4-1-1953

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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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## UNIVERSITY CALENDAR

1953

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<tr>
<th>June</th>
<th>13 Saturday</th>
<th>Registration for summer school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 Monday</td>
<td>Summer school classes begin.</td>
</tr>
<tr>
<td></td>
<td>16 Tuesday</td>
<td>Last day to register for credit. Examination in English fundamentals.</td>
</tr>
<tr>
<td></td>
<td>19 Friday</td>
<td>Examinations in foreign languages; required for the master's degree in arts and sciences, library service, education and business administration.</td>
</tr>
<tr>
<td></td>
<td>22 Monday</td>
<td>Last day to file candidacy for graduate degrees to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>26 Friday</td>
<td>Independence Day, a holiday.</td>
</tr>
<tr>
<td>July</td>
<td>4 Saturday</td>
<td>Qualifying examination for candidacy for the master's degree in education. Students must register for the Examination with the Director of the School of Education prior to the date of the Examination.</td>
</tr>
<tr>
<td></td>
<td>18 Saturday</td>
<td>Last day to file theses for master's degree to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>6 Thursday</td>
<td>Final examination for candidates for degrees to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>13 Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td></td>
<td>14 Friday</td>
<td>Final examinations; summer school closes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration for first semester.</td>
</tr>
<tr>
<td></td>
<td>22 Tuesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>23 Wednesday</td>
<td>Last day to register for first semester credit. Examination in English fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 7</td>
<td>Wednesday</td>
<td>Last day to file candidacy for work to be completed in January, 1954.</td>
</tr>
<tr>
<td>November 26</td>
<td>Thursday</td>
<td>Thanksgiving Day, a holiday.</td>
</tr>
<tr>
<td>December 22</td>
<td>Tuesday</td>
<td>Christmas recess begins at 6:00 p.m.</td>
</tr>
<tr>
<td>January 4</td>
<td>Monday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>January 16</td>
<td>Saturday</td>
<td>Qualifying examination for candidacy for master's degree in education. Students must register for the Examination with the Director of the School of Education prior to the date of the Examination.</td>
</tr>
<tr>
<td>January 25</td>
<td>Monday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>January 30</td>
<td>Saturday</td>
<td>First semester closes. Last day to file theses for work completed in January.</td>
</tr>
<tr>
<td>January 31</td>
<td>Sunday</td>
<td>University Center Convocation.</td>
</tr>
<tr>
<td>February 1</td>
<td>Monday</td>
<td>Registration for second semester.</td>
</tr>
<tr>
<td>February 2</td>
<td>Tuesday</td>
<td>Second semester begins.</td>
</tr>
<tr>
<td>February 10</td>
<td>Wednesday</td>
<td>Last day to file candidacy for degrees to be conferred in June. Last day to register for second semester credit. Examination in English fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>February 12</td>
<td>Friday</td>
<td>Holiday (celebrating Lincoln Day).</td>
</tr>
<tr>
<td>February 17</td>
<td>Wednesday</td>
<td>Examinations in foreign languages; required for the master's degree in arts and sciences, library service, education and business administration.</td>
</tr>
</tbody>
</table>
April
2  Friday  Spring recess begins at 8:00 a.m.
6  Tuesday  Spring recess ends at 8:00 a.m.
21 Wednesday  Examination in English fundamentals; required of all students in the University.
22 Thursday  Examination in foreign languages; required for the master's degree in arts and sciences, library service, education and business administration.

May
22 Saturday  Qualifying examination for candidacy for the master's degree in education. Students must register for the Examination with the Director of the School of Examination prior to the date of the Examination.
24 Monday  Last day to file theses for master's degree to be conferred in June.
27 Thursday  Final examinations for candidates for master's degree to be conferred in June.
28 Friday  
31 Monday  Semester examinations begin.

June
5 Saturday  Second semester closes.
6 Sunday  Baccalaureate Sermon.
7 Monday  Commencement Day.
12 Saturday  Registration for summer school.
14 Monday  
15 Tuesday  Summer school classes begin.
BOARD OF TRUSTEES

1951-1954

Willette R. Banks .................................................. Prairie View, Texas
Sherman L. Greene .................................................. Atlanta, Georgia
Martin L. King ..................................................... Atlanta, Georgia
Henry L. Minton ...................................................... New York, New York
Dean Sage ............................................................. Sheridan, Wyoming
Luther Wesley Smith ................................................ New York, New York
Chauncey Waddell .................................................... New York, New York

1952-1955

Trevor Arnett ......................................................... Grand Beach, Michigan
Truman K. Gibson ..................................................... Chicago, Illinois
William T. Gossett .................................................. Detroit, Michigan
Lawrence J. MacGregor ............................................ Summit, New Jersey
Albert E. Manley ..................................................... Atlanta, Georgia
Benjamin E. Mays ..................................................... Atlanta, Georgia
Florence M. Read ..................................................... Atlanta, Georgia
Hughes Spalding ..................................................... Atlanta, Georgia

1953-1956

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

Trustee Emeritus

EXECUTIVE COMMITTEE

Lawrence J. MacGregor .............................................. Benjamin E. Mays
Trevor Arnett ........................................................ Florence M. Read
Rufus E. Clement ..................................................... Kendall Weisiger
Albert E. Manley* .................................................. John H. Wheeler

FINANCE COMMITTEE

C. Everett Bacon ................................................... Lawrence C. MacGregor
Lawrence C. MacGregor ........................................... Henry M. Minton

OFFICERS

Trevor Arnett ......................................................... Honorary Chairman
Lawrence J. MacGregor .............................................. Chairman
Rufus E. Clement ..................................................... President
C. Everett Bacon ..................................................... Treasurer
C. T. Crocker ........................................................ Secretary and Asst. Treasurer

* After July 1, 1953.
† Until June 30, 1953.
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D.
President

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

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

C. Everett Bacon, B.S.
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

Wesley J. Lyda, Ph.D.
Director, School of Education

Samuel Z. Westerfield, Ph.D.
Director, School of Business Administration

ADMINISTRATIVE ASSISTANTS

Ruth House Alexander ....................... Bookkeeper
Naomi O. Allen§ .............................. Secretary, School of Education
Sadie Sims Allen ........................... Operator of Switchboard
Carrie M. Ashmore, B.S.† .................. Secretary, School of Education
Frances W. Barnes .......................... Secretary of Student Records
                                     School of Social Work
Addie Christler Batey ....................... Secretary to the Acting Comptroller
Carrie Washington Bell, A.B.
                                     Secretary to the Dean, The Graduate School
Grace Minter Bickers
                                     Secretarial Assistant, Office of the Registrar
Elizabeth Ann Brantley ................... Secretary, Phylon Office

* Until June 30, 1953.
† Beginning July 1, 1953.
‡ On leave beginning April 1, 1953.
§ Part of year.
BERTHA BROWN
Secretary to the Director, School of Education

JULIA P. BROWN*
 Secretary to the Director, School of Education

MILDRED TURK BROWN, A.B.
Cashier

ERNESTINE MORELAND COMER, B.S.
Secretary to the President

JESSIE BENTLEY EBANKS, B.S.
Secretary to the Director, School of Business Administration

ETHEL SHAFTALL FORBES
Assistant, University Book Shop

MAE WYNN HARVEY
Postmistress

MARVIN HENRY JONES, A.B.
Purchasing Agent

YVONNE ARNOLD KING
Assistant, Publicity Office

JAMES DANDRIDGE MARTIN, M.B.A.
Acting Comptroller

MILDRED L. SMITH, B.S.
Secretary to the Faculty, The Graduate School

LUCILE MACK STRONG, A.B.
Bursar

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

MARGARET M. THURMAN, A.B.
Secretary to Faculty, School of Social Work

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

MARGARET M. THURMAN, A.B.
Secretary to Faculty, School of Social Work

WILHELMINA WHATLEY
Secretary to the Director, School of Library Service

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

EVELYN WILMINGTON WRIGHT, LL.B.
Director of Publicity

*Part of year.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
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</thead>
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<tr>
<td>Lawrence Dunbar Reddick, Ph.D.</td>
<td>Librarian</td>
</tr>
<tr>
<td>Gaynelle Wright Barksdale, A.M. in L.S.</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>Bertha McAdams Campbell, B.S. in L.S.</td>
<td>Librarian, Negro Collection</td>
</tr>
<tr>
<td>Carmen Barksdale Carter</td>
<td>Acting Reserve Librarian</td>
</tr>
<tr>
<td>Pearl J. Clement, A.B., B.S.</td>
<td>Assistant Reference Librarian</td>
</tr>
<tr>
<td>Rosebud Brown Dixon, B.S.</td>
<td>Acting Librarian, Negro Collection</td>
</tr>
<tr>
<td>Bessie Boyd Drewry, B.S. in L.S.</td>
<td>Cataloger</td>
</tr>
<tr>
<td>Marvalinia B. Everett, A.B.</td>
<td>Acting Reserve Librarian (part time)</td>
</tr>
<tr>
<td>Catherine Nash Harris, B.S. in L.S.</td>
<td>Librarian, Negro Collection</td>
</tr>
<tr>
<td>Ethel Bowden Hawkins, B.S. in L.S.</td>
<td>Circulation Librarian</td>
</tr>
<tr>
<td>Marnesba Davis Hill, B.S. in L.S.</td>
<td>Librarian, Negro Collection</td>
</tr>
<tr>
<td>Annabelle M. Jarrett, A.B.</td>
<td>Assistant Circulation Librarian</td>
</tr>
<tr>
<td>Edward Blake Miller, A.B.</td>
<td>Acting Periodical Librarian</td>
</tr>
<tr>
<td>Minnie Beeler Rowe</td>
<td>Assistant Cataloger</td>
</tr>
<tr>
<td>Gwendolyn Carter Williams, B.S. in L.S.</td>
<td>Periodical Librarian</td>
</tr>
<tr>
<td>Florence Tucker King</td>
<td>Secretary, Finance and Records</td>
</tr>
<tr>
<td>Lina Hendricks McCord, B.S.</td>
<td>Secretary, Correspondence and Research</td>
</tr>
<tr>
<td>Benjamin Franklin Bullock, A.M.</td>
<td>Grounds</td>
</tr>
<tr>
<td>Henry Lincoln Watson, B.S.</td>
<td>Buildings</td>
</tr>
<tr>
<td>Lyda McCree Kennedy, A.B.</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Thelma Jones Butler, B.S.</td>
<td>Assistant to Dietitian</td>
</tr>
<tr>
<td>Kate Dickson McCay</td>
<td>Hostess</td>
</tr>
<tr>
<td>Josephine Dibble Murphy</td>
<td>Hostess</td>
</tr>
<tr>
<td>John Baffin Shepherd</td>
<td>Chief Engineer</td>
</tr>
<tr>
<td>Henry L. Conley, Jr., B.S.</td>
<td>Engineer</td>
</tr>
<tr>
<td>Howard Lee Ray</td>
<td>Engineer</td>
</tr>
</tbody>
</table>

† Part of year.
‡ On leave beginning March 1, 1953.
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 SCHOOL OF ARTS AND SCIENCES

SAMUEL MILTON NABRIT, Ph.D.  Dean

CLARENCE ALBERT BACOTE  Professor of History

JAMES HOPE BIRNIE  Biology
A.B., Morehouse College, 1930; A.M., Brown University, 1932; Ph.D., Syracuse University, 1948. Department of Biology, Morehouse College.

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

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

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

VISHNU D. GOKHALE  Professor of Mathematics
A.B., Ferguson College (University of Bombay), 1911; A.M., 1913; Student, University of California, 1918; Ph.D., University of Chicago, 1922.
LUCY CLEMMONS GRIGSBY  Assistant Professor of English
A.B., Louisville Municipal College, 1939; A.M., Atlanta University, 1941; Student, University of Wisconsin, 1944-1945; 1948-1949.

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

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

ALICJA IWANSKA  Instructor in Sociology
Certificate of Maturity: Matura, Gimnazjum, Posselt-Szachtmajer (Warsaw, Poland), 1936; Student, Brussells University, 1938-1939; A.M., Warsaw University, 1941; Student, Columbia University, 1947-1949.

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

EDWARD ALLEN JONES  Professor of French
A.B., Morehouse College, 1926; Certificat d'Etudes Français, Université de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplôme de l'Ecole de Préparation des Professeurs de Français à l'Etranger, à la Sorbonne, Université de Paris, 1936. Ph.D., Cornell University, 1943. Department of French, Morehouse College.

HYLAN GARNET LEWIS  Associate Professor of Sociology
A.B., Virginia Union University, 1932; A.M., University of Chicago, 1936; Ph.D., 1951.

LORIMER DOUGLAS MILTON  Professor of 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  
*Professor of 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  
*Professor of Biology*

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

LAWRENCE DUNBAR REDDICK  
*Professor of History*

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

HUGO SKALA  
*Professor of Economics*

A.B., State College of Tabor, Czechoslovakia, 1915; A.M., University of Prague, 1917; LL.D., Charlés University, Prague, 1919.

