aid Society of Memphis.

EDNA COUCH BOLTON
A.B., Paine College, 1946.
Thesis: A Study of a Selected Number of Girls Participating in the Negro Girl Scout Program of Atlanta, Georgia, in the Summer of 1948.
JULIA CAMILLE DRAYTON  
B.S., Hampton Institute, 1947.  

OSCAR NORBERT DUCONGE  
A.B., Xavier University, 1931.  
Thesis: A Study of Fifty-one Boys Committed by the New Orleans Juvenile Court to the Municipal Boys' Home, July through December, 1946.

MIRIAM REID FELDER  
B.S., Hampton Institute, 1944.  

GARLAND MAURICE GARVIN  
A.B., University of Wichita, 1938.  

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

KNARVIE WALDEN GREENE  
A.B., Morris Brown College, 1939.  

VEDRENE VOORHIES HADLEY  
A.B., University of Kansas, 1942.  
LATRICIA M. HICKMAN
A.B., North Carolina College at Durham, 1945.

EARL H. E. HOLLINGSHED
B.S., Fort Valley State College, 1947.
Thesis: A Study of the Historical Development of Sunnycrest Farm, Cheyney, Delaware County, Pennsylvania.

ALDERSON ZENO HOWARD
B.S., Tennessee Agricultural and Industrial State Teachers College, 1940.
Thesis: The Need for an Integrated Sight Conservation Program in Georgia.

BIRDELL JACKSON
A.B., Leland College, 1945.

DORIS EVELYN MARKS
A.B., Bennett College, 1947.
Thesis: A Study of Selected Children Known to the Carrie Steele-Pitts Home, Atlanta, Georgia 1948-1949.

FLORENCE PHELPS
A.B., Howard University, 1925.

LOIS DOWNS ROBERTS
A.B., West Virginia State College, 1940.
OLLIVETTE SMITH
A.B., Spelman College, 1946.
Thesis: A Study of Unmarried Negro Motherhood as Encountered in the Census Tracts Districts 17, 18, 19, 28, 29, 33 and 34, in Atlanta, Georgia, in 1947.

LEONARD SUMMERS
Thesis: A Study of Ten Cases Rehabilitated by the Georgia Division of Vocational Rehabilitation.

BRITTIE ANN TYMS
B.S., Western Seminary, 1930.
Thesis: Problems of Adjustment Among Students Within the Morehouse College Community.

EMMA CECEILE WALKER
B.S., Georgia State College, 1936.

HORTENSE WARNER
B.S., Wilberforce University, 1945.
Thesis: A Study of Ten Cases in Which Homemaker Service Was Used as Part of the Case Work Treatment.

AUGUSTINE J. WILLIAMS
A.B., Howard University, 1942; Certificate of Social Work, Howard University, 1946.

LUCILE WORFORD
CATALOGUE  

SCHOOL OF LIBRARY SERVICE  

BACHELOR OF SCIENCE IN LIBRARY SERVICE

FRANCES LOUISE ANDERSON  
A.B., Clark College, 1931.

IVA GEOD MICHAEL  
A.B., Jackson College, 1935.

GLOSSIE JOHNSON COLE  
B.S., Winston-Salem Teachers College, 1940.

MAE BLOSSOM LAFLEUR MOORE  
A.B., Leland College, 1946.

EVELYN JUANITA COMBS  
B.S., Alabama State Teachers College, 1945.

CLARA GODWIN POOLE  
B.S., Alabama State Teachers College, 1942.

ALMA BUTTS DIGGS  
B.S., Virginia State College, 1927.

ADDIE SCOTT POWELL  
A.B., Paine College, 1943.

FLORA LOUISE DIXON  
A.B., Johnson C. Smith College, 1944.

MILDRED LANE RIVERS  
B.S., Tennessee Agricultural and Industrial State Teachers College, 1935.

ELLA LUCILE GLENN  
B.S., Fort Valley State College, 1944.

LILLIAN ALMETHYA WILLIAMS WARD  
A.B., Jackson College, 1935.

VIRGINIA BROWN IRVINE  
B.S., North Carolina College at Durham, 1941.

RUTH SIMMONS LINCOLN  
A.B., Wiley College, 1932.

ETTA MAE WASHINGTON  
A.B., Benedict College, 1923.

SCHOOL OF EDUCATION

MASTER OF ARTS

HARRIET NASH CHISHOLM  
A.B., Morris Brown College, 1945.  
Thesis: A Vocabulary Study of the Words Used Most Frequently at School by Twenty Senior and Twenty Junior Kindergarten Children.
LOUISE IRENE DAVIS  
A.B., Dillard University, 1946.  

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

ORLEAN MCCRARY HANNA  
B.S., Tuskegee Institute, 1939.  

MINNIE MALLORY JONES  
A.B., Allen University, 1938.  
Thesis: A Comparative Study of the Academic Achievement and Social Maturity of Twenty-five Sixth Grade Pupils of an Industrial Area and Twenty-five Sixth Grade Pupils of a Non-Industrial Area.

DAISY L. LEWIS  
B.S., Tuskegee Institute, 1936.  

ELOISE ADELAIDE MOORE  
Mus.B., Talladega College, 1946.  
Thesis: A Study of Musical Training and Aptitude as Related to Intelligence and Sex.

DOROTHY HARRISON PUCKETT  
A.B., Clark College, 1936.  
Thesis: A Study of the Effects of Work-Play Type Material on Word Recognition and Word Meaning of Two Second Grade Classes.
JUNE VIVIAN MACK STRONG
A.B., Fisk University, 1946.
Thesis: A Study of the Educational Facilities Avail­able to Atypical Negro and White Children in Georgia.

MASTER OF EDUCATION

MARGARET LATIMORE BLAKE
A.B., Clark College, 1930.

ETHEL REDDICK BROWN
B.S., Spelman College, 1940.

SWEET MAGNOLIA WOODS BURR*
B.S., Langston University, 1935.

SAMUEL CARLMAN BURTON
A.B., Morris Brown College, 1938.

EARLENE BREWER CHRISTOPHER
B.S., Hampton Institute, 1936.

EMILY WILHELMINA COCKFIELD
A.B., South Carolina Agricul­tural and Mechanical College, 1935.

ANNA BEATRICE COLLIER
A.B., Georgia State College, 1937.

SUSIE McALLISTER ELLIS
A.B., Clark College, 1932.

CARRIE M. JACKSON GORDON
A.B., Jackson College, 1940.

DANIEL TIMOTHY GRANT
A.B., Morris Brown College, 1939.

MARY LEE HALL
A.B., Spelman College, 1942.

NELLIE HAMBRICK
A.B., Morris Brown College, 1927.

ANNA BELLE JOHNSON HOLMES
A.B., South Carolina Agricul­tural and Mechanical College, 1938.

LOUISE PORTER JIGGITTTS
B.S., Hampton Institute, 1936.

EARLEAN BANKS JOHNSON
B.S., Fort Valley State Col­lege, 1942.

BERNICE GRAVES MACON
B.S., Georgia State College, 1942.

RALEIGH MACON
B.S., Georgia State College, 1936.

ELMA WOODS MC DANIELS
A.B., Bishop College, 1932.

* Completed requirements June 6, 1949.
MARY EVANGELINE NEWSOME
B.S., Fayetteville State Teachers College, 1943.