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.

WILLIAM GETER THOMAS  
*French*

A.B., Boston University, 1929; A.M. Radcliffe College, 1933; Diplome d'études francaises, degre superieur, Universite de Nancy, 1927; Diplome des Cours de civilisation francaise, Universite de Paris, 1928; Diplome de l'Ecole de preparation des professeurs de francaise a l'étranger, 1937; Student, Middlebury College, Summers, 1941, 1942, 1943, 1944, 1945, 1949; Radcliffe College, second semester, 1944-1945. Department of French, Spelman College.
NATHANIEL TILLMAN  
Professor of English

CHARLES WAHL  
Professor of French
A.B., University of Toronto, 1932; A.M., Cornell University, 1938; Student, University of Toronto, Graduate School, 1938-40; Ph.D., Yale University, 1950.

KENNETH T. WALDOCK  
Associate Professor of Chemistry
A.B., University of Toronto, 1942; Ph.D., Northwestern University, 1949.

ALBERT NATHANIEL WHITING  
Assistant Professor of Sociology
A.B., Amherst College, 1938; A.M., Fisk University, 1940; Ph.D., The American University, 1952.

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

FACULTY OF THE SCHOOL OF SOCIAL WORK

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

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

GENEVIEVE STRADFORD ALSTON  
Associate Professor  
Psychiatric Social Work; Child Welfare  
A.B., Fisk University, 1941; M.S.S., Smith College School of Social Work, 1943; Social Work Intern, Institute for Psychological Medicine, Menninger Foundation, Summer, 1948.

BARBARA BASKERVILLE  
Assistant Professor  
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  
Professor  
Director, Field Work  
Diploma, Salem Teachers College, 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.

ROBERT M. HUGHES  
Mental Measurements  
B.S., Ohio State University, 1934; M.A., 1935; Ph.D., University of North Carolina, 1948.

MARJORIE WITT JOHNSON  
Assistant Professor  
Group Work  
A.B., Oberlin College, 1935; M.S.W., 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.

HORTENSE E. LILLY
Assistant Professor
Case Work and Medical Work

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

FRANCES W. LOGAN
Assistant Professor
Field Supervisor Group Work
B.S., Temple University, 1940; M.E., 1941; M.S.W., University of Pennsylvania School of Social Work, 1946.

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.

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

ALBERT L. THOMPSON
Housing
B.S., LeMoyne College, 1938.

FORRESTER B. WASHINGTON
Professor
Social Work
A.B., Tufts College, 1909; Student, Harvard University, 1913-1914; New York School of Social Work, 1915-1916; A.M., Columbia University, 1917; LL.D., Morehouse College, 1943.
AMANDA FUHR WATTS  
**Instructor**  
*Field Work Supervisor, Fulton County Department of Public Welfare, Atlanta, Ga.*  
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

HELENE B. WESTERFIELD  
**Medical Social Work**  
A.B., Spelman College, 1942; M.S., Simmons School of Social Work, 1944.

**FACULTY OF THE SCHOOL OF LIBRARY SERVICE**

VIRGINIA LACY JONES, Ph.D.  
**Director**

FRANKYE LOU WARNER  
**Secretary to the Director**

HALLIE BEACHEM BROOKS  
**Assistant Professor**  

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

MARIAN LUCIA JAMES  
**Assistant Professor**  

VIRGINIA LACY JONES  
**Professor**  
B.S. in L.S., Hampton Institute, 1933; B.S. in Ed., 1936; M.S. in L.S., University of Illinois, 1938; Ph.D., University of Chicago, 1945.

ELIZABETH CORA LEE  
**Librarian**  
JOSEPHINE FAWCETT THOMPSON  
Instructor  
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, Summers, 1949, 1952.

FACULTY OF THE SCHOOL OF EDUCATION

WESLEY J. LYDA, Ph.D.  
Director

MATILDA LYNETTE SAIN BICKERS  
Assistant Professor  
A.B., Spelman College, 1940; A.M., Atlanta University, 1942; Ph.D., University of Chicago, 1950.

LAWRENCE E. BOYD  
Associate Professor  
B.S., Knoxville College, 1919; A.M., State University of Iowa, 1933; Ph.D., 1938.

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  
Assistant Professor  
B.S. in Ed., Pennsylvania State Teachers College, 1938; A.M., Atlanta University, 1946; Ph.D., University of Chicago, 1953.

MILDRED FISHER DOTY  
Assistant Professor  
B.S., Alabama State Teachers College, 1938; A.M., Atlanta University, 1939; Nursery School, Spelman College.

ORAN WENDELL EAGLESON  

HENRY COOKE HAMILTON  
Associate Professor  
A.B., Atlanta University, 1921; A.M., University of Pittsburgh, 1928; Ed.D., University of Cincinnati, 1937.
ALLYCE CATHRYN WATSON JOHNSON  
B.S., Tennessee State College, 1934; A.M., Columbia University, 1944; Principal, Thos. Oliver School, Fulton County, Georgia.

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

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

SELMA T. RICHARDSON
Instructor
Diploma, Atlanta University, 1924; B.S., Tuskegee Institute, 1933; M.A., Columbia University, 1944.

FLORENCE E. THORP*

JENELSE WALDEN
A.B., Spelman College, 1941; B.F.A., Art Institute of Chicago, 1945; M.F.A., Art Institute of Chicago, 1953; Department of Art, Spelman College.

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.

*Part of year.
STAFF OF UNIVERSITY LABORATORY SCHOOL

Selma T. Richardson
Principal
Diploma, Atlanta University, 1924; B.S., Tuskegee Institute, 1933; M.A., 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

Roseland Dixon Days
Third Grade and Music
A.B., Spelman College, 1936; A.M., Atlanta University, 1950.

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, 1950-1951.

Anna Smith Idlett
Acting Librarian and Clerk
A.B., Morris Brown College, 1929; Student, Atlanta University, Summer, 1943.

Beulah Ables Lewis
Seventh Grade
Diploma, Atlanta University, 1915; A.B., Spelman College, 1934; A.M., Atlanta University, 1937; Student, Columbia University, Summer, 1939.

Ollie D. Love
Second Grade
Diploma, Tennessee A. & I. State Normal, 1914; Student, 1922-23; Summer, 1934; Student, Clark College Extension School, 1941-1942; Student, Morris Brown Extension School, 1948-1949; 1950-1951; Student, Atlanta University, Summers, 1949-1950.
CALLIE MAE MONTGOMERY  
First Grade

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

RUTH W. THOMAS*  
Fourth Grade
Diploma, Barber-Scotia Jr. College, 1940; B.S., North Carolina College, 1942.

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

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

FACULTY OF THE SCHOOL OF BUSINESS ADMINISTRATION

SAMUEL Z. WESTERFIELD, Ph.D.  
Director

JESSE B. BLAYTON  
Professor
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.

GEORGE ANDERSON DAVIS  
Instructor
A.B., Howard University, 1949; M.B.A., Harvard University, 1951.

GEORGE R. MENDE, JR.  
Instructor
A.B., University of the South, 1949; M.B.A., Harvard University, 1951.

† On leave, second semester, 1952-53.
LORIMER DOUGLAS MILTON  Professor
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.

PHYLLIS ANN WALLACE  Associate Professor
A.B., New York University, 1943; M.A., Yale University, 1944; Ph.D., 1948.

SAMUEL Z. WESTERFIELD  Professor
A.B., Howard University, 1939; Student, University of Michigan, 1944-1945; Ph.D., Harvard University, 1951.
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 TWWICHELL 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 outgrowths of that earnest educational crusade which brought so many devoted teachers to the South in the sixties and seventies. While its formal work under its present name did not begin until 1869, it was chartered two years before that date, and its real work began as early as November of 1865. Its first normal class was graduated in 1873, and its first college class in 1876. The purpose of the founders of the Atlanta University, as declared in its charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence 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, 1947, the Atlanta University School of Social Work gave up its charter as a separate corporation and became an integral part of Atlanta University.

THE UNIVERSITY PLAN

In accordance with the affiliation agreement, the Board of Trustees of Atlanta University includes representatives nominated by the Boards of Trustees of Morehouse College and Spelman College, and additional members elected at large.

Each institution is independently organized under its own board of trustees and has its own administration, but through the affiliation, overlapping of work is eliminated and the resources and facilities of all three institutions are available for every student. Since September, 1929, there have been exchanges of teachers and students among the three affiliated institutions. There is cooperation with Clark College and Morris Brown College also, and under the leadership of the University, exchanges of teachers and students have been arranged in the four undergraduate colleges.

Atlanta University is being developed as the center for graduate and professional courses in the University scheme. The University does not aim at present to offer a large number of courses, but it aims to do work of exceptional quality in a few fields and to add to them only as resources in personnel and money are available.
The University, in cooperation with Morehouse College and Spelman College, offers each year a limited number of undergraduate-graduate courses. These are conducted by members of the faculties of Morehouse College, Spelman College, and Atlanta University, and are open to specially qualified juniors and seniors and to graduate students. In addition, the University is offering courses for graduate students only, in biology, chemistry, economics and business administration, education, English, French, history, mathematics, 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 teamwork, 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 $70,878.31, 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 AND THE KOREAN WAR**

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

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

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

The Servicemen’s Readjustment Act, approved June 22, 1944, provides educational training at government expense at an approved educational institution of the veteran’s own selection for those who qualify under the regulations. Veterans of the Korean conflict are also entitled to educational training as provided for under Public Law 550, 82nd Congress. 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 Bulletins are published quarterly.
Occasional leaflets and pamphlets descriptive of our work and needs are issued from time to time. The General Catalogue, published in 1929, gives a complete statement up to that date concerning officers, teachers, graduates and advanced students. The History of Atlanta University, published in 1929, gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929. In connection with 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 postoffice, 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.
DEAN SAGE HALL

Dean Sage Hall contains the administrative offices, faculty offices, laboratories and classrooms for the Graduate Schools of Arts and Sciences, Business Administration and Education. There is also an air-conditioned auditorium with seating capacity of approximately 300 for audio-visual and other programs, and comfortable lounges for faculty and students.

This modern and attractive three-story edifice, designed by the Atlanta firm of H. C. Toombs and Company and constructed by Barge-Thompson Company, also of Atlanta, was dedicated in a formal ceremony on Friday, April 25, 1953.

Dean Sage Hall, made possible by gifts and grants from the General Education Board, the estate of the late Edward S. Harkness and other friends and alumni throughout the country, stands as a memorial to the late Dean Sage of New York City who served Atlanta University for many years as a trustee and chairman of the Board.

THE TREVOR ARNETT LIBRARY

In grateful appreciation of the invaluable services rendered by Trevor Arnett to the cause of education, and more 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 127,000 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 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.

The establishing of the Video Sound Salon equipped with a television set and a combination radio-phonograph that were acquired through the generosity of the Radio Corporation of America in the fall of 1950 has further strengthened the educational program of the Library.

Six panels in the foyer of the Library depict the history of Art in Negro culture, from ancient Africa to modern America. These murals are by the distinguished artist, Hale Woodruff, who was at one time a member of the Atlanta University faculty.
On February 11, 1953, the day before Lincoln’s birthday and in the midst of Negro History Week, the Library opened its Lincoln Collection. This is perhaps the most important collection on “The Great Emancipator” that is located anywhere in the South. It includes letters, pamphlets, books, contemporary newspaper accounts, numerous photographs, handbills, cartoons, White House chinaware, Lincoln coins and some three hundred other memorabilia and “association items.” Lincoln has been a life interest of Mrs. Anna Chittenden Thayer, who graciously donated her entire collection to the Library and who came down from New York City for the opening of the Lincoln Room.

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, Bumstead Hall for women and Ware Hall for men, provide accommodations for 400 students. These two buildings face Chestnut Street and stand in the grove of trees at the west end of the old campus. Each room is furnished; sheets and one blanket are provided by the University. Attractive living rooms where students may lounge and read, reception rooms where they may receive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.

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

STUDENT HEALTH SERVICE

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

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

RELIGIOUS OPPORTUNITIES

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

JOHN HOPE LECTURE

In memory of Dr. John Hope there has been established, through the generosity of friends, an annual lecture at Atlanta University known as the John Hope Lecture. The speaker is a person of distinction in some field of knowledge.

The 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 1952

Oct.  16 Charter Day Convocation. Dr. Dwight O. W. Holmes, President Emeritus of Morgan State College.
     27 Exhibition. Photographs of the West African Republic.
     29 Forum. Maurice Edgar Coindreu, Associate Professor of French, Princeton University.

Nov.  3 Films in the "Negro in America" Series — Negro in Education; Negro in National Affairs; Negro in Sports.
     16 Public Meeting. Mrs. Lutie Cheek, Special Representative of Rich's, Inc.
     18 Book Review Program. The Exploration of Space. Professor George Ferguson, Clark College.
     19 Conference of School Library Assistants. Miss Ellen Tarry, Author of Children's Books.
     19 Book Fair.
     20 Dramatization of three Bible Stories. Miss Ardis Ailing.
     24 French Movie, Orphee.
     28 University Players in "Boy With a Cart."

Dec.  3 Forum. Dr. Earl S. Johnson, Chairman of the Social Studies Division, University of Chicago.
     8 Lecture. Dr. J. M. Nhlapo, Principal of Boitshoko College, Ventersdorp, Transvall, South Africa.
     10 Forum. Irving Goldman, Professor of Cultural Anthropology, Sarah Lawrence College.
     12 Twenty-Sixth Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.
     14 Open House. Dean Sage Hall, New Classroom Building.
     16 Exhibit. The Magic Carpet on Wheels.
Jan. 22 Convocation. Dr. E. Stanley Jones, Missionary and Preacher.

Feb. 1 University Center Convocation. Bishop John W. E. Bowen, Atlantic Coast Area of the Methodist Church.
10 University Convocation. Presentation of the Anna Chittenden Thayer Lincoln Collection.
15 Symposium. “A Political Forecast.” Attorney Morris B. Abram, Dr. Samuel Z. Westerfield, Dr. Helen Coulborn.
18 Morehouse College 86th Anniversary Celebration.
26 University Players in “Medea.”

Mar. 11 Eighth Annual Marriage Institute. Dr. Stanley A. Cain, Chairman, Department of Natural Resources, University of Michigan.
12 Public Forum. Dr. Gelolo McHugh, Professor of Psychology, Duke University.
22 Open House. Chemistry Building, Morehouse College.
24 Meeting. Lester B. Granger, Executive Director, National Urban League.
27 Forum. Dr. Abram L. Harris, Professor of Economics, University of Chicago.
29 Opening of the Twelfth Annual Exhibition of Paintings, Sculpture and Prints by Negro Artists.

Apr. 10 Spelman College Glass Club Concert.
12 Spelman College Founders Day. President Rosemary Park of Connecticut College.

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 ....................... 300.00

Fees for single courses — per credit hour per week for one semester .................................... 13.00

Late registration fee ................................ (per semester) 5.00
Activities fees for the year — payable at time of first registration ...................................... 10.00
— for students taking less than 9 hours ...................... 5.00

Change of program fee — after registration .................. 1.00
Laboratories fees — per course per semester .................. 6.00
*Chemistry and biology research fee per semester ...... 25.00
Thesis consultation fee ....................................... 25.00
Chemistry breakage fee per semester .......................... 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 ............................................. 225.00
   Double room .................................... 198.00

The Veterans Administration will allow for thesis typing:
   Double space — with required copies .................. .25-.50 per page
   Single space — with required copies ............... .50-1.00 per page
   Difficult tables or charts —
      with required copies ............................. 1.00 per page

The University assumes no responsibility for the typing of student theses.

   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.

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 22, October 20, November 17, December 15, January 19, February 16, March 16, April 13 and May 11.

Veterans and other students entering the dormitory must pay their first month's board before entering the dormitory.

* 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.
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.

REFUNDS

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.

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. Room and board may be secured at the University Dormitories at the rate of $44.00 per four weeks for a double room, and $50.00 per four weeks for a single room.

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 esti-
mate, exclusive of graduation fee and laboratory charges, will enable the student to form an idea of the yearly expenses.

Tuition for the year ........................................... $300.00
Room and board .............................................. 396.00-450.00
Fees (Matriculation, Health Service, Activities) ........ 20.00
Laundry, pressing and incidentals ....................... 75.00
Textbooks and supplies ...................................... 75.00

Total ................................................................. $920.00

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 may 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, and before each semester and the summer session. Application forms may be obtained by writing directly to The Secretary, Regents of the University System of Georgia 20 Ivy Street, Atlanta, Georgia.
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 of 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 University Senate 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 University Senate as the foreign language examination requirement for graduate students in the Department of French. In the School of Arts and Sciences each student is required to take the examination in French or German at the first opportunity after registration. Those who fail are required to enroll in one of the tutorial classes.

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. The University will allow a maximum of six semester hours of graduate credit in any semester for the research connected with the writing of the thesis. In no case, however, will such credit reduce the number of hours required for graduation. The amount of credit to be allowed is to be determined by each School.

6. The delivery of two printed or typewritten copies of the thesis or essay to the Registrar of the University at least two weeks before the June Commencement and ten days prior to the Summer Convocation, together with a certificate signed by the Major Advisor, the Dean or the Director of a School, stating that the work, as submitted, is accepted as the candidate’s thesis or essay for the master’s degree. There
will be no exceptions to this regulation. The School of Arts and Sciences requires each student to submit the final draft of his thesis to the chairman of his department at least two weeks before the University’s deadline for the acceptance of theses.

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.
SCHOOL OF ARTS AND SCIENCES
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.

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 physico-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 anthropoid groups. For those interested in research, medicine, or the teaching of biology. Prerequisite: Approval of instructor. Offered 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. Prerequisite: 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. Prerequisite: Approval of instructor. 3 credits each semester.

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

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

Chemistry

461. 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) Reactions in liquid ammonia; etc. 3 credits each semester.

462. Advanced Analytical Chemistry. A study of the principles of chemical equilibrium and their applications to analytical procedures. 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, two hours 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.

3 credits second semester.

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

3 credits first semester.

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

3 credits second semester.

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. **PHYSICAL METHODS IN CHEMISTRY.** A laboratory course including fundamental experiments and special instruments for physical measurements. The emphasis is either on precise physical measurements or on applications to chemical analysis, dependent on the interest of the individual student.

3 credits each semester.

506-7. **CHEMICAL THERMODYNAMICS.** Fundamental principles of thermodynamics and their application to the interpretation of chemical phenomena.

3 credits each semester.

508. **ATOMIC SPECTRA.** A treatment of the developments of modern concepts of atomic structure. An attempt at correlating atomic structures with the properties of elements.

3 credits each semester.
3 credits each 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. This 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 semi-micro 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 Chemistry for the Master's Degree.

547-548. Seminar in Chemistry. Required of all graduate students in the department. No credit.
DEPARTMENTAL COURSES IN SOCIAL SCIENCES

ECONOMICS

400-401. DEVELOPMENT OF ECONOMIC THOUGHT. An analysis of philosophical assumptions of various schools of economic theories (classical, neo-classical, socialistic, institutional historical, Fudeselllian, keynesian and welfare economics. 3 credits each semester.

402-403. BUSINESS CYCLES. Deals with theories concerning the causes and development of prosperity and depression. A synthetic exposition relating to the nature of business cycles and reflections on recent developments in trade cycles will be given. Prerequisite: Elementary Economics. 3 credits each semester.

423. SEMINAR ON BASIC ECONOMIC PROBLEMS. A course for postgraduates and seniors of all of the colleges of the Atlanta University Center to discuss basic economic principles and to give due analysis of present economic problems on scientific background. 1 credit each semester.

425-426. INTERNATIONAL ECONOMICS. Deals with the history and methods of international economic relations. An analysis of international economy, especially national specialization; international payments, accounting and balance-of-payments; foreign trade and national income. Considers the international foreign policies and such topics as the trade restrictions; exchange controls; trade and payment agreements; commodity agreements; commercial treaties; state trading; foreign investments. Deals with monetary and financial problems and policy. Prerequisite: Elementary Economics. 3 credits each semester.

427. ECONOMICS OF NATIONAL SECURITY. A survey of the scope and nature of the economic problems arising from national security planning such as: government intervention, manpower, raw materials, industrial mobilization, transportation, power, finance, stabilization of the civilian economy, foreign aid program, budgeting and the economics of atomic war. Prerequisite: Approval of instructor. 3 credits either 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.

473-474 (476.) MARKETING I AND II. The first semester course in marketing seeks to describe the background of the marketing structure of modern business organizations including an explanation of the organization and governing principles by which our distributive system operates. Such topics as the following will be examined: the nature, scope and significance of marketing; marketing functions and institutions; the ultimate consumer, retailing and wholesaling consumers' goods, marketing industrial goods, marketing policies and practices; and governmental influences upon marketing activities. The second semester seeks to show the interrelationship between the various areas of marketing study and other business areas such as accounting and finance through the discussion of comprehensive case problems which present marketing problems as they are likely to be encountered in actual business practice. 3 credits each semester.

477-478. BUSINESS STATISTICS. A study of statistical principals 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, international trade organizations, et cetera. Prerequisite: Elementary Economics. 3 credits first semester.

510. INTERNATIONAL FINANCE. 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 second semester.

511-512. ECONOMIC ANALYSIS. An interpretation and analysis of the tasks of economics, and such problems as: the nature and quantity of money and the circuit of payments; income theories; the price theory; the principles of distribution and competition; and economic aims. A study of the problems of socialism and capitalism. Prerequisite: Elementary Economics. 3 credits either semester.

513. ECONOMICS OF CONTROL. Deals with the division of income by controlled allocation of goods, with the use of resources and production in the capitalistic and in the controlled economy, with the problems of cost, surplus, taxation, capital, interest, investment and employment in the capitalistic and controlled economy and finally with the foreign trade problems of these two economic structures. Prerequisite: Elementary Economics. 3 credits either semester.

ENGLISH

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

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

At least one language course is required of all students — either Old English or the History of the English Language. In general, the student chooses his 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.

405. MODERN ENGLISH GRAMMAR. 3 credits.

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

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

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

423. THE ROMANTIC POETS. A study of the rise and triumph of the Romantic Movement in English Literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century, as a background for the intensive study of the major Romantic poets. 3 credits first semester.

424. VICTORIAN POETRY. A study of the poetry of the Victorian Age with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, and Clough, and the Pre-Raphaelites, Rosetti, 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.
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>468</td>
<td><strong>Drama of the Restoration and the Eighteenth Century.</strong> A study of the English drama and of the influences that played upon it from Dryden to Sheridan.</td>
<td>3 credits second semester.</td>
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<td>469-470</td>
<td><strong>Nineteenth Century Prose.</strong> 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.</td>
<td>3 credits each semester.</td>
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<td>471</td>
<td><strong>The English Novel.</strong> A study of the English novel of the eighteenth century.</td>
<td>3 credits first semester.</td>
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<tr>
<td>472</td>
<td><strong>The English Novel.</strong> The development of the English novel in the nineteenth century.</td>
<td>3 credits second semester.</td>
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<td>473</td>
<td><strong>The English Drama Since 1890.</strong> A survey of the forms and themes of the modern drama.</td>
<td>3 credits first semester.</td>
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<td>477</td>
<td><strong>American Literature from 1789 to 1865.</strong> 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.</td>
<td>3 credits first semester.</td>
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<td>478</td>
<td><strong>American Literature Since 1865.</strong> A study of the main currents of literary thought and expression in America from 1865 to the present.</td>
<td>3 credits first semester.</td>
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<td>481</td>
<td><strong>Sixteenth Century Non-Dramatic Literature.</strong> A survey of the literary movements, forms, and works, with proper attention to background.</td>
<td>3 credits first semester.</td>
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<td>485-486</td>
<td><strong>Principles of Literary Criticism.</strong> 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.</td>
<td>3 credits each semester.</td>
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<td>487-488</td>
<td><strong>Modern British Literature.</strong> A study of British Literature from 1900 to the present.</td>
<td>3 credits each semester.</td>
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<td>492</td>
<td><strong>Negro Literature.</strong> 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.</td>
<td>3 credits second semester.</td>
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495. **HISTORY OF THE ENGLISH LANGUAGE.** The nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits first semester.

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

509. **INDEPENDENT READING.** 3 to 6 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 first 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.
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.

**FRENCH**

Some graduate courses offered by the department are conducted entirely in French, others partly. Students enrolling for graduate work must be able to follow such courses and to participate in discussions in French. Before writing their thesis, graduate students may be required to take English 545 for which they will receive full credit.

In addition to the courses listed below, the department offers a weekly refresher course for the benefit of graduate students preparing themselves to fulfill the foreign language requirements of the School of Arts and Sciences and some of the professional schools in the University.

451-452. **ADVANCED FRENCH PROSE.** A course in translation and composition with a discussion of style and stylistic techniques. 3 credits each semester.

455. **THE ROMANTIC AND PARNASSIAN POETS.** An intensive course in poetic analysis. 3 credits first semester

456. **FRENCH POETRY FROM BAUDELAIRE TO VALERY.** A continuation of 455. 3 credits second 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 Pleiade poets and other important literary figures of the 16th century. 3 credits second semester.

531. **THE FRENCH NEO-CLASSICAL THEATRE.** In this course special emphasis is given to the works of Corneille, Racine and Moliere. 3 credits first semester.
532. 17TH CENTURY MORALISTS AND THINKERS. This course is devoted mainly to the study of LaBruyere, LaRochefoucauld, Pascal and Descartes. 3 credits second semester.