SADIE BELLE SANFORD
B.S., Tuskegee Institute, 1944.

GERTRUDE NORWIDA NICHOLS
B.S., Alcorn College, 1935.

MARY ELLA SMITH
B.S., Georgia State College, 1944.

MAUDE LUCAS ORR
B.S., Alabama State Teachers College, 1932.

LUBIRDA PRIESTER SULLIVAN
A.B., Clark College, 1944.

LAURA ERNESTINE POWELL
B.S., Alcorn Agricultural and Mechanical College, 1934.

LOLA OPHELIA TAGGART
B.S., South Carolina Agricultural and Mechanical College, 1936.

MAUDE EVELYN REDDICK
B.S., Florida Agricultural and Mechanical College, 1941.

SQUIRE DAVIS TARVER
A.B., Morehouse College, 1931.

LOUISE ELISE RILEY
B.S., Alabama State Teachers College, 1940.

OLIVE WAINWRIGHT WHITE
A.B., Atlanta University, 1918.

SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

LOUIS HARRIS ANDERSON
B.S., Tuskegee Institute, 1940.

CLARENCE LONDON BARBER
B.S., Agricultural and Technical College of North Carolina, 1947.
CARTER EMORY COLEMAN
A.B., Clark College, 1938.

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

LEON GIDDINGS ROBINSON
A.B., Talladega College, 1945.

JOSEPHINE SHEARIN STRAYHORNE
B.S., North Carolina College at Durham, 1944.

JOHN HENRY TOMLINSON
Thesis: Growth and Development of Federal Credit Unions of Atlanta University, Morehouse, and Spelman; University Homes and Atlanta Teachers.

SUMMARY OF DEGREES CONFERRED IN 1949

DEGREES IN COURSE

<table>
<thead>
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<th>Degree</th>
<th>Men</th>
<th>Women</th>
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<td>A.M.</td>
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<td>Total</td>
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REGISTER OF STUDENTS
1949-1950

SCHOOL OF ARTS AND SCIENCES

BIOLOGY

CALHOUN, CALVIN LEE .................................... Atlanta
B.S., Morehouse College, 1948.

COOPER, BENJAMIN JOSHUA ........................ Kingstree, S. C.
A.B., South Carolina Agricultural and Mechanical College,
1948.

DAVIS, ALONZO LOUIS ..................................... Atlanta
B.S., Morehouse College, 1949.

DAVIS, CLARENCE BROWN .................................. Atlanta

DAVIS, LOWELL LIVINGSTON .................................. Tuskegee, Ala.
B.S., Morehouse College, 1949.

DIXON, LLOYD THEODORE1 .................................. Asheville, N. C.
B.S., Johnson C. Smith University, 1948.

EAGLESON, LOUISE JOHNSON2 ............................... Atlanta

HARRIS, HENRY MELVIN .................................... Atlanta
B.S., Morehouse College, 1949.

JAMES, LEROY HERBERT .................................... Madison, Fla.
B.S., Morehouse College, 1949.

LACEY, ARTHUR JAMES1 .................................. Atlanta
B.S., Clark College, 1943.

LINDSAY, VERSIA MAE2 .................................. Houston, Tex.
B.S., Tillotson College, 1948.

MAXWELL, JOHN WESLEY ....................................... Milwaukee, Wis.
B.S., Morehouse College, 1949.

1 First Semester.
2 Second Semester.
MYERS, ERNEST SPURGEON .................................. Dublin A.B., Paine College, 1949.

PERRIN, CHARLES PAULUS .................................. Atlanta B.S., Morehouse College, 1947.


REID, PORTIA GRAINGER ................................ Houston, Tex. B.S., Xavier University, 1945.


STEPHENS, LEE BISHOP .................................. Atlanta B.S., Morehouse College, 1947.

THOMAS, ELZIE OLIVER1 .................................. Albany B.S., Tuskegee Institute, 1941.

THOMAS, JOHN WESLEY .................................. Columbus A.B., Morris Brown College, 1948.

WARDLAW, ALBERT NIXON ................................ Atlanta A.B., Morehouse College, 1948.

WASHINGTON, JAMES EDWARD .......................... Lexington, Ky. B.S., Clark College, 1947.


WHITTS RAKER, WILLIE JAMES .................................. Sumter, S. C. B.S., South Carolina Agricultural and Mechanical College, 1948.


1 First Semester.
ADAMS, JOHN WESLEY ...................................... Cairo
B.S., Morehouse College, 1948.

DORSEY, WOODROW WILSON ................................ Atlanta
A.B., Clark College, 1939.

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

JACKSON, ROSWELL FRANCIS .............................. Atlanta
B.S., Morehouse College, 1947.

JOHNSON, CHARLES SANDERS ................................... Oakland Park, Fla.
B.S., Morehouse College, 1949.

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

LOMAX, EDDIE, JR. ...................................... Atlanta
B.S., Morehouse College, 1948.

MILLIGAN, ADOLPHUS EDWARD ......................... Brighton, Ala.
B.S., Morehouse College, 1949.

MOORE, GEORGE WASHINGTON .............................. Atlanta
A.B., Morris Brown College, 1942.

MOORE, ISAAC ........................................ Aberdeen, Miss.
A.B., Rust College, 1948.

NASH, JEFFERSON CAREY .......................... Atlanta
B.S., Morehouse College, 1948.

FRENCH

BEL, WILLIAM D. .............................................. Albany

HICKS, MARY LOUISE .......................................... Atlanta
A.B., Spelman College, 1941.

MILLER, CORDELIA BLACKBURN .......................... High Point, N. C.
A.B., St. Augustine's College, 1946.

WOOD, IDA BILLER .......................... Somerset, Ky.
A.B., Spelman College, 1939; A.M., Atlanta University, 1942.

1 First Semester.
2 Second Semester.
CATALOGUE

HISTORY

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

ROBINSON, ISAAC NEWTON .................................. Marietta

TERRILL, LEVI MAURICE ............................. Atlanta
A.B., Morehouse College, 1928.

MATHEMATICS

ANDERSON, JAMES LOUIS .................................... Chamblee

FUSE, BOBBIE LEANDREW .................................. Americus
B.S., Albany State College, 1949.

HARRELL, EDWARD E .................................. Hempstead, N. Y.

KING, CALVIN ELIJAH .................................. Valdosta

PATTON, OTIS ........................................ Oxford, Miss.
A.B., Rust College, 1949.

SINGLETON, CALVIN CORNELIUS ................................... Atlanta

ENGLISH

BERRY, FRANKYE ALMEDA ................................. Tampa, Fla.
A.B., Spelman College, 1930.

FEAGAN, C. B ........................................ Maben, Ala.

GUY, EUNICE MARJORIE ...................................... Little Rock, Ark.

HARPER, SAMUEL JAMES .................................. Atlanta
A.B., Morehouse College, 1943.

HOOPER, VIOLET MISSOURI ................................ Conyers
A.B., Shaw University, 1946.

*Second Semester.
JONES, THELMA IRENE ........................................ St. Augustine, Fla.
A.B., Clark College, 1948.

McIVER, RAPHAEL ANGELO .............................. Atlanta
A.B., Morehouse College, 1935.

MOORE, IRENE LEOTA ........................................ Atlanta

PICKENS, WILLIAM GARFIELD ............................. Atlanta
A.B., Morehouse College, 1948.