533-534. THE FRENCH NOVEL. A study of the evolution of the genre from its origins to the present day, with intensive reading of the major novelists and extensive reading of minor ones. 3 credits each semester.

535. EIGHTEENTH CENTURY FRENCH THOUGHT. A study of the writings and ideas of Montesquieu, Voltaire, Rousseau, Diderot and the Encyclopaedists. 3 credits first semester.

540. TWENTIETH CENTURY FRENCH THEATRE. A study dealing principally with the dramatic works of Maeterlinck, Claudel, Jules Romains, Cocteau, Giraudoux, Anouilh, Sartre and Camus, and with the relation of the French theatre with that in other countries.

HISTORY AND PREHISTORY

401-405. A SYNTHESIS OF HISTORY. A series of courses of reading and note-taking to establish a basis in general historical knowledge sufficient to permit students to proceed in specialized graduate studies in history. Ancient history, mediaeval history and modern history are all covered. Prerequisite for all other courses in the Department. 3 credits each 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.

3 credits first semester.

3 credits first semester.

Prehistory and Ancient History

430. Early Man and His Culture. A survey of data on the origin of man. The cultures of the earliest known men and of the Early and Middle Palaeolithic stages of the human ascent. 
3 credits first semester.

431. Late Prehistory and Beginning of History in the Old World. The Late Palaeolithic; Mesolithic and Neolithic primitives in the Old World. Climate in relation to development of food-gathering, to the transition from food-gathering to food-producing, and to the origins of civilized societies. An examination of primitive and civilized thought and of the characteristic institutional structure of civilized societies. 
3 credits first semester.

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

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

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 NATIONALISMS 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 large themes. 3 credits each semester.

437-438. WORLD RELATIONS SINCE 1870. The growth of national rivalries from 1870 to 1914 in all its aspects, both within Europe and in the world at large. Revolutions are then taken for special study, emphasis being thrown upon Marxist and fascist revolutions, but earlier revolutions (outside what are otherwise the chronological limits of the course) being brought in for comparison. The course concludes with a consideration of forces making for union and for 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.
The Division of Social Sciences is organized to coordinate graduate course offerings in anthropology, economics, history, political science and sociology into a program of divisional studies. Besides courses of study leading to the master's degree in economics, history, political science and sociology, students may pursue a program leading to the master's degree in the social sciences.

Each student entering the divisional program will be required to take one or more courses in Methods and Theory in the Social Sciences as determined by the interest and need of the student.

DIVISIONAL COURSES IN SOCIAL SCIENCES

407. SOCIAL SCIENCE METHODS. A study in the methodology of research in the social sciences. 3 credits either semester.

408. SOCIAL SCIENCES THEORY. A course in the development of thought in the social sciences. 3 credits either semester.

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.

411. CULTURE, SOCIETY, AND THE INDIVIDUAL. Cross cultural description and analysis of cultural-social institutions and personality. 3 credits either semester.

412. SOCIAL ORGANIZATION OF THE MODERN COMMUNITY. The structure and value orientations of modern American societies: theory and method of social anthropology. 3 credits either semester.

429. GENERAL ANTHROPOLOGY. The human animal and culture; theory and nature of culture; anthropological studies. 3 credits first semester.

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

485. COMMUNICATION IN MODERN 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.
490. Racial and Cultural Relations. The problems arising from the contact of people of different races and/or cultures; distinctive aspects of acculturation; review of racial research and theory. 3 credits second semester.

427. Economics of National Security. A survey of the scope and nature of the economic problem arising from national security planning such as: government intervention, manpower, raw materials, industrial mobilization, transportation, power, finance, stabilization of the civilian economy, foreign aid program, budgeting and the economics of atomic war. Prerequisite: Approval of instructor. 3 credits either semester.

428. Soviet Economic System. An examination of the historical and ideological background development of Soviet economics; of national economic planning; of its organization and operation; of the Soviet financial system and foreign trade. A retrospect and prospect of Soviet industrial, agricultural and labor problems. Prerequisite: Elementary Economics. 3 credits either 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.

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. 3 credits first semester.

435-436. European Nationalisms 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 large themes. 3 credits each semester.

437-438. **WORLD RELATIONS SINCE 1870.** The growth of national rivalries from 1870 to 1914 in all its aspects, both within Europe and in the world at large. Revolutions are then taken for special study, emphasis being thrown upon Marxist and fascist revolutions, but earlier revolutions (outside what are otherwise the chronological limits of the course) being brought in for comparison. The course concludes with a consideration of forces making for union and for disunion in the contemporary world, with some reference for comparative purposes to earlier united and disunited societies. 3 credits each semester.

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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.

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.

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.

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.

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.
REQUIREMENTS FOR MASTER'S DEGREE IN MATHEMATICS

For master's degree in mathematics, the department requires a minimum of 24 graduate hours with at least three hours in each of the following fields: (a) Analysis, (b) Algebra and (c) Geometry. Graduate students majoring in mathematics must have had Mathematics 411 and 412 or equivalent. They must pass a comprehensive examination covering undergraduate work in mathematics not later than one semester after admission. No student can formally start working on his theses until he has successfully passed a comprehensive examination covering the work of at least eighteen graduate hours.

MATHEMATICS

411. ADVANCED CALCULUS. Rolle's Theorem. Mean Value Theorem. Partial Derivatives. Multiple Integrals. Line and Surface Integrals. Theorems of Green and Stokes. Prerequisite: Calculus III or equivalent. 3 credits.

412. INTRODUCTION TO ANALYSIS. System of Natural Numbers. Synthetic Construction of the Real Number system. Upper and Lower Bounds. Limits. 3 credits.

456. SYNTHETIC PROJECTIVE GEOMETRY. The fundamental properties of projective geometry treated synthetically. Principle of duality is used throughout. Prerequisite: Differential Calculus. 3 credits.

463. ELEMENTARY VECTOR ANALYSIS. Methods of elementary vector analysis in a plane and in three dimensional space; geometric and physical applications. Prerequisite: Approval of instructor. 3 credits.


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.

507. FOURIER SERIES. Boundary value problems in partial differential equations of physics. Orthogonal functions. Forms of Fourier
series, Derichlet’s integrals, solution of boundary value problems by means of Fourier series. Bessell’s functions. Legendre’s polynomials. Prerequisite: Approval of instructor. 3 credits.

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

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.

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: point sets on the line and in the plane; limits; continuous functions and their properties; derivatives; Riemann and Lebesque integration. Prerequisite: Introduction to Analysis or equivalent. 3 credits.

516. *Theory of Functions of a Complex Variable.* An introduction to the algebra and calculus of complex numbers, and their geometric representation; conformal mapping. The properties of analytic functions of a complex variable and the theory of power series and the expansion of functions. Introduction to the theory of Riemann surfaces. Prerequisite: Advanced Calculus or equivalent. 3 credits.
519. **THEORY OF PROBABILITY.** Permutations, combinations, theory of expectation, dependent and independent variates, Tchebycheff's inequality, the probability integral, application to problems in mathematical statistics. Prerequisite: Approval of instructor. 3 credits.

521. **INTEGRATIONS:** Measures. Measurable Sets and functions. Lebesque and Stieltjes Integrals. 3 credits.

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.


537. **TOPOLOGICAL GROUPS.** Subgroups and normal subgroups. Isomorphism. Products. Connected groups. Invariant Integration. Prerequisite: Set Topology. 3 credits.

538. **MODERN ALGEBRA I:** Groups, Rings and Fields. Ideals in a ring. Algebraic and Transcendental Extension Fields. 3 credits.

539. **MODERN ALGEBRA II:** Separable and Inseparable extensions of Fields. Groups with operators. Normal Series and Jordan-Hölder-Schreier Theorem. Galois Theory. Prerequisite: Mathematics 538. 3 credits.

**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 Opinion**

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 in-
fluences 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.

SEMINARS


3 credits either semester.

504. INTERNATIONAL RELATIONS OF THE FAR EAST. Prerequisite: Modern Far Eastern International Relations.

3 credits either semester.

505. AMERICAN GOVERNMENT AND CONSTITUTIONAL DEVELOPMENT. Prerequisite: American Constitutional Development and/or National Government of the United States.

3 credits either semester.

506. BIBLIOGRAPHY AND METHODOLOGY OF RESEARCH. Required of all Political Science majors.

3 credits first 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 SOCIOLOGICAL THEORY. European backgrounds and the characteristics of the major and more significant sociological systems; the principal fields of present-day sociological interest; and, a critical examination of the major controversial issues in contemporary American sociological theory and methods.

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. Steps in the research process: the problem of research design: the methods of data collection, analysis, interpretation, and presentation: the relation of theory to research.

3 credits first semester.

546. FIELD RESEARCH IN SOCIOLOGY AND ANTHROPOLOGY. Individual or group projects in selected areas. Each student is expected to present a definitive report to the staff and students of the department. This report may become the basis for the master's thesis.

3 credits second semester.

549. SEMINAR: METHODS IN RACIAL AND CULTURAL STUDIES. Evaluation of racial theories and concepts; the methods of study and interpretation of race and culture contact. Individual projects.

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,  
(not offered 1951-52)

485. COMMUNICATION IN MODERN SOCIETY. The problems of consensus and control in modern society; the formulation 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 ecological processes within the human community.  
3 credits first semester.

ANTHROPOLOGY

3 credits either semester.

410. CULTURE, SOCIETY AND THE INDIVIDUAL UNDER CATASTROPHE. Comparative analysis and theory of behavior under conditions of social and personal catastrophe.  
3 credits either semester.
412. Social Organization of the Modern Community. The structure and value orientations of modern American societies: theory and method of social anthropology. 3 credits either semester.

429. General Anthropology. The human animal and culture; theory and nature of culture; anthropological studies. 3 credits first semester.


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

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.


504. 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.

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

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.

463. Social Change. The processes and mechanisms of change in modern society; personal and social concomitants of social change. 3 credits either semester.
539. **Seminar in Social Disorganization.** Theories and methods of studying social disorganization in modern society.
   3 credits either semester.

540. **Industrial Sociology.** The study of occupations, the work situation — the store, factory, business, etc., the factors affecting work behavior; emphasis on interrelationships between work behavior of individual and other aspects of his social behavior.
   3 credits either 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 classroom 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 fitter fit its students for usefulness in the specializations which he will study in his advanced unit.
It endeavors to give its students in the beginning unit the theoretical knowledge and philosophy of 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, Parole and Probation, 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

To meet the growing needs of the various types of employing agencies, our School began years ago a program of local concurrent field work and out-of-town block field work conducted simultaneously.
Through the cooperation of University authorities, the School was able, beginning with the school year 1948-49, to inaugurate a unique time distribution plan for the over-all program, including changes affecting both the classroom curriculum and field.

Though our 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
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
5. March through May — Classes and thesis completion

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.

The opening and closing dates for each period for the school year 1953 to 1954 are as follows:

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<tr>
<th>Period</th>
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<tr>
<td>3rd</td>
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<td>5th</td>
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The following chart has been prepared to make clearer the School's Over-All Curriculum Program.

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<thead>
<tr>
<th>1st Unit</th>
<th>2nd Unit</th>
<th>3rd Unit</th>
<th>4th Unit</th>
<th>5th Unit</th>
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<tbody>
<tr>
<td>Courses only</td>
<td>Courses Concurrent to June 1st</td>
<td>Courses Advanced and Completion of Theory</td>
<td>Block Field Work Out-of-Town or Local</td>
<td>Advanced Seminars Completion of Thesis</td>
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<tr>
<td>Credit Hrs. 16</td>
<td>Credit Hrs. 8</td>
<td>Credit Hrs. 7</td>
<td>Credit Hrs. 14</td>
<td>Classroom Credit Hrs. 4 Thesis Credit Hrs. 6</td>
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<tr>
<td>Concurrent Field Work to August 1</td>
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<td>Commencement</td>
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CREDIT HOURS REQUIRED FOR DEGREE
A total of not less than 60 Credit Hrs.