SLOAN, MILDRED OpAL ........................................ Memphis, Tenn.
A.B., LeMoyne College, 1948.

THOMPSON, HAZEL McFARLAND ............................ Meridian, Miss.
A.B., Tougaloo College, 1936.

WARDLAW, ALVIN HOLMES ................................ Atlanta
B.S., Morehouse College, 1948.

WolFE, IRWIN L .............................................. Atlanta
A.B., Clark College, 1937.

WOOD, RAYMOND MORRIS ..................................... Carrollton

POLITICAL SCIENCE

CHAMBLEE, CLAUDE WILLIAM ............................ College Park

DAVIS, WANZA ALLEN ........................................ Macon
A.B., Johnson C. Smith University, 1949.

DIX, ROBBIE, JR ............................................. Allendale, S. C.

GUNTER, AILUE ODELL ....................................... Marian, S. C.

JOHNSON, LEROY REGINALD ............................. Atlanta

LEE, HARRISON EDWARD ..................................... Bessemer, Ala.
B.S., Fort Valley State College, 1947.

1 First Semester.
2 Second Semester.
MILLER, J. T.........................................High Point, N. C.

PENSON, ARTHUR JOSEPH1..............................Dalton

WARD, HORACE TALIAFERRO............................LaGrange

SOCIOMETRY

ALLEN, WILLIE EDWARD2............................Earlysville, Va.
   A.B., Morehouse College, 1948.

ANDREWS, PHYLLIS WISTERIA..........................Sparta

BALDRIDGE, EDWARD ARTHUR............................Atlanta
   A.B., Clark College, 1947.

BANKS, LEROY WALDO.................................Birmingham, Ala.

BLANTON, FANNIE IRENE..............................Oklahoma City, Okla.
   A.B., Talladega College, 1947.

BOWENS, WILLIAM HAVON MCKINLEY....................Newnan

BOYD, HAROLD KENT2.................................Oxford, N. C.
   A.B., St. Augustine's College, 1949.

BROWN, LENWARD1.....................................Cleveland, Ohio
   A.B., Georgia State College, 1949.

BURNS, ARTHUR......................................Deberry, Texas
   A.B., Bishop College, 1949.

BURT, LAWLER JUAN1..................................Atlanta
   A.B., Morehouse College, 1944.

DAUGHERTY, PERRY CLIFFORD..........................Atlanta
   A.B., Clark College, 1949.

DAVIS, GEORGE WENDELL2............................Winono, Miss.
   B.S., Alcorn College, 1922.

1 First Semester.
2 Second Semester.
DICKENS, ROBERT DOUGLAS\textsuperscript{1} .................................. Atlanta
A.B., Morehouse College, 1942.

DICKERSON, ADOLPHUS SUMNER\textsuperscript{1} .................................. Atlanta
A.B., Clark College, 1943.

DIGGS, WILLIAM PHILLIP ............................................ Rock Hill, S. C.

HOLLIMAN, CHARLES LEE\textsuperscript{1} .................................. Dublin
A.B., Georgia State College, 1949.

HOOD, LOVETTE JR.\textsuperscript{2} .................................. Williamson

JENKINS, BENJAMIN FRANKLIN .................................. Atlanta

JOHNSON, MARY WILLIE ............................................ Chicago, Ill.

LEAVER, DAVID LAWALDYN ............................................. Daytona Beach, Fla.
A.B., Morehouse College, 1939.

LEWIS, VALERIE DELL .............................................. Houston, Tex.

LOGAN, LUCILE ...................................................... St. Augustine, Fla.

McCOMBS, McCLURE PERSON ........................................ Rome

McJUNKINS, THOMAS OLLIE ........................................ Atlanta

MIDDLETON, MERLISSIE TYSON\textsuperscript{2} .................................. Atlanta
B.S., Schaufler College, 1941.

MIZELLE, JAMES DANIEL ............................................. Williamson, N. C.

PITTMAN, SAMPLE NOEL\textsuperscript{1} .................................. Brownwood, Tex.
A.B., Sam Huston College, 1949.

\textsuperscript{1} First Semester.
\textsuperscript{2} Second Semester.
QUARTERMAN, CECIL HAROLD .................................................. Atlanta
A.B., Clark College, 1949.

RAINE, CLARENCE JAMES1 .................................................. Trenton, N. J.
A.B., Shaw University, 1949.

ROSTON, HATTIE FOSTER .................................................. Chapel Hill, N. C.
A.B., Paine College, 1942.

SHANNON, ROBERT LOUIS1 .................................................. Madison, Ark.
A.B., Rust College, 1949.

SHERMAN, CHARLES EVANS2 .................................................. Atlanta
A.B., Jarvis Christian College, 1942.

SMITH, ESTERST .......................................................... Spartanburg, S. C.

SPENCER, JOHNNY MERRILL .................................................. Flint, Mich.

SPRADLING, LOUIS LEE1 .................................................. Shelbyville, Ky.
A.B., Kentucky State Industrial College, 1935.

STOKES, CHARLIE L.2 .................................................. Atlanta
A.B., Clark College, 1950.

SWEENEY, ARMINTA PARKS .................................................. Atlanta
A.B., Clark College, 1949.

THOMAS, CURTIS .......................................................... Knoxville, Tenn.
A.B., Knoxville College, 1949.

WATSON, BOOKER THOMAS .................................................. Atlanta

LIPFORD, ELIZABETH JANE (Physics) .................................. Cleveland, Ohio
A.B., Spelman College, 1942; B.S., Medical College of Virginia, 1945; M.P.H., University of Michigan, 1946.

SPECIAL STUDENTS

ELKINS, WILLIE TENSY .................................................. Atlanta

MORELAND, LILLIAN M.2 .................................................. Atlanta

1 First Semester only.
2 Second Semester only.
SCHOOL OF SOCIAL WORK

AIKEN, MARGARET HARDING .................................. Atlanta
A.B., Clark College, 1944.

ARCHER, NELSON THOMAS ¹ ................................ Atlanta
A.B., Morehouse College, 1929.

AUSTIN, MAMIE EVELYN .................................. Palmyra, N. J.

BAILEY, NINA IDA .......................................... Atlanta
B.S., Spelman College, 1941.

BAKER, GLADYS B. ² .................................. Winnfield, La.
A.B., Bishop College, 1944.

Baldwin, John Bunyan ........................................ Clarkston, N. C.
A.B., Shaw University, 1947.


Beavers, Ola Mae ........................................... College Park
B.S., West Virginia State College, 1938.

Bell, D. Elizabeth ² .................................. Asheville, N. C.
A.B., Morris College, 1946.

Blanchard, June Marie ....................................... New Orleans, La.
A.B., Clark College, 1949.

Boaz, Julius Rowland ........................................ Chattanooga, Tenn.
B.S., Delaware State College, 1948.

Boone, John Oscar ........................................... Cedartown

Briggs, Vina Elizabeth ..................................... Newport News, Va.
B.S., Hampton Institute, 1946.

Briscoe, Marc Vernon ......................................... Atlanta
A.B., Clark College, 1940.

Brooks, William Milton ...................................... Atlanta

¹ First Semester only.
² Second Semester only.

BURLEIGH, THERESA WILHELMINA ..................... Americus A.B., Morris Brown College, 1938.

BUSH, WILLIAM EDWARD ......................... Atlanta A.B., Morehouse College, 1949.