- 40 Credit Hrs. in Courses
- 21 Credit Hrs. in Field Work
- 6 Credit Hrs. for Thesis
### BASIC CURRICULUM AND SPECIALIZED SEQUENCES

#### FIRST UNIT
- **Sept. 22-Jan. 30**
- **First Year**
- **16 Credit Hours**

**Required of All Students:**
- Principles of Case Work I
- Introduction to Group Work
- Community Organization I
- Medical Information I
- Introduction to Public Welfare

**History, Field and Philosophy of Social Work**
**Development of Personality**
**Methodology of Social Research**
**Social Statistics—For Students Not Having Had Course in College**

#### SECOND UNIT
- **Feb. 1-May 29**
- **First Year**
- **8 Credit Hours**

<table>
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</thead>
<tbody>
<tr>
<td>Case Work II Research in Soc. Work</td>
<td>Medical Information I</td>
<td>(Social Statistics For Students Not Having Had Course in College)</td>
<td></td>
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<tr>
<td>Community Organization I</td>
<td>Methodology of Social Research</td>
<td></td>
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</tr>
</tbody>
</table>

**3 1/2 Credit Hours**

**CASE WORK SEQUENCES**

**GROUP WORK**
- Required
- Electives

**COMMUNITY ORGANIZATION**
- Required
- Electives

#### THIRD UNIT
- **June 1-July 31**
- **Second Year**
- **6 Credit Hours**

<table>
<thead>
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<th>Electives</th>
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**3 1/2 Credit Hours**

**Concurrent (Basic) Field Work...**

#### FOURTH UNIT
- **Sept. 1-Feb. 20**
- **Second Year**
- **14 Credit Hours**

<table>
<thead>
<tr>
<th>Electives</th>
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</thead>
</table>

**3 1/2 Credit Hours**

**Concurrent (Basic) Field Work...**

#### FIFTH UNIT
- **Mar. 1-June 5**
- **Second Year**
- **4 Credit Hours**

<table>
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<tr>
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<th>Electives</th>
<th>Electives</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>(Family)</td>
<td>(Child Welfare)</td>
<td>(Medical)</td>
<td>(Delinquency)</td>
<td>(Psychiatry)</td>
<td>(Psychiatry)</td>
</tr>
</tbody>
</table>

**3 Credit Hours**

**Thesis Completion**
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).

FACULTY CURRICULUM SEMINAR

Our Curriculum is kept fluid by a regular series of faculty seminars wherein there is careful study and discussion of curriculum revision and curriculum planning and problems.

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 interrelatedness 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 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 provides as long a time span of out-of-town as of local field work experience for its students.

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 a generic field work placement is six months on a concurrent basis.

The minimum time for a placement in the field of the student’s advanced field work is six months on a block basis.
A student is eligible for advanced field work upon satisfactory completion of beginning 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 generic 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.

DEPARTMENT OF FIELD WORK

The field work program of the School is conducted by the following persons who give either full time or the majority of their time to it.

Mrs. Hortense Cochrane, Director of Field Work and Traveling Supervisor of Case Work.

Mrs. Frances Logan, Traveling Supervisor of Group Work and Community Organization.

Mrs. Amanda Fuhr Watts, Local Unit Supervisor.

The members of the various Departments of Classroom Instruction also act as liaison representatives between the local field work agencies and the School.

As has been mentioned elsewhere, there are approximately 60 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 classroom 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 for the school year 1952-1953:

In Case Work
- American Red Cross
- Child Service Association of Fulton and DeKalb Counties
- Gate City Nurseries
- Fulton County Department of Public Welfare
  - Fulton County Juvenile Court
  - Family Division
- Travelers Aid Society

In Group Work
- Bethlehem Center
- Girls' Scout
- YMCA, Butler Street Branch
- YWCA, Phillis Wheatley Branch

In Community Organization
- Atlanta Tuberculosis Association
- Atlanta Urban League
- National YWCA, Regional Office

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 and the agencies reserve 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.

Our "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. 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. The points of view of some agencies and the scope of their professional interests have been widened because of association with the school.

Classroom faculty members of 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 which are shared with them by the Traveling Supervisors. Field Work faculty 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 faculty contacts.

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, and to use rural county public welfare units.

OUT-OF-TOWN FIELD WORK AGENCIES

Below is a list of agencies cooperating with the School in its Out-of-Town Field Work Program. The list is not static but changes from year to year in relation to agency programs and student needs:

CASE WORK

Children's Center, Detroit, Michigan
Child Welfare Board, Cuyahoga County, Cleveland, Ohio
Family and Child Service, Winston-Salem, North Carolina
Family Service, Memphis, Tennessee
Family Service, Cincinnati, Ohio
Flint Child Guidance Clinic, Flint, Michigan

Children's Center, Detroit, Michigan
Child Welfare Board, Cuyahoga County, Cleveland, Ohio
Family and Child Service, Winston-Salem, North Carolina
Family Service, Memphis, Tennessee
Family Service, Cincinnati, Ohio
Flint Child Guidance Clinic, Flint, Michigan
Grace Community Hospital, New Haven, Connecticut
Harper Hospital, Detroit, Michigan
New York State Training School for Boys, New York
Receiving Hospital, Detroit, Michigan
Veterans Administration Hospital, Memphis, Tennessee
Veterans Administration Hospital, Northport, Long Island, New York
Veterans Administration Hospital, Montrose, New York
Washington Institute of Mental Hygiene, Washington, D. C.

GROUP WORK
Chicago Commons, Chicago, Illinois
Columbia Mental Hygiene Clinic, Washington, D. C.
Detroit Orthopaedic Clinic, Detroit, Michigan
Emerson House, Chicago, Illinois
Ada S. McKinley Community Center, Chicago, Illinois
Marcy Center, Chicago, Illinois
South East House, Washington, D. C.
Union Settlement, New York, New York
Wharton Centre, Philadelphia, Pennsylvania

COMMUNITY ORGANIZATION
Health and Welfare Council, Philadelphia, Pennsylvania
Red Shield Club, New York, New York
Urban League, Bronx, New York
Urban League, Cleveland, Ohio
United Neighbors Incorporated, Philadelphia, Pennsylvania
Welfare Council of Chicago, Chicago, Illinois

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 classroom instruction and field work agencies and the school to understand each other's program more fully and to share mutually in the responsibility that is inherent in strengthening the training program. This also provides the opportunity for 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 during this period.
SUMMER SCHOOL

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.

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

EXTENSION COURSES

From time to time in the past the School has offered extension courses especially to employed workers. It will be glad to consider any future request for extension courses for special groups of students. The subject of the course, the number of sessions, admission requirements and fees will vary with each group.

INSTITUTES

Through the year institutes concerned with various phases of social work and refresher courses for employed personnel have been and will continue to be held.

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 complete the additional requirements of candidates for the degree. A satisfactory record in each of the courses and in field work must be maintained, and a total of at least 14 credit hours of grade B or above must be earned during the third, fourth, and fifth Units of work.
A total of not less than 60 credit hours must be completed—32 to 40 in class work, 21 in field work and 6 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 Fundamentals of English Examinations in the First Unit.

All students must satisfactorily complete the Graduate Record 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 after which he may submit a thesis statement. 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 16 Unit hours of classroom work.

**FORMER STUDENTS**

When former students request to be readmitted as candidates for the MSW degree, at least one semester of work in residence will be required, except under unusual circumstances to be determined by the administration of the school; in addition to attendance at the course “Research in Social Work,” and the preparation of an acceptable thesis. Additional classwork will be required, the amount being decided upon by the Admissions Committee.

Tuition and graduate fees for these persons will be the same as those charged for 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 80 and 81, plus the satisfactory completion of the courses Methodology of Social Research and Research in Social Work.

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 prepared in accordance with the requirements stated in the University Manual and Manual of the Student Research Program of the School is to be submitted to the School six months prior to the Commencement at which the degree is expected to be conferred. If the degree is expected in June, the statement must be submitted at least by the previous November 15th. 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.

Six 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. This 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 thesis, only the expense of typing the minimum number of final copies required by the institution for the granting of the degree may be allowed for by the Veterans Administration at the following rates:

Double space — with required copies... $ .25 — $ .50 per page
Single space — with required copies...  .50 — 1.00 per page

Difficult tables or charts —
with required copies............................. $1.00 per page

The University assumes no responsibility for the typing of student theses.

PLACEMENT OF GRADUATES

While the School does not guarantee employment for its graduates, yet it is in the matter of placement of its graduates the School has more than justified its existence. The present Director has always felt that the effort to obtain worthwhile positions 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-four years — the period of incumbency of the present administration.

If the replacement, during the past year, of former graduates who had already been placed once is taken into account, then the School made many more placements than the number of persons in its last year's graduating class. A number
of these latter placements meant promotions for employed graduates of previous years who had advanced from the status of practitioners to administrators. Within the past ten years, graduates of the School have been placed in social work in more than 35 states of the United States and in Australia, Hawaii, France, Africa, 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. A committee of the American Association of Schools of Social Work, now the Council on Social Work Education, 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 field work assignments are made on the basis of individual needs and achievement as they are related to professional growth. As far as possible wishes of the student will be taken into consideration and they will participate in the planning and final decision as to location.

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

**Special Students**

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

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

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

**For Veterans**

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

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, Atlanta, Georgia.

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.

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.

ATTENDANCE

Regularity of attendance in class is expected of every graduate student. No system of cuts exists at the graduate level; absences should therefore occur only for urgent reasons. Excessive absences, even for legitimate reasons, may jeopardize the student's academic standing.

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.

**HOLIDAYS**

Holidays are listed in the calendar. However, it must be borne in mind that students when doing concurrent and block field work follow the policy of the agency in which they are placed.

**FEES AND EXPENSES FOR 1953-1954**

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:

*Tuition (full-time schedule)*

<table>
<thead>
<tr>
<th>Unit Period</th>
<th>Due Dates</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>1st Unit Period</td>
<td>9/22/53</td>
<td>$150.00 per period</td>
</tr>
<tr>
<td>2nd Unit Period</td>
<td>2/1/54</td>
<td>$150.00 per period</td>
</tr>
<tr>
<td>3rd Unit Period</td>
<td>5/31/54</td>
<td><em>$112.50 per period</em></td>
</tr>
<tr>
<td>4th Unit Period</td>
<td>9/22/53</td>
<td>$150.00 per period</td>
</tr>
<tr>
<td>5th Unit Period</td>
<td>2/1/54</td>
<td>$150.00 per period</td>
</tr>
</tbody>
</table>

Fees for single course — per credit hours per week for one unit ........................................ $13.00

The credit hour fee will also be charged for program beyond the regular academic load.

Late registration fee payable after:

\[ \begin{align*}
6/1/53 & \\
9/22/53 & \\
2/1/54 & \\
9/1/53 & \\
3/1/54 & \\
\end{align*} \]

$5.00 per unit period

Activities fee for the year — payable at time of first registration each school year ........ $10.00

— for students taking less than 9 hours... 5.00

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

*This payment is actually for the months of June, July of the first year, and 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.*
Health service fee — payable by resident students at first registration ............. 5.00 per year

Thesis consultation fee .................. 25.00

Thesis typing fee:
  Double space — with required copies .... .25 - .50 per page
  Single space — with required copies ..... .50 - 1.00 per page
  Difficult tables with charts —
    with required copies .................. 1.00 per page

Change of program fee — after registration .......... 1.00

Group work skills fee — per unit period —
  per course ................................ 2.00

Field work expense fee .................... 50.00 maximum

Board and room per four weeks:
  Single room .............................. 50.00
  Double room ............................ 44.00

Before graduation each student is required to take at least one block (six months) of out-of-town field work training. All expense of this field work is borne by the student. At the end of the 3rd unit and a month’s vacation, the student reports to his block field work assignment, paying his own travel expenses to the location which has been agreed on in cooperative planning with the school.

**THESIS CONSULTATION FEE**

For students not in residence, $25.00 per unit. Such students who have completed classroom 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 assignments after arrangements have been made.

GROUP WORK SKILLS FEE

A fee of $2.00 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

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

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 unit tuition will be refunded; there will be no refund after this period. Health and matriculation fees are not refundable.

LIVING ARRANGEMENTS AND COSTS

Board and lodging may be obtained, if desired, in Ware Hall for men and Bumstead Hall for women for $44.00 for
four weeks for a double room and $50.00 for four weeks for a single room.

Applications for room reservations 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. Single rooms may not be available during July and August.

Bedding is furnished and laundered by the University except during July and August.

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.

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 22-July 31). Board and room fees for this period are $50.00 for four weeks for a single room and $44.00 for four weeks 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.
Several forms of student aid are available ranging from room, room and board, room, board and stipend in the case of certain group work agencies to stipends as high as $100.00 a month in certain Case Work and Community Organization agencies. Students placed for block field work in psychiatric settings in veteran facilities may receive financial help in relation to the Veterans Administration program.

The following list is not static as it changes from year to year in relation to agency program for student training:

- Ada S. McKinley Community Center, Chicago, Illinois
- Chicago Commons Association, Chicago, Illinois
- Child Welfare Board, Cuyahoga County, Cleveland, Ohio
- Children's Center of Metropolitan Detroit
- Cleveland Urban League, Cleveland, Ohio
- Emerson House, Chicago, Illinois
- Family and Child Service Agency, Winston-Salem, North Carolina
- Family Service of Cincinnati and Hamilton County, Cincinnati, Ohio
- Marcy Center, Chicago, Illinois
- New York State Training School for Boys, New York, New York
- Red Shield Club, New York, New York
- South East House, Washington, D. C.
- United Neighbors Association, Philadelphia, Pennsylvania
- Veterans Administration Hospital, Memphis, Tennessee
- Veterans Administration Hospital, Montrose, New York
- Veterans Administration Hospital, Northport, Long Island, New York
- Wharton Centre, Philadelphia, Pennsylvania

Several tuition scholarships are offered to qualified students who in return will work in the school offices a certain number of hours per week.

**Loan Fund**

The Forrester B. Washington student loan fund, established by the Alumni of the School, is available for emergency student assistance.
CATALOGUE

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.

FINANCIAL ASSISTANCE AND PART-TIME EMPLOYMENT

Several tuition work scholarships will be awarded by the School to qualified students.

Students should plan to finance their period of study without part-time employment. The quality of work expected of graduate students and the responsibility carried in the field work assignments make it necessary that the student give all his time and energy to the professional curriculum.

Outside employment for students in Atlanta has been very scarce in recent years and the competition for the few jobs available has been very keen because of the presence of 6 Negro and 8 white institutions of higher learning in the city. For the above reasons, it is practically futile for a student to count on working his way through the School of Social Work.

GRADES

The following system of grades is in use in the School:
A ................... 90-100 D ............... Failure
B ................... 80-89 Inc. .......... Incomplete
C ................... 70-79 Wd. .......... Withdrew

The lowest satisfactory grade for students is “C.” “Incomplete” indicates the student is working on some assignment, completion of which has been deferred with permission until some later date. If any course is dropped without permission from the office, the grade “D” (failure) will be recorded on the student’s permanent record.
Probation Period

All full-time and part-time students who are admitted to the School are given a probationary period of nine weeks in which to demonstrate that they have not only the academic ability, but also the emotional balance and maturity required of a person undertaking training for the field of social work. At the end of this period those who have absolutely failed to meet the requirements will be asked to leave the School, and those who are on the border line will be warned.

No Correspondence Courses

The School does not offer correspondence courses because it cannot conscientiously train social workers by such a method. The curriculum of the School is so arranged that its students must spend a portion of their time in the classroom, and a portion in field work practice with various social agencies under the joint and direct supervision of the agency heads and the departments heads of the School.

Student Organization

The student organization of the School is known as "The Student Council." Its purpose is to develop loyalty to the School and to the University, to encourage faculty and student cooperation, to stimulate professional consciousness and to prepare and publish "Intake" which is devoted to brief articles on developments in social work both within and outside the educational field, personal items and alumni news.
COURSES OF INSTRUCTION

Courses are numbered as follows: Social Case Work, 400-499; Social Group Work, 450-499; Community Organization Administration, 500-549; Social Research, 550-599; Psychological Courses, 600-649; Physiological Courses, 650-699; Sociological Courses, 750-799; Field Instruction, 800-849; Field Work, 850-899.

MAJOR TECHNIQUES

SOCIAL CASE WORK

400. PRINCIPLES OF SOCIAL CASE WORK I. Stresses orientation and basic concepts of social case work as an enabling process and emphasizes 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, and stressing analytical study of psychological motivations and more appreciation of the worker as a professional person. 2 credits.

406. MEDICAL SOCIAL CASE WORK I (an advanced course). 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 involve 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.
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. Aims to assist advance students in crystallizing their understandings and philosophies of social case work and to afford an opportunity under leadership to exchange ideas about, and attitudes towards social work; to further contribute to an interpretation of theory and case work practice. In order to consider an application of case work principles and skills, one session is devoted to total group discussion and two sessions to case discussion in the area of the student's special interest as follows:

410. Case Work Seminar with Families. Discussion centers around typical problems and cases referred to family case work agencies, the roles of the case worker in the formulation of therapeutic relationships with emphasis upon an understanding of differential diagnosis and psycho-social treatment. 2 credits.

411. Case Work Seminar with Children. Case discussion focused upon the 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.

412. Case Work Seminar in Medical Settings. Discussion designed to help the student develop further understanding of case work in a medical setting, to add to his knowledge of case work skills and technique through an analysis of case material, and to give some idea of the role of the social worker in a public health and medical care program in both consultant and administrative services. Attention also is given to recording as a case work skill which helps student to think clearly and diagnostically and to express himself effectively. 2 credits.

413. Case Work Seminar in Psychiatric Settings. 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-aware-
ness and understanding as criteria for effecting therapeutic relationships and a continuing orientation in regard to psychodynamics of human behavior. 2 credits.

414. Case Work Seminar with Delinquents. Case discussion centers around further understanding of the psycho-social implications of delinquency and the use of this understanding with maladjusted individuals with special emphasis on the clinical team as a part of the treatment process and the psychodynamics of human behavior. 2 credits.

415. Problems of Delinquency. This course is designed to give the student a basic understanding of the development of therapeutic methods for handling the offender with emphasis upon the more dynamic preventive and social implications of delinquency. 2 credits.

416. 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.

SOCIAL GROUP WORK

450. Social Group Work I (Introductory). This course deals primarily with the enabling process of Social Work agencies. Emphasis is placed upon the role of the worker in the use of the program, and the group in aiding the development of both the individual and the group as a whole. Analyses of process records serve as a basis for understanding the social process and the referral process in social work. Visits are made to agencies using groups as a service to individuals. 2 credits.

451. Social Group Work II (Advanced Group Work). Discussion is focused upon various aspects of behavior in groups. Emphasis is placed upon the role of the worker in initiation, selection, development and analysis of program activities for individual and group development. 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. Students acquire necessary program skills in at least three of 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 game-room 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 — Use of such topics as housing, sex, health education, consumer education, race relations, etc.

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

455. CREATIVE RECREATION. A course designed to enable students in utilizing the creative approach to arts and crafts, music, games, drama, nature-lore, and hobbies. 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 III (GROUP WORK IN SPECIAL SETTINGS). To help the student develop further understanding of the use of social group work in special settings such as Psychiatric Hospitals and Clinics, Medical Hospitals and Children's Institutions. Emphasis is also placed on the use of selected group work methods which will have therapeutic value for such groups as the aged, delinquents and the physically handicapped. 2 credits.

459. GROUP WORK SEMINAR. A course planned to enable students in the further integration of classroom instruction and field work practice. Class members present their own record material for discussion of the process and the role of the group worker in specific situations. 2 credits.

460. COMMUNITY RECREATION. A survey course describing the historical development of Public Recreation, its organization, program, facilities, standards, and administration. Attention is given to the functions of Public Recreation in our society and cooperative planning of Public and Private agencies and Community groups. Special emphasis is placed upon recreational need of the Negro communities. 2 credits.
COMMUNITY ORGANIZATION AND ADMINISTRATION

500. COMMUNITY ORGANIZATION I. Introductory. The course has as its aims: the characterization of the nature of urban and rural communities; the description of social welfare problems and resources; and the discovery of the principles and methods employed in working with the community as a unit. 2 credits.

501. COMMUNITY ORGANIZATION II. Social Planning in Urban Areas. This course deals primarily with a study of the coordinating activities of 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. Methods of organization for fund raising campaigns, budgeting and interpretation to supporters will be included. 2 credits.

502. COMMUNITY ORGANIZATION III. Education for Community Leadership. Methods of training for citizen participation in social welfare planning and community projects will be presented. Examinations will be made of the values in community self-surveys, workshops, self-help, and other work study approaches to community welfare development. 2 credits.

503. COMMUNITY ORGANIZATION IV. Administration in Social Work. The mobilization of an agency resource 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. 2 credits.

506. COMMUNITY ORGANIZATION SEMINAR. A study of selected problems 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.

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. Atten-
tion 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. SOCIAL RESEARCH I. Methodology of Social Research. Directed toward an understanding and appreciation of the fundamental principles of scientific method as applied to social research, including the historical, case, and statistical methods, and sampling techniques. The aim is to develop a research point of view toward all social work theories and practices. 2 credits.

551. SOCIAL RESEARCH II. Research in Social Work. A review and analysis of methods used in research related to those problems with which social work is concerned—the use of research in administering social agencies, including planning and program evaluation; and basic research in social work techniques. Practice is provided in the application of research methods to the production of a project or thesis, including practice in planning, preparation of outlines, systematic note-taking, schedule-making, collection and compilation of data, tabular analysis, graphic presentation, and summarizing. The rationale for theses and projects is indicated and use is made of the format and procedures for scientific writing. 2 credits.

552. SOCIAL STATISTICS. Application of statistical methods to social research with practice in the presentation analysis, and interpretation of numerical data, and in the construction of tables and charts. (Required for students whose college transcripts do not include a course in statistics.) 2 credits.

553. THESIS SUPERVISION. Individual theses are prepared based upon agency or source material; to develop and demonstrate the student's ability to apply the techniques of social research to the primary and secondary source materials of the area of social work in which he is specializing; to contribute to knowledge in the field within the limitations of the situation; and to develop the student as a consumer and producer of social research. 6 credits.
Knowledge of the Factors Affecting Human Development

Psychological

602. Development of Personality. An introductory course in which the student obtains an understanding of the various forces at work in the development of personality and the structure thereof. This includes the role of heredity, constitutional factors, physiological and organic factors. The role of environment and cultural and sociological influences is investigated. Stress is placed upon influence of infantile, childhood and adolescent experiences in personality development. 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. The physiological effects of emotional tension are studied.  2 credits.

603. Psychiatric Information I. 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.

604. Psychiatric Information II. 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.

605. 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.
606. CHILD PSYCHIATRY. This is a course especially planned for the instruction of psychiatric social workers who will be working with family groups, particularly children. The approach is from 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.

607. PSYCHIATRY AND THE OFFENDER. An advanced course primarily for those who will be working with pre-delinquents and in courts, clinics, reformatories, penal institutions and training schools. The course will include a study of psychopathic behavior disorders in children, recognition and management of the potential delinquent, problems in the treatment of juvenile delinquency, the intra-and extra-institutional treatment of sex offenders, the psychiatric orientation of the alcoholic criminal, the classification of offenders, the classification clinic in a correctional institution, group treatment in the rehabilitation of offenders and psychotherapy in a penal setting. Prerequisites: Psychiatry Courses 602, 603, 504 and Field Work 851. 2 credits.

608. PSYCHOLOGICAL COMPONENTS IN SOCIAL WORK. 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 interpretation of the same as they are of value to social work. 2 credits.

PHYSIOLOGICAL

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.

652. 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 disease, the nutritional diseases, degenerative diseases and disorders of maternity. The fundamental relation of health to social and economic well-being is stressed.

653. 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.

654. 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.

SOCIOCOLICAL

750. PSYCHO-CULTURAL FACTORS IN PERSONALITY DEVELOPMENT. A discussion course centered around a study of the dynamic aspects of familial and environmental conditions contributing to the socialization processes and personality structure of the individual.

751. CULTURAL COMPONENTS IN SOCIAL WORK PRACTICE. Cultural components and the characteristics of the various ethnic, racial, nationality, religious, class, caste and economic groups which make up the population of the United States; analysis of contemporary cultures and briefer analysis of primitive cultures to show relation between specific cultural patterns and the kind of behavior that develops from them; nature and social significance of prejudice; intercultural and interracial problems as they appear in the various areas of social work practice and resources and techniques involved in treating them.

752. 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.

753. 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 re-
viewed. 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.

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

755. PROBLEMS AND PROGRAMS IN HOUSING. This course deals with the origins of 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.

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

757. 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 purpose 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 counselling. 2 credits.

COURSES IN FIELD INSTRUCTION

Courses geared to the interests and needs of supervisors with varying supervisory experiences are offered. The content emphasizes
philosophy, principles and methods of supervisory practice and stresses the psychological implications of the supervisory process; aspects of the growth and learning experience; the nature of the supervisory relationship; the role of the supervisor and the supervisee; and techniques involved in supervision.

800. SUPERVISION IN CASE WORK. The process of supervision as a learning-teaching experience emphasizing concepts, methods, and skills with consideration of the joint responsibility of agency and school for social work education and training. 2 credits.

801. SUPERVISION IN GROUP WORK. This course is designed for all agency workers who are potential or actual supervisors. School and supervisors supply case material which is illustrative of both local and out-of-town field work supervisory processes. Emphasis is placed upon school and agency’s mutual responsibility for student training program. 2 credits.

802. SUPERVISION IN COMMUNITY ORGANIZATION. This course discusses the principles of Community Organization and the content of field work experience which might implement them, and 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.

FIELD WORK

850. 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 these full consideration, but the School reserves the right to make the final decision. 2nd and 3rd Units; 7 credits.

Field Work Department Faculty Members.

851. ADVANCED FIELD WORK. Advanced students registered for full time work are eligible for a six month’s span of specialized block field work in selected social agencies upon satisfactory completion of course 850. Regional group seminar meetings of students and supervisors constitute part of the block field work experience. Fourth Unit, 14 credits.

Field Work Department Faculty Members.
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 audiovisual 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 fifty 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 such 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 profes-
sional 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 Coun­
cil. Final examination, oral and written, covering grad­
uate 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 pre­
sented. 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 Regis­
trar 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.

TUITION AND FEES (See page 33)

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

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

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

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

UNIVERSITY AID

Through a special grant of the Carnegie Corporation of New York, Atlanta University is enabled to offer scholarships
for prospective librarians for the next five years. This year four scholarships of $500 and ten scholarships of $300 will be awarded to worthy students. Applications for these scholarships should be secured from the Registrar and should be submitted not later than June 1, 1953.