CAMERON, ARNOLD KERMIT ......................... Atlanta A.B., Morehouse College, 1948.


COLEMAN, NANCY GEORGE ANNE ...................... Baltimore, Md. B.S., Coppin Teacher's College, 1948.

COOMBS, BLANCHE LORRAINE ....................... Atlanta A.B., St. Augustine's College, 1948.

COOPER, BARBARA LENORA ......................... Owego, N. Y. A.B., Fisk University, 1946.


DALTON, CAROLETTA MARIE ....................... Oklahoma City, Okla. A.B., Lincoln University, (Mo.), 1947.

---

1 First Semester only.
2 Second Semester only.
DALTON, CHARLES ALLEN .................................. Cleveland, Ohio
A.B., Cleveland College, 1940.

DEMOND, WILLENE A ........................................ Chicago, Ill.
A.B., Roosevelt College, 1948.

DERRETT, HILDA GRIMES ................................... Atlanta
A.B., Spelman College, 1942.

ELLIS, WILLIE LEE ........................................... Bronx, N. Y.

FAIRLEY, LOIS JAMES ....................................... New York, N. Y.
A.B., New York University, 1948.

FITTS, WILLIE HERMENIA .................................. Warrenton, N. C.

FOSSETT, VIRGINIA BERNICE ............................ Baltimore, Md.
A.B., Knoxville College, 1948.

FRANKLIN, GENEVA ETTA .................................. Tougaloo, Miss.
A.B., Tougaloo College, 1947.

GANDY, MONTIOS LOUISE ................................ Darlington, S. C.
A.B., South Carolina Agricultural and Mechanical College,
1949.

GANNAWAY, CARLTON WRIGHT .......................... Rome
B.S., Georgia State College, 1948.

GARDNER, ALLIE WILL ...................................... Augusta
A.B., Fisk University, 1928.

HARDWICK, MAYNARD DONALD ......................... Atlanta
B.S., Delaware State College, 1948.

HARRIS, CLARICE HELM1 ................................ Milwaukee, Wis.
A.B., Wisconsin University, 1943.

HARRISON, ARTRELLE HELEN .............................. New York, N. Y.
A.B., South Carolina Agricultural and Mechanical College,
1949.

HAWES, ALMA LAVENIA .................................... Memphis, Tenn.
A.B., LeMoyne College, 1946.

1 First Semester only.
HAYES, DOLORES REGINA ........................................... Winston-Salem, N. C.
A.B., Bennett College, 1948.

HICKSON, ETHEL DORIS ........................................... Burgaw, N. C.
B.S., Hampton Institute, 1949.

HIGHT, WILLIAM SOLOM ............................................ Chattanooga, Tenn.
B.S., Bluefield State College, 1947.

HILL, HUGH R. ...................................................... Atlanta
A.B., Virginia State College, 1939.

HILL, WALTER WATSON ............................................ Montgomery, Ala.
A.B., Morehouse College, 1948.

HINTON, D'JARIS1 ................................................... Columbia, S. C.
A.B., Talladega College, 1948.

HISLE, DOROTHYE .................................................... Covington, Ky.
A.B., Clark College, 1947.

HOUSTON, RUDIENE .................................................. Cleveland, Ohio
A.B., Western Reserve University, 1946.

JENIOUS, DUREA RICE ............................................... Montclair, N. J.
B.S., Temple University, 1933.

JOHNSON, HENRY CALVIN ........................................ Demopolis, Ala.

JONES, MARY LOWE ................................................... Atlanta

JULIAN, CHARLES ELLIS .......................................... Savannah
B.S., Georgia State College, 1947.

KELLY, ANNA DEWEES ............................................ Charles, S. C.
A.B., Fisk University, 1949.

KING, CHARLES DOLPH ............................................. St. Louis, Ill.
A.B., Xavier University, 1948.

LANIER, CLARENCE ELDREDGE2 ................................ Atlanta

LEE, DOROTHY BROOKINS1 ........................................ Detroit, Mich.
A.B., Howard University, 1946.

1 First Semester only.
2 Second Semester only.
LONG, MATTIE BELLE HARPER ........................................ Augusta
A.B., Spelman College, 1925.

LONGMIRE, MILDRED ELIZABETH .................................. Tampa, Fla.
A.B., Paine College, 1947.

McNEIL, JOHN SAUNDERS ........................................... Hampton, Va.
A.B., Storer College, 1948.

MACK, FRANCES TAYLOR ............................................ Charleston, S. C.
A.B., Allen University, 1940.

MASON, MARY ETTA ................................................ Winston-Salem, N. C.
B.S., Winston-Salem Teachers College, 1939.

MEANS, IBER AUGUSTINE ............................................ Galena Park, Tex.
A.B., Chapman College, 1946.

MEWBRON, BRUCE WINSOR ............................................ Portsmouth, Va.

MITCHELL, OCTAVINE GLENDAINE ................................. Cottageville, S. C.
A.B., South Carolina Agricultural and Mechanical College, 1947.

MOORE, DORIS ...................................................... Portsmouth, N. H.
A.B., Morris Brown College, 1942.

MORGAN, MARYMAL .................................................. Richmond, Va.

MORRIS, DORIS EMMER JEAN ........................................ Alexandria, La.
A.B., Southern University, 1949.

NEASMAN, FARLEY BERRY ........................................... Ocala, Fla.

NORMAN, JOHN WALTER ............................................. Little Rock, Ark.
A.B., Philander Smith College, 1948.

NORWOOD, JAMES E. ............................................... Charlotte, N. C.
A.B., Johnson C. Smith University, 1949.

ODOM, VERNON LANE .................................................. Atlanta
A.B., Morehouse College, 1948.

1 Second Semester only.
CATALOGUE


PHILLIPS, HELEN GWENDOLYN .......................... Cincinnati, Ohio A.B., Fisk University, 1947.

PINKSTON, WALTER COURTNEY* ......................... Miami Fla. A.B. Tennessee Agricultural and Industrial State Teachers College, 1941.

PORTER, ALBERT DAY ................................... Birmingham, Ala. A.B., Talladega College, 1936.

POWELL, HENRIETTA ..................................... Atlanta B.S., Spelman College, 1941.

PROTHRO, ESTHER JONES ................................ Atlanta A.B., Morris Brown College, 1937.


SAMPSON, DOROTHY VERNELIE* ......................... Sumter, S. C. B.S., Hampton Institute, 1941.


* First Semester only.
SINDOS, HENRY C.............................................. New Orleans, La.
Ph.B., Xavier University, 1949.

SPARKS, MABEL HANCOCK.............................. Kansas City, Mo.
A.B., Texas College, 1937.

STORRS, ZENOBIA ALETHA................................ Brooklyn, N. Y.
A.B., Virginia Union University, 1948.

TABOR, FRANCES ELLEN.................................... Savannah
B.S., Hampton Institute, 1948.

TATE, OUIDA KIGH.......................................... Chicago, Ill.
A.B., University of Chicago, 1938.

TAYLOR, PERRY ALFREDO.............................. Raleigh, N. C.
A.B., Shaw University, 1949.

THOMAS, IZONA DELORES.............................. Indianapolis, Ind.
B.S., Indiana University, 1946.

THOMAS, RUTH ADELLE...................................... Atlanta
A.B., Clark College, 1949.

TIPTON, FLOYD ERIC1.................................. Knoxville, Tenn.
A.B., Morris Brown College, 1946.

TUCKER, ELLEN LOUISE................................. Miami, Fla.
A.B., Talladega College, 1948.

TURNER, SAMUEL THOMAS.............................. Norfolk, Va.
A.B., Morehouse College, 1948.

WASHINGTON, SAMUEL LAFAYETTE.................. Atlanta
A.B., Morehouse College, 1948.

WASSON, CARRIE BERNICE............................. Atlanta
A.B., Paine College, 1939.

WATTS, JOYCE LEATRICE............................... Brooklyn, N. Y.
A.B., New York University, 1947.

WEIR, LILLIAN GLORIA................................. Nassau, Bahamas
B.S., Hampton Institute, 1949.

WHARTON, CHARLENE FRANCES......................... Santa Monica, Cal.
A.B., University of California, 1932.

1 First Semester.
CATALOGUE

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

WHITE, DAVID L.
A.B., Louisville Municipal College, 1941.
Louisville, Ky.

WHITTAKER, MARTHA EVANS
A.B., Talladega College, 1947.
Houston, Tex.

WIGGINS, GLORIA ELIZABETH
B.S., Bethune-Cookman College, 1946.
Glen Cove, N. Y.

WILLIAMS, LOUIS
A.B., Morris Brown College, 1946.
Atlanta

WILLIAMSON, SAMUEL R.
A.B., North Carolina College at Durham, 1935.
Bronx, N. Y.

WOOTEN, EARL THOMAS
A.B., Shaw University, 1949.
Winston-Salem, N. C.

SCHOOL OF EDUCATION

ALEXANDER, DORIS GOMILLION
A.B., Spelman College, 1939.
Atlanta

ALEXANDER, MATTIE RADNEY
B.S., Fort Valley State College, 1943.
White Plains

ANDERSON, SIBYL LUCILLE
B.S., Spelman College, 1945.
Atlanta

ANDREW, JESSIE BELLE
A.B., Clark College, 1946.
Atlanta

ARTERBERRY, MELVIN
A.B., Morehouse College, 1950.
Fairfield, Ala.

AYCOCK, CHARLES WILLIAM
A.B., Clark College, 1931.
Rome

BALLENTINE, THOMAS JEFFERSON
A.B., Morehouse College, 1950.
Pulaski, Tenn.

BANKS, MARY ERNESTINE
Atlanta

1 First Semester only.
2 Second Semester only.
Bass, Rollie\textsuperscript{2}. ........................................... Madison
B.S., Georgia State College, 1947.

Beavers, Vivian Reid\textsuperscript{2}. ........................................... Atlanta
A.B., Fisk University, 1927.

Bentley, Jessie Lee. ........................................... Augusta
B.S., Georgia State College, 1947.

Bowens, Irma Thomas\textsuperscript{2}. ........................................... Atlanta
A.B., Clark College, 1942.

Bradley, Eleanor Marie\textsuperscript{1}. ........................................... Atlanta
A.B., Morris Brown College, 1940.

Braswell, Sara Belle. ........................................... Monroe

Brentson, Hazel Eunice\textsuperscript{1}. ........................................... Cedartown
B.S., Georgia State College, 1947.

Bridges, Albert Crogman. ........................................... Atlanta
A.B., Clark College, 1942.

Bridges, Neill Atkinson\textsuperscript{2}. ........................................... Atlanta
A.B., Clark College, 1910.

Briscoe, Edward Raymon. ........................................... Atlanta
A.B., Morris Brown College, 1933.

Briscoe, Mattie Harper. ........................................... Atlanta
A.B., Clark College, 1935.

Brown, Annie M.\textsuperscript{1}. ........................................... Atlanta
B.S., West Virginia State College, 1934.

Brown, Florida Davies\textsuperscript{1}. ........................................... Milledgeville
B.S., Fort Valley State College, 1949.

Bryan, Rosetta Davis\textsuperscript{1}. ........................................... Columbus
B.S., Fort Valley State College, 1946.

Burgess, Julia Woodard\textsuperscript{2}. ........................................... Atlanta
B.S., Benedict College, 1935.

\textsuperscript{1}First Semester only.
\textsuperscript{2}Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and City</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron, Mollie Derrick</td>
<td>Atlanta</td>
<td>B.S., Georgia State College, 1945.</td>
<td></td>
</tr>
<tr>
<td>Carr, Clyde Calvin</td>
<td>Davidson, N. C.</td>
<td>A.B., Shaw University, 1949.</td>
<td></td>
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<tr>
<td>Carver, Joyce Savannah</td>
<td>Atlanta</td>
<td>B.S., Clark College, 1928.</td>
<td></td>
</tr>
<tr>
<td>Chaires, Genie Mauley</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1937.</td>
<td></td>
</tr>
<tr>
<td>Chapman, George Ervin</td>
<td>Bessemer, Ala.</td>
<td>B.S., Tuskegee Institute, 1948.</td>
<td></td>
</tr>
<tr>
<td>Clack, Edna Louise</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College, 1947.</td>
<td></td>
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<tr>
<td>Cleveland, James Robert</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1950.</td>
<td></td>
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<tr>
<td>Cogwell, Leslie Clifford</td>
<td>Atlanta</td>
<td>B.S., Johnson C. Smith University, 1942.</td>
<td></td>
</tr>
<tr>
<td>Coles, Louise Dolly</td>
<td>Atlanta</td>
<td>A.B., Atlanta University, 1932.</td>
<td></td>
</tr>
<tr>
<td>Cooper, Annie Mae</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1938.</td>
<td></td>
</tr>
<tr>
<td>Cooper, Helen Jeanne</td>
<td>Birmingham, Ala.</td>
<td>B.S., Tuskegee Institute, 1949.</td>
<td></td>
</tr>
<tr>
<td>Cowan, Dorothy Mae</td>
<td>Carbon Hill, Ala.</td>
<td>B.S., State Agricultural and Mechanical College, Normal, Ala., 1946.</td>
<td></td>
</tr>
<tr>
<td>Cox, Annie Apling</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1944.</td>
<td></td>
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<tr>
<td>Cox, William Henry</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1942.</td>
<td></td>
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<tr>
<td>Daniels, Katie Jackson</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1941.</td>
<td></td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
Daniels, Robert Thomas ................................ Moultrie
B.S., Albany State College, 1949

Daye, Odessa Parks ........................................ Atlanta
A.B., Clark College, 1947.

Days, Roseland Frances1 .................................. Atlanta
A.B., Spelman College, 1936.

Dickens, Georgia Nelle1 .................................... Atlanta
A.B., Spelman College, 1942.

Dixon, Rosbud Brown1 ...................................... Atlanta
B.S., Spelman College, 1934.

Durgan, Alice Austell .................................... Atlanta
A.B., Morris Brown College, 1933.

Echols, James Willie ....................................... Athens

Entzminger, Nevonia Virginia ............................ Atlanta

Evans, Diola M.2 ............................................ Atlanta
A.B., Morris Brown College, 1942.

Fernando, Fannie Mae1 ..................................... Atlanta
A.B., Morris Brown College, 1940.

Fields, Alonzo Molone2 .................................... Montezuma
B.S., Tuskegee Institute, 1933.