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.
AREAS OF SPECIALIZATION

The School of Library Service offers specialization in five areas of librarianship; college library service, school library service, public library service (general), public library service for children and young people and reference and cataloging. All students regardless of their areas of specialization must take 18 semester hours or six courses which are general and basic to all types of library work; these courses are History of Books and Libraries, Use and Selection of Library Materials, Administration and Operation of Libraries, Technical Processes, Communications and Research Methods in Library Service. When a student has decided upon an area of specialization the remaining courses must be chosen accordingly from those listed for that particular specialization.

COURSES LEADING TO THE M.S. IN L.S. DEGREE IN COLLEGE LIBRARY SERVICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>History of Books and Libraries</td>
<td>3 hrs.</td>
<td>3</td>
</tr>
<tr>
<td>410</td>
<td>Use and Selection of Library Materials</td>
<td>3 hrs.</td>
<td>6</td>
</tr>
<tr>
<td>420</td>
<td>Administration and Operation of Libraries</td>
<td>3 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>430</td>
<td>Technical Processes</td>
<td>3 hrs.</td>
<td>12</td>
</tr>
<tr>
<td>411</td>
<td>Literature of the Humanities</td>
<td>3 hrs.</td>
<td>15</td>
</tr>
<tr>
<td>450</td>
<td>Communications</td>
<td>3 hrs.</td>
<td>18</td>
</tr>
<tr>
<td>401</td>
<td>Research Methods in Library Service</td>
<td>3 hrs.</td>
<td>21</td>
</tr>
<tr>
<td>412</td>
<td>Literature of the Social Sciences</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td>522</td>
<td>College Library Administration</td>
<td>3 hrs.</td>
<td>27</td>
</tr>
<tr>
<td>441</td>
<td>Modern Book Publishing</td>
<td>3 hrs.</td>
<td>30</td>
</tr>
<tr>
<td>413</td>
<td>Literature in Science and Technology</td>
<td>3 hrs.</td>
<td>33</td>
</tr>
<tr>
<td>511</td>
<td>Government Documents</td>
<td>3 hrs.</td>
<td>36</td>
</tr>
<tr>
<td>402</td>
<td>Thesis Seminar</td>
<td>3 hrs.</td>
<td>39</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6 hrs.</td>
<td>45</td>
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</tbody>
</table>

Suggestions for the elective:
- 510 Reference Method
- 530 Administrative Problems of Cataloging
- 451 Methods and Problems of Reading
COURSES LEADING TO THE M.S. IN L.S. DEGREE IN PUBLIC LIBRARY SERVICE (GENERAL)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>400</td>
<td>History of Books and Libraries</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>410</td>
<td>Use and Selection of Library Materials</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>420</td>
<td>Administration and Operation of Libraries</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>430</td>
<td>Technical Processes</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>411</td>
<td>Literature of the Humanities</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>450</td>
<td>Communications</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>401</td>
<td>Research Methods in Library Service</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>412</td>
<td>Literature of the Social Sciences</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>521</td>
<td>Public Library Service</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>414</td>
<td>Children's Literature</td>
<td>3 hrs. 30</td>
</tr>
<tr>
<td>413</td>
<td>Literature in Science and Technology</td>
<td>3 hrs. 33</td>
</tr>
<tr>
<td>520</td>
<td>Larger Units of Library Service</td>
<td>3 hrs. 36</td>
</tr>
<tr>
<td>511</td>
<td>Government Documents</td>
<td>3 hrs. 39</td>
</tr>
<tr>
<td>402</td>
<td>Thesis Seminar</td>
<td>3 hrs. 42</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 hrs. 45</td>
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</tbody>
</table>

Suggestions for the elective:

- 415 Literature for Young Adults
- Soc 504 The City
- Soc 511 Rural Social Systems
## COURSES LEADING TO THE M.S. IN L.S. DEGREE IN SCHOOL LIBRARY SERVICE

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<tr>
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<td>430</td>
<td>Technical Processes</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>451</td>
<td>Methods and Problems of Reading</td>
<td>3 hrs. 15</td>
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<td>Research Methods in Library Service</td>
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<td>423</td>
<td>School Library Service</td>
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<td>414</td>
<td>Children's Literature</td>
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<tr>
<td>417</td>
<td>Story-telling</td>
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<td>415</td>
<td>Literature for Young Adults</td>
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<td>545</td>
<td>Curriculum Foundations</td>
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<tr>
<td>546</td>
<td>Human Behavior and Its Measurements</td>
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<td>Elective</td>
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</tr>
<tr>
<td>424</td>
<td>Teacher-librarians' Workshop</td>
<td>6 hrs.</td>
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</tbody>
</table>

*Suggestions for the elective:*

- Public Library Service
- Larger Units of Library Service
- Child Development
- Adolescent Psychology
**Courses Leading to the M.S. in L.S. Degree in Work with Children and Young People in Public Libraries**

<table>
<thead>
<tr>
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<tr>
<td>521</td>
<td>Public Library Service</td>
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<td>Thesis Seminar</td>
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<td>Electives</td>
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**Cumulative Credit**

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<tr>
<td>36</td>
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<tr>
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</tbody>
</table>

Suggestions for the elective:

- School Library Service
- Larger Units of Library Service
- Modern Book Publishing
- Child Development
- Adolescent Psychology
- Literature in the Humanities
## Courses Leading to the M.S. in L.S. Degree in Reference and Cataloging

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<td>431</td>
<td>Advanced Cataloging and Classification</td>
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<td>441</td>
<td>Modern Book Publishing</td>
<td>3 hrs. 30</td>
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</table>
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. HISTORY OF BOOKS AND LIBRARIES. In this course attention is focused historically on the social significance of the development of writing, books and libraries. Students are also acquainted with the various types of libraries; their philosophy, objectives and functions. 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.

402. THESIS SEMINAR. Required of all students who are engaged in the preparation of the thesis and who have had Research in Library Service. Thesis proposals, progress reports on research and reports based upon the completed research project are presented and discussed. 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. LITERATURE IN THE HUMANITIES. Against a background of the principles of literary criticism and reference materials, journals and significant titles produced in all periods of history are presented in the fields of literature, religion, philosophy and the fine arts. 3 credits.

412. LITERATURE IN THE SOCIAL SCIENCES. Reference books, society publications, serials, and significant landmark books are studied in each of the following areas: sociology, government and political science, education and history. Subject specialists are invited
to discuss the historical development and the current trends of thought in each of these fields.

413. Literature in Sciences and Technology. A survey of the reference materials and important current titles in general science, biology, geology, mathematics, physics, chemistry, astronomy and technology. Subjects specialists are invited to discuss historical development, terminology and current trends in each of these fields. 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 is given for the reading of many titles and the justification of selection in terms of adolescent psychology. Prerequisite: Course 414. 3 credits.

417. Story-telling. The fundamental principles of selection, adaptation and presentation of children's stories will be emphasized. Each student will get experience in preparing and conducting little children's story hours and cycle story hours for the larger children. 3 credits.

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.

424. Workshop for In-service Teacher-Librarians. The Workshop is planned to give in-service teacher-librarians, who may or may not be matriculated for a degree, an opportunity to work together on their own problems under the guidance of experienced leaders. Each participant is expected to bring real problems from the school in which she serves as teacher-librarian. Through discussion with other participants, consultation with leaders, background reading and actual practice work, each teacher-librarian can work toward the solution of her specific problems. 6 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.

431. **ADVANCED CATALOGING AND CLASSIFICATION.** A study of the organization of special types of materials, and the interpretation and modification of cataloging rules, classification schemes and use of subject headings. Attention is given to cataloging and classifying special collections. 4 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, the linotype, and modern processes of book illustration; (2) the influence of various individuals and privately owned presses on book production; (3) trends and practices in the book trade today. 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 the 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. **METHODS AND PROBLEMS OF READING.** 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.

511. **GOVERNMENT DOCUMENTS.** The form, production, distribution and subject content of official publications of national govern-
ments and of international agencies such as UNESCO. Emphasis is given to the selection, acquisition, organization and use of United States federal documents and those of states, counties and municipalities. 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 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 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, to study children, and to conduct educational experiments.

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 22,000 Negro children are enrolled in 17 schools in the Atlanta area. Many of the teachers in these schools are graduates of Atlanta University and many are now continuing their training in the School of Education. The larger 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 might 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 the two background courses in education, namely, Curriculum Foundations and
Human Behavior and Its Measurements or the equivalent.

3. A reading knowledge of French or German. In special cases application may be made to the University Senate for permission to substitute Spanish for French or German.

4. Acceptable performance on the Preliminary Examination in Education.

5. Satisfactory completion of all prescribed examinations, including the Graduate Record Examination.

6. Completion of twelve semester hours in approved courses.

Application 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.

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

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

Students 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 Chairmen 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 Preliminary 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, Testing, and Placement, 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 is achieved essentially through the following:

1. Two background courses, namely,
   a. Curriculum Foundations
   b. Human Behavior and Its Measurements
2. A program in English Fundamentals
3. The Educational Seminar
4. The Preliminary Examination in Education.

BACKGROUND COURSES

Two courses are provided to meet the background needs. The first course, Curriculum Foundations, 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 Measurements, 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 PRELIMINARY EXAMINATION IN EDUCATION

The Preliminary Examination in Education is essentially the culmination of the experiences in the two background courses as these courses are designed to aid the student in developing certain understandings which are evaluated by the examination. The general phases of the examination will cover materials from the two background courses, namely, Curriculum Foundations and Human Behavior and Its Measurements. The other parts of the examination will be standardized objective tests which are designed to give evidence of the student's ability to complete satisfactorily the remaining portion of his graduate program, including the writing of the thesis and certain other requirements. No special preparation is required for these standardized objective tests.
Following the completion of the two background courses or their equivalent and upon the completion of an additional six hours of appropriate graduate work, any graduate student may take the Preliminary Examination in Education. Full-time students who have not completed twelve hours of work may be permitted to take this examination during the second half of the semester in which they are registered for as many as twelve hours of work. Any student (full-time or part-time) who is in the process of completing as many as twelve hours of work in a given semester, including the two background courses, may be permitted to take the Preliminary Examination in Education during the second half of that semester.

The student’s performance on the Preliminary Examination in Education, the Examination in English Fundamentals, and the Reading Knowledge Examination in French or German, together with the work that the student has done at the undergraduate and graduate levels will serve as a basis for establishing candidacy for the master’s degree. The Preliminary Examination in Education is given near the close of each semester and of the summer session.

After the student has passed the Preliminary Examination in Education, and the Examination in English Fundamentals 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 advisory 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, Curriculum Foundations and Human Behavior and Its Measurements, more than two times, nor will a student be permitted to take the Preliminary 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 requirements for the degree of Master of Arts with a major in Education are designed for preparing educational leaders; namely, principals, supervisors, and master teachers.
GENERAL REQUIREMENTS FOR THE M.A. DEGREE

The minimum number of semester hours of graduate work required for the Master or Arts degree with a major in Education for all students entering the School of Education after May 1, 1949, will be thirty (30) hours in the areas in which courses are now being offered. Those students, however, who are enrolled in Secondary School Instruction must complete 18 hours of required work in the field of Education. At least 9 of the remaining 12 hours should be elected from graduate courses in the student's teaching field.

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. Curriculum Foundations
   b. Human Behavior and Its Measurements
   (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 Educational Seminars.

4. Pass the Preliminary 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.
Types of Theses

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 these 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.

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 three 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 follow. 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 M.A. DEGREE IN EDUCATIONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs.</td>
<td>3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs.</td>
<td>6</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs.</td>
<td>12</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs.</td>
<td>15</td>
</tr>
<tr>
<td>520</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs.</td>
<td>18</td>
</tr>
<tr>
<td>453</td>
<td>Statistical Psychology and Education</td>
<td>3 hrs.</td>
<td>21</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Mental</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>and Educational Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>556</td>
<td>Psychological Theory</td>
<td>3 hrs.</td>
<td>27</td>
</tr>
<tr>
<td>557</td>
<td>Laboratory, Clinical, and Case Techniques</td>
<td>3 hrs.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>in Education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>30 hrs.</strong></td>
</tr>
</tbody>
</table>

2. COURSES LEADING TO M.A. DEGREE IN EARLY CHILDHOOD EDUCATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs.</td>
<td>3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs.</td>
<td>6</td>
</tr>
<tr>
<td>405</td>
<td>Child Development</td>
<td>3 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>408</td>
<td>Behavior Problems</td>
<td>3 hrs.</td>
<td>12</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs.</td>
<td>15</td>
</tr>
<tr>
<td>414</td>
<td>Nursery-Kindergarten-Primary School Program</td>
<td>3 hrs.</td>
<td>18</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health</td>
<td>3 hrs.</td>
<td>21</td>
</tr>
<tr>
<td>401</td>
<td>Methods and Materials of Classroom Procedure or</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation in Demonstration School or</td>
<td>3 hrs.</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>465</td>
<td>Basic Rural Life Problems in Education or Education</td>
<td>3 hrs.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>519: Advanced Educational Psychology or Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>30 hrs.</strong></td>
</tr>
</tbody>
</table>
### 3. COURSES LEADING TO M.A. DEGREE IN GUIDANCE AND COUNSELING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs.</td>
<td>3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs.</td>
<td>6</td>
</tr>
<tr>
<td>430</td>
<td>Educational and Vocational Guidance*</td>
<td>3 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs.</td>
<td>12</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs.</td>
<td>15</td>
</tr>
<tr>
<td>535</td>
<td>Mental Hygiene</td>
<td>3 hrs.</td>
<td>18</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3 hrs.</td>
<td>21</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Mental and Educational Tests</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td>554</td>
<td>Seminar in General Counseling Methods</td>
<td>3 hrs.</td>
<td>27</td>
</tr>
<tr>
<td>555</td>
<td>Counseling Internship</td>
<td>3 hrs.</td>
<td>30</td>
</tr>
</tbody>
</table>

Cumulative: 30 hrs.