Floyd, Walter James ........................................ Ft. Lauderdale, Fla.
B.S., Morehouse College, 1943.

Foster, Alice Clement ........................................ Atlanta
A.B., Spelman College, 1941.

Freeman, Ozzie Belle ....................................... Atlanta
A.B., Clark College, 1942.

Freeman, Robert Lee1 ..................................... Atlanta
A.B., Morehouse College, 1940.

1 First Semester only.
2 Second Semester only.
FULLER, LONNIE JAMES\(^2\) ........................................ Tuskegee, Ala.

GASTON, EDNA MAY\(^1\) ........................................ Atlanta

GILBERT, ROBERTINE HOLLAND\(^1\) ................................. Atlanta
A.B., Clark College, 1938.

GLOVER, LEILA PERRY\(^1\) ........................................ Atlanta
B.S., Tuskegee Institute, 1942.

GOLIGHTLY, MADELYN GRAY\(^1\) .................................... Atlanta
A.B., Spelman College, 1938; A.M., Atlanta University, 1938.

GOSS, KATIE MISSOURI\(^1\) ........................................ Atlanta
A.B., Clark College, 1940.

GOSS, RUBY LOUISE\(^1\) ........................................ Atlanta
A.B., Clark College, 1935.

GOSS, VAZELLE HUDSON\(^2\) ........................................ Atlanta
A.B., Clark College, 1940.

GRIGGS, MARY ELIZABETH ........................................ Atlanta
B.S., Spelman College, 1935.

GROOVER, EDDIE\(^1\) ............................................. Valdosta
B.S., Georgia State College, 1949.

HALL, ANNETTE LUCILLE ........................................ Conyers
A.B., Spelman College, 1939.

HAMILTON, BESSIE QUINN ........................................ Atlanta

HANKS, LULA FAYE\(^2\) ............................................. Atlanta
A.B., Spelman College, 1941.

HANLEY, GAINEL SHERARD ........................................ Atlanta
A.B., Morris Brown College, 1946.

HARDWICK, JAMES WILLIAM ........................................ Columbus
B.S., Georgia State College, 1942.

\(^1\) First Semester only.
\(^2\) Second Semester only.

HARRIS, LUCILLE SELENA1 .................................. Atlanta A.B., Spelman College, 1932.

HAWKINS, LOIS BURGE1 ................................... Atlanta A.B., Spelman College, 1935.

HAYES, HATTIE MELTON1 ................................... Atlanta A.B., Dillard University, 1926.

HENDERSON, IRENE LEALA1 ................................ Atlanta A.B., Spelman College, 1933.

HENDERSON, ROSE ARLENE1 ................................ Atlanta B.S., Spelman College, 1944.

HESTER, BESSIE INDIANA1 ................................ Atlanta A.B., Paine College, 1946.

HICKS, JAMES LEON2 .................................... Hawkinsville A.B., Morehouse College, 1950.

HOLT, FANNIE LOUISE1 ................................... Atlanta A.B., Morris Brown College, 1943.

HOPSON, IRENE LOWE1 ................................... Atlanta A.B., Morris Brown College, 1944.

HORNSBY, DOROTHY ELIZABETH1 ......................... Atlanta A.B., Spelman College, 1933

HUBERT, GERTRUDE BUTTS1 .............................. Atlanta A.B., Morris Brown College, 1936.

HUDSON, AUDREY BERNICE2 ................................ Atlanta B.S., Howard University, 1948.

HUGHES, CHRISTOPHER COLUMBUS ...................... Atlanta B.S., Georgia State College College, 1936.

INGRAM, NATHANIEL HAWTHORNE ......................... Atlanta A.B., Morris Brown College, 1940.

1 First Semester only.
2 Second Semester only.
JACKSON, EARL FREDERICK 2 ................................ Atlanta

JACKSON, ELI JOSEPH ................................... Covington
   B.S., Fort Valley State College, 1945.

JACKSON, JOHNNE 1 ....................................... Atlanta
   A.B., Clark College, 1948.

JAMERSON, WILLIE MAE .................................. Atlanta

JAMES, ADDIE LEA 1 ..................................... Athens
   A.B., Morris Brown College, 1935.

JEWELL, GILES DRAKE 1 .................................... Atlanta

JOHNSON, ANDREW SOLOMON 1 ............................. Riceboro
   B.S., South Carolina Agricultural and Mechanical College,
   1940.

JOHNSON, INEZ GAY ...................................... Atlanta
   A.B., Spelman College, 1933; A.M., Atlanta University, 1946.

JOHNSON, ROBERT LEE ..................................... Atlanta

JONES, ALEDIA McGOWAN 2 ............................... Owensboro, Ky.
   A.B., Jackson College, 1940.

JONES, GRETCHEN SHAWES 1 ................................ Atlanta
   A.B., St. Augustine's College, 1935.

JONES, WILLIAM PINCKNEY ................................ Atlanta
   A.B., Clark College, 1947.

JORDAN, ANNA PEARL 2 .................................. Atlanta
   A.B., Clark College, 1944.

KENDRICK, ALMA WARLAW 1 ................................ Atlanta
   A.B., Clark College, 1938.

KENT, LOUISE JEAN ........................................ Columbus
   A.B., Knoxville College, 1904.

1 First Semester only.
2 Second Semester only.
KIRKLAND, WILLIE DRAKE 1 .................................. Atlanta
A.B., Morris Brown College, 1941.

KIRKPATRICK, SADIE LOUISE 1 .................................. Athens
A.B., Spelman College, 1926.

LACEY, CARRIE MILLER 1 .................................. Atlanta
B.S., Tuskegee Institute, 1940.

LEE, OTIS LEONARD 2 .................................. Richmond, Va.
B.S., Fort Valley State College, 1947.

LEIGH, LOUISA FLOSSIE .................................. Newnan
A.B., Clark College, 1936.

LESTER, SAMUEL LANGFORD 2 .................................. Conyers
B.S., Georgia State College, 1946.

LOCKETT, BROOKER THOMAS 1 .................................. Atlanta
A.B., Fisk University, 1945.

LOWE, LEWIS MELVIN 2 .................................. Americus
A.B., Morehouse College, 1950.

LYONS, EMISTINE SELLERS 2 .................................. Atlanta
A.B., Spelman College, 1937.

LYONS, HAROLD GORDON .................................. Atlanta

MCKINNEY, JOSEPH E. 2 .................................. Mt. Hope, W. Va.

MARTIN, MARY PARKER 1 .................................. Montgomery, Ala.
B.S., Alabama State College, 1945.

MATTISON, DIANA PAULINE 2 .................................. Atlanta

MERKERSON, JOHN WESLEY .................................. Atlanta
A.B., Morris Brown College, 1941.

MICHAEL, HARVEY BENTON 1 .................................. Atlanta
A.B., Johnson C. Smith, 1940; M.S.W., Atlanta University, 1947.

1 First Semester only.
2 Second Semester only.
MILLER, CLEVELAND MANSFIELD ........................................ Dawson
B.S., Morehouse College, 1949.

MIZELL, TAFT HOWARD ........................................ Atlanta

MOORE, ESTHER JACKSON ........................................ Atlanta
B.S., Morris Brown College, 1949.

MOORE, HELEN WHITE* ......................................... Atlanta
A.B., Morris Brown College, 1940.

MOORE, JAMES ROBERT* ........................................ Toccoa
A.B., Morris Brown College, 1941.

MOORE, LILLIAN J. ........................................ Madison
B.S., Georgia State College, 1949.

MOORE, TIMOTHY EUGENE* ...................................... Montezuma
B.S., Ft. Valley State College, 1944.

MOORE, WILLIAM JAMES1 ........................................ Nashville, Tenn.

Moses, LENA MAE ................................................ Dallas
A.B., Morris Brown College, 1946.

MURRAY, CAROLYN WARD* ....................................... Atlanta

NEAL, CORINNE MANCE ........................................ Atlanta
A.B., St. Augustine's College, 1937.

NEAL, JAMES DANIEL ............................................. Atlanta
A.B., Morehouse College, 1940.

NEWBERRY, MARY Ida .............................................. Atlanta
A.B., Morris Brown College, 1945.

NOAH, EVA RUTH .................................................. New Liberia, La.
B.S., Leland College, 1947.

PAGE, FRANK HAROLD ........................................... Jacksonville, Fla.
A.B., Clark College, 1949.

1 First Semester only.
2 Second Semester only.
PARKER, NANNIE WILLIAMS\textsuperscript{1} .................................. Covington
B.S., Tuskegee Institute, 1943.

PARKS, JOHN THOMAS .................................. Atlanta

PATTON, LUCIUS R. .................................. Atlanta
A.B., Clark College, 1949.

PAYTON, MACK WILLIE .................................. Crystal Springs, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1949.

PERRY, BETTY ANN .................................. Atlanta
A.B., Clark College, 1947.

PERRY, MILDRED CECILIA\textsuperscript{2} ............................. Savannah
B.S., Howard University, 1949.

PETTY, ROBERT CLIFTON\textsuperscript{2} .............................. Mobile, Ala.
A.B., Morehouse College, 1950.

PHILLIPS, RENITA ELIZABETH\textsuperscript{1} .............................. Atlanta
A.B., Clark College, 1948.

 PITTS, BEULAH FITCH\textsuperscript{1} .................................. Atlanta
B.S., Winston-Salem Teachers College, 1932.

PRICE, ARIZONA BROWN\textsuperscript{1} .............................. Atlanta

PULLIN, INTA G. JOHNSON\textsuperscript{2} .............................. Atlanta
B.S., Hampton Institute, 1932.

RAWLS, GLOVER .................................. Miami, Fla.

RICHARDSON, ARTHUR HORACE .............................. Atlanta
B.S., Georgia State College, 1940.

ROBINSON, JOHN EDWARD\textsuperscript{2} .................................. Madison
B.S., Georgia State College, 1946.

ROWE, RUBY ARNOLD .................................. Atlanta
A.B., Morris Brown College, 1944.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
Rucker, Dorothy Belle .............................. Gainesville
     B.S., Georgia State College, 1944.

Seay, Thelma Florabelle .............................. Americus
     B.S., Georgia State College, 1946.

Scrutchings, Evelyn House .......................... Cedartown
     B.S., Spelman College, 1939.

Shakespeare, Leah Kate Johnson ........................ Macon
     B.S., Fort Valley State College, 1947.

Shropshire, James Nathaniel ........................... Newnan
     A.B., Clark College, 1944.

Shorter, Eunice Myrtle ............................. Atlanta
     B.S., Spelman College, 1945.

Small, Robert Vandyke ............................ Ft. Gaines

Solomon, Miller Leonard ............................. Montezuma
     A.B., Morris Brown College, 1932.

Spence, Donald ............................. Atlanta

Stevens, Ryburn Glover ............................ Atlanta

Walthall, Evelyn Pricilla .......................... Atlanta
     A.B., Clark College, 1934.

Waples, Mary Frances ............................ Atlanta
     B.S., Tuskegee Institute, 1941.

Weaver, Christine Hanks .......................... Atlanta
     A.B., Spelman College, 1942.

Webb, Louise Lawrence ............................. Milledgeville
     B.S., Fort Valley State College, 1948.

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

1 First Semester only.
2 Second Semester only.
Wells, Josephine Bessie\textsuperscript{1} ................................... Hawkinsville
A.B., Miles College, 1949.

Whelchel, Bronel Richard\textsuperscript{2} ................................... Gainesville
B.S., Morehouse College, 1949.

White, Alfred Ables\textsuperscript{1} ................................... Atlanta

Williams, Gertrude Blossom ................................... Atlanta
B.S., Tuskegee Institute, 1943.

Williams, Odrie Ruth\textsuperscript{1} ................................... Atlanta
A.B., Morris Brown College, 1943.

Williams, Samuel Johnnie ................................... Cairo
B.S., Georgia State College, 1942.

Williamson, Emmitt Lee\textsuperscript{2} ................................... Clinton, N. C.
A.B., Shaw University, 1949.

Willingham, John Burl ................................... Atlanta
A.B., Morehouse College, 1941.

Willis, Jean Lary ................................... Toronto, Ontario

Wilson, Annie Ella\textsuperscript{2} ................................... Atlanta
A.B., Clark College, 1933.

Wood, Anne Nelson\textsuperscript{2} ................................... Atlanta
B.S., Spelman College, 1937.

Woods, Sylvan L. Webb\textsuperscript{2} ................................... Ft. Gaines

Yorpp, Eliza Prince ................................... Social Circle
A.B., Morris Brown College, 1945.

Stewart, Robert Lee ................................... Covington
A.B., Clark College, 1937.

Stinson, Martha Frances\textsuperscript{2} ................................... Madison
B.S., Georgia State College, 1949.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
CATALOGUE

STORY, OPAL LEE\(^1\) ................................................. Atlanta

SUTTON, WALTER J.\(^1\) ............................................. Madison
B.S., Georgia State College, 1948.

SWEENEY, PAUL WESLEY\(^2\) ........................................... Atlanta
A.B., Clark College, 1950.

SWINGEARN, MATTIE\(^2\) ............................................. Manhasset, N. Y.
A.B., Goddard College, 1948.

TARVER, BERTHA ARLEEN\(^2\) ........................................ Albany
A.B., Clark College, 1948.

TATUM, RUBY BROWN\(^1\) ............................................. Atlanta
A.B., Clark College, 1940.

TAYLOR, DOROTHY LOUISE ........................................... East Point
A.B., Clark College, 1948.

TILLMAN, MARIAN LOIS\(^1\) ......................................... Atlanta
A.B., Clark College, 1941.

TOBIN, ISABELLA McINTYRE\(^1\) ...................................... Atlanta
A.B., Spelman College, 1946.

TOLBERT, WILLIAM DUNBAR\(^2\) .................................... Conyers
B.S., Georgia State College, 1945.

TURNER, WILLIAM HILL ............................................. Atlanta

WALKER, LAMAR DANIEL ............................................. Locust Grove
A.B., Clark College, 1949.

WALKER, MAGGIE MITCHELL\(^1\) ...................................... Laurens, S. C.
A.B., Morris Brown College, 1944.

SPECIAL STUDENTS

ATKINSON, SUSIE BROWN\(^1\) ......................................... Griffin

BELCHER, NATHANIEL B.\(^1\) .......................................... Royston

BROWN, LENA SPIKES\(^1\) ............................................. Atlanta

\(^1\) First Semester only.
\(^2\) Second Semester only.
ATLANTA UNIVERSITY

CAUDLE, FRANK WESLEY1 ........................................ Madison
HILL, WILLIAM EDWARD2 ...................................... Atlanta
KEENE, HENRY1 ............................................. College Park
MAGSBY, MAGGIE MAEBELLE2 .................................. Atlanta
MOORE, DOROTHY LEE1 ...................................... Atlanta
NORWOOD, MARY MARIE .................................. Atlanta
PIERCE, MABEL H. ........................................... Atlanta
RAWLS, ELIJAH DANIEL2 ................................... Miami, Fla.
TERRY, LEILA MILLFORD2 .................................. Atlanta

SCHOOL OF LIBRARY SERVICE

ADKINS, BARBARA MAMIE .................................. Alexandria, Va.
A.B., Virginia Union University, 1949.

ANDERSON, LEONA WILDS2 .................................. Darlington, S. C.
A.B., Clark College, 1939

BENNETT, WILLIAM WALTER .................................. Atlanta

BETHUNE, ALBERT MCLEOD .................................. Daytona Beach, Fla.
B.S., Bethune-Cookman College, 1947.

BRADHAM, OLGA LONNETTA .................................. Jacksonville, Fla.
A.B., Florida Agricultural and Mechanical College, 1946.

BREGG, EULA GROOMS2 ........................................ Albany
B.S., Fort Valley State College, 1945.

BURRELL, FANNIE MAE ........................................ New Orleans, La.
A.B., Dillard University, 1945.

CARTER, GWENDOLYN MARIE1 .......................... Knoxville, Tenn.
A.B., Knoxville College, 1945; B.S. in L.S., Atlanta University, 1947.

COCHRAN, HELEN MARIE .................................. Atlanta

DENNIS, LUTHER WILLIAM .................................. Tampa, Fla.

1 First Semester only.
2 Second Semester only.
CATALOGUE

DORSETT, HELEN MERNETT ............................................ Miami, Fla.

GIBSON, LOUIS EDNA .................................................. Calvert, Tex.
A.B., Prairie View University, 1949.

GRANT, JASON CLIFTON .............................................. Washington, D. C.
A.B., Howard University, 1948.

GRIFFIN, RICHARD GEORGE ......................................... Tampa, Fla.

JACKSON, FRANCINE LAURETTE ..................................... Richmond, Va.
A.B., Virginia Union University, 1949.

JOLLY, MABEL RUTH .................................................... Raleigh, N. C.
A.B., Shaw University, 1941.

LEONARD, KATHRINE ESTELLE ........................................ Baltimore, Md.

LEVIT, DORIS JEAN ......................................................... Baltimore, Md.

LOCKETT, IMogene ....................................................... Augusta
B.S., Spelman College, 1945.

McADAMS, BERTHA MAE ............................................... Atlanta
A.B., Clark College, 1946.

McLEAN, MARGARET GRACE ......................................... Fayetteville, N. C.
A.B., Shaw University, 1947.

MILLER, EDWARD BLAKE ............................................. Cuero, Tex.

MORGAN, GERALDINE CECILIA ...................................... High Point, N. C.
A.B., Bennett College, 1946.

NICHOLS, RUDOLPH VANN ........................................... Atlanta

POSEY, DOLORES IRENE ................................................ Waco, Tex.

1 First Semester only.
2 Second Semester only.
ATLANTA UNIVERSITY

STAFFORD, DORA MAE .............................. Atlanta
B.S., Clark College, 1947.

WHITE, AVERY LAURA .............................. Meridian, Miss.
B.S., Jackson College, 1948.

WHITE, ELEANOR SHIRLEY ........................ Evanston, Ill.
B.S., Jackson College, 1948.

WILLIAMS, ELIZABETH CASSENDRA .............. Atlanta

WILLIAMS, EVA VOETTA ............................. Aberdeen, Md.

SCHOOL OF BUSINESS ADMINISTRATION

BROWER, ROBERT EMMONS ........................ Greensboro, N. C.
B.S., Agricultural and Technical College of North Carolina, 1947.

BROWN, LILLIAN MARIE .............................. Houston, Tex.
A.B., Prairie View College, 1947.

CHAPMAN, WILLIAM BENJAMIN ...................... Perry

CONNALLY, NORRIS LOGAN ........................ Atlanta
A.B., Morehouse College, 1948.

HENDERSON, FREDDYE SEARBOROUGH .............. Atlanta
B.S., Southern University, 1937.

HESTER, MELVIN LEE ............................... Paris, Tex.

HOLMES, HUGH HOMER .............................. Atlanta

JOHNSON, STEPHEN JAMES ......................... Monrovia, Liberia
Certificate, University, of London, 1939.

LEWIS, JAMES, JR. ................................ Atlanta
A.B., Clark College, 1948.

1 First Semester only.
2 Second Semester only.

MORELAND, JOHN YOUNG 1 .................................. Atlanta A.B., Morehouse College, 1948.


O’REILLY, ALICIA MARIE .................................. Benton, Miss. A.B., Tougaloo College, 1946.

ROBINSON, IRMA GROVEY .................................. Atlanta A.B., Tillotson College, 1942.


SMITH, JOSEPHINE JOSETTE JACKSON ........................ Athens A.B., Spelman College, 1946.

TAYLOR, RHEUBIN M. 2 ..................................... Atlanta B.S., Northwestern University, 1930; A.M., Teachers College, Columbia University, 1944.


WILLIAMS, JOHN PAUL .................................. Macon B.S., Hampton Institute, 1949.

WILSON, JOHN ROBERT, JR. .............................. Atlanta A.B., Johnson C. Smith University, 1935.


SPECIAL STUDENTS

CARTER, CALVIN ........................................ Valdosta

WHALUM, HAROLD JAMIESON ............................. Memphis, Tenn.

1 First Semester only.
2 Second Semester only.
### SUMMARY OF ENROLLMENT

**1949-1950**

#### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>91</td>
<td>24</td>
<td>115</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>43</td>
<td>70</td>
<td>113</td>
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<tr>
<td>School of Library Service</td>
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<td>22</td>
<td>30</td>
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<tr>
<td>School of Education</td>
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<td>123</td>
<td>198</td>
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<tr>
<td>School of Business Administration</td>
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<td>Total</td>
<td>237</td>
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#### LABORATORY SCHOOL

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<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary School</td>
<td>80</td>
<td>92</td>
<td>172</td>
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<tr>
<td>Kindergarten-Nursery School</td>
<td>37</td>
<td>55</td>
<td>92</td>
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<tr>
<td>Total</td>
<td>117</td>
<td>147</td>
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Total (Excluding Kindergarten-Nursery School) 172

#### SUMMER SCHOOL (1949)

<table>
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<th>School</th>
<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>Graduate (all schools)</td>
<td>360</td>
<td>678</td>
<td>1,038</td>
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<tr>
<td>Undergraduate</td>
<td>441</td>
<td>212</td>
<td>653</td>
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<tr>
<td>Total</td>
<td>801</td>
<td>890</td>
<td>1,691</td>
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Boys Girls Total

Demonstration School 60 90 150

Total 1,841

Grand Total (June 1, 1949 to June 1, 1950) 2,494
### GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

**1949-1950**

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<th>Arts and Sciences, Social Work, Library Service, Education, Business</th>
<th>State</th>
<th>Total</th>
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**TOTAL** ............................................................................ 481