### 4. COURSES LEADING TO THE M.A. DEGREE IN ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs.</td>
<td>3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs.</td>
<td>6</td>
</tr>
<tr>
<td>482</td>
<td>Child Psychology</td>
<td>3 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs.</td>
<td>12</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health</td>
<td>3 hrs.</td>
<td>15</td>
</tr>
<tr>
<td>491</td>
<td>Teaching of Reading</td>
<td>3 hrs.</td>
<td>18</td>
</tr>
<tr>
<td>401</td>
<td>Methods and Materials of Classroom Procedure or Elective in Elementary Education</td>
<td>3 hrs.</td>
<td>21</td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation in Demonstration Schools or Elective in Elementary Education</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3 hrs.</td>
<td>27</td>
</tr>
<tr>
<td>465</td>
<td>Basic Rural Life Problems in Education or Education 519: Advanced Educational Psychology or Elective</td>
<td>3 hrs.</td>
<td>30</td>
</tr>
</tbody>
</table>

*Includes occupational information and other informational services for counselors.
## 5. Courses Leading to the M.A. Degree in Secondary School Administration

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>429</td>
<td>Instructional Program in the Secondary Schools</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>428</td>
<td>The Secondary School Principal</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>430</td>
<td>Principles &amp; Practices of Educational and Vocational Guidance</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>465</td>
<td>Basic Rural Life Problems in Education or Education 519: Advanced Educational Psychology or Elective</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3 hrs. 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 hrs.</td>
</tr>
</tbody>
</table>

1Principals of Elementary Schools will follow the above sequence with the following exceptions:

1. Instead of Ed. 429: Instructional Program of Secondary Schools, take Ed. 401: Methods and Materials of Classroom Procedures (Instructional Program of Elementary Schools) or elective in Elementary Education.
3. Instead of Ed. 483: Adolescent Psychology, take Ed. 482: Child Psychology or Ed. 405: Child Development.
### Courses Leading to the M.A. Degree in Secondary School Instruction

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior &amp; Its Measurements</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>429</td>
<td>Instructional Program in the Secondary School</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>463</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>430</td>
<td>Principles &amp; Practices of Educational and Vocational Guidance</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>465</td>
<td>Basic Rural Life Problems in Education or Education 519: Advanced Educational Psychology or Elective</td>
<td>3 hrs. 30</td>
</tr>
</tbody>
</table>

The nine hours of electives in the teaching field should be chosen from the appropriate department or departments of the Graduate School of Arts and Sciences, the School of Business Administration, or the School of Education, under the guidance of the Dean or the Director of the appropriate school, in conjunction with the Head of the Department concerned:

**Graduate School of Arts and Sciences**
- Biology
- Chemistry
- English
- French
- Mathematics
- Divisional courses in social sciences
  - Economics
  - History & Pre-history
  - Political Science
  - Sociology and Anthropology
- School of Business Administration
- School of Education
  - Home Economics Education
  - Professionalized Subject Matter Courses
SUMMER PROGRAM FOR TRAINING PRINCIPALS

(Certificate — Degree Plan)

OUTLINE FOR P-4 AND P-5 CERTIFICATES IN GEORGIA

**First Summer (P-4 and P-5)**
- Initial Principal’s Workshop ....................... 6 hrs.
- Curriculum Foundations ........................... 3 hrs.
- Examination in Minimum Essentials of English

**Second Summer**
- Human Behavior and Its Measurements ............. 3 hrs.
- *Secondary Curriculum Planning and Evaluation* .... 3 hrs.
- Basic Rural Life Problems in Education
  or Ed. 519: Advanced Educational Psychology
  or Elective ..................................... 3 hrs.
- Preliminary Examination in Education

**Follow-up Subsequent School Year (P-5)**
- Supervised Field Experience ....................... 3 hrs.

**Third Summer**
- Principles and Practices in Educational and
  Vocational Guidance ................................ 3 hrs.
- Methods of Educational Research .................. 3 hrs.
- Seminar in School Administration (Administrative
  Problems in Elementary and Secondary Schools) .... 3 hrs.
- Reading Knowledge Examination in French
  or German ...................................... 3 hrs.

**Fourth Summer**
- Thesis in Final Form (in general, a Field Study)
- Final Oral Examination

Total required ....................................... 30 hrs.

*Principals of elementary schools will take the course in Elementary curriculum Planning and Evaluation.*
SUMMER PROGRAM FOR TRAINING SUPERVISORS

(Certificate — Degree Plan)

OUTLINE FOR SV-4 AND SV-5 CERTIFICATES IN GEORGIA

FIRST SUMMER (SV-4 AND SV-5)

Initial Workshop in Supervision .................... 6 hrs.
Curriculum Foundations ........................... 3 hrs.
Examination in Minimum Essentials of English

FOLLOW-UP FALL SCHOOL TERM

Supervised Field Experience .......................... 3 hrs.

SECOND SUMMER (SV-5)

Human Behavior and Its Measurements ............. 3 hrs.
Elementary Curriculum Planning and Evaluation ..... 3 hrs.
Basic Rural Life Problems in Education
or Ed. 519: Advanced Educational Psychology
or Elective ..................................... 3 hrs.
Preliminary Examination in Education

THIRD SUMMER (SV-5)

Teaching of Reading ............................... 3 hrs.
Methods of Educational Research ................... 3 hrs.
Advanced Seminar in Supervision ................ 3 hrs.
Reading Knowledge Examination in French
or German ........................................ 3 hrs.

FOURTH SUMMER

Thesis in Final Form (in general, a Field Study)
Final Oral Examination

Total required .................................... 30 hrs.
SUMMER PROGRAM FOR TRAINING OF MASTER SECONDARY SCHOOL TEACHERS

(Certificate — Degree Plan)

OUTLINE FOR M.A. DEGREE AND T-5 CERTIFICATE IN GEORGIA

FIRST SUMMER

Curriculum Foundations ........................................ 3 hrs.
Human Behavior and Its Measurements .......................... 3 hrs.
Instructional Program in the Secondary School ................ 3 hrs.
Examination in Minimum Essentials of English

SECOND SUMMER

Secondary Curriculum Planning & Evaluation or a
course in Curriculum and Instruction in Teaching
Field such as Social Studies in Secondary School ...... 3 hrs.
Adolescent Psychology ........................................... 3 hrs.
Elective in Teaching Field (Graduate Course) ............... 3 hrs.
Preliminary Examination in Education

THIRD SUMMER

Principles and Practices in Educational and Vocational Guidance ........................................ 3 hrs.
Methods of Educational Research ............................... 3 hrs.
Elective in Teaching Field (Graduate Course) ............... 3 hrs.
Examination in French or German

FOURTH SUMMER

Elective in Teaching Field (Graduate Course) ............... 3 hrs.
Thesis in Final Form
Final Examination

Total required ..................................................... 30 hrs.
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; administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; office administration; plant operation; assemblies; pupil activities; special classes; library and health programs. 3 credits first semester.

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.

431. INITIAL PRINCIPALS' WORKSHOP. (Equivalent to 427 and 428.)
The Workshop for principals is designed to provide a period of intensive in-service preparation for the principalship of either the elementary school or the secondary school or both. It is designed to provide comprehensive and intensive training through individual and group projects, readings in related literature, reviews of pertinent research, individual reports, panel discussions, staff presentations, and the projections of programs of action for the local situations of the principals in the group. The Workshop will implement, functionalize, and enrich the usual work of such courses as: Organization and Administration of the Elementary School and the Organization and Administration of the Secondary School. The areas of work covered in the Workshop are: (a) the over-all philosophy, objectives, and techniques of the organizational and administrative processes of the public school, (b) the curricular patterns of the school, (c) the instructional activity, (d) the supervisory activity of the principal, (e) auxiliary services program, (f) pupil-personnel accounting, (g) business prac-
tices and accounting procedures of the school, (h) the co-curricular activities program, (i) public relations program, and (j) the problem of human relationships.

(Of offered only in the summer.) 6 credits.

511. Supervised Field Experience for Supervisors, Principals, and Supervising Teachers of Student Teachers. This course is primarily designed to meet requirements for the P-5 and SV-5 Certificates for principals and supervisors, respectively, and for teachers who desire to be certified as supervising teachers of student teachers.

In essence, the work in this course is on-the-job-training and includes the formulation and implementation of plans for promoting school improvements in the student's own school situation. The group meetings are seminar-clinic situations where there is an exchange of analyses, criticism, interpretations and refinement of each student's plan and/or project through the pooled thinking of the whole group. This course must be taken at the time specified in the planned sequential programs which appear in the catalogue under the following heading: Summer Program for Training Principals; Summer Program for Training Supervisors. 3 credits either semester.

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

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.

(Of offered only in the summer.) 6 credits.
562. Advanced Seminar in Supervision. This course is designed to achieve the following objectives: (1) to build a comprehensive review and evaluation of a wide range of specific methods and techniques involved in the improvement of teaching-learning situations and to synthesize the learning experiences which the students have had; (2) to analyze critically and evaluate the supervisory function, its philosophy, objectives, principles, organizational patterns, and media of evaluation; and (3) to give detailed training in the construction of learning exercises and the provision of learning experiences which vitalize the teaching-learning situation. 3 credits either semester.

567. Supervision of Student Teaching. This course is concerned with an educational viewpoint demanding competence which excels in the understanding and direction of child and adolescent growth and development; and the function of the school. High place will be given curriculum planning; schedule making; grouping pupils; instructional materials, methods, and techniques; and evaluation of teaching with reference to pupil growth.

Special instruction will take place in knowledge of fundamental policies influencing student teaching; analysis of the supervising teacher's job; techniques of observation of teaching and individual conferences with student teachers.

Laboratory schools will be used for directed observation. Forms for observation and teaching practice will be studied, discussed and constructed as well as types and functions of conferences in student teaching programs. 3 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 instruc-
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 oppor-
tunity 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. CHILD DEVELOPMENT (PRINCIPLES OF HUMAN GROWTH AND DE-
VELOPMENT). 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 ex-
perience and behavior patterns in nursery, kindergartens, and
primary school. 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.
3 credits first semester.

406. SCIENCE IN THE GRADES. The 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 regis-
tration 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. 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.

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.
560. **Elementary Curriculum Planning and Evaluation.** This course concerns itself with the activities involved in over-all curriculum planning in the elementary school, detailed planning in various areas of experience comprising the elementary curriculum, and the evaluative process as a phase of curriculum planning. Lectures, discussions, demonstrations, and formulation of plans for specific school situations.

**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.

554. **Seminar in General Counselling Methods.** 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 need 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 pic-
tures, 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.

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.

571. METHODS OF EDUCATIONAL RESEARCH. 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.

FOUNDATIONS OF EDUCATION

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

546. HUMAN BEHAVIOR AND ITS MEASUREMENTS. This course is a continuation of the work done in the course Curriculum Foundations. 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.

EDUCATIONAL PSYCHOLOGY

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.
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 on approval of instructor.

3 credits first semester.

556. **Laboratory, Clinical, and Case Techniques in Education.** This course is designed to give the student training in techniques of research. Laboratory experiments, clinical procedure and case reports are pursued. These are supplemented by lectures and discussions. The student is primarily concerned with the application of scientific methods of study to problems in education and psychology. Limit: 10 students. Prerequisites: Ed. 545; Ed. 546; Ed. 453; Ed. 454, Ed. 519.

3 credits.

557. **Psychological Theory.** A detailed consideration of the rise and development of psychological theory and method with chief
emphasis on the modern period. Philosophical and methodological principles involved in theoretical systems and schools of psychology. Implications of contemporary schools for the theory and practice of education are stressed. Prerequisites: Ed. 545; Ed. 546; Ed. 519. (Should be taken concurrently with Ed. 520 and Ed. 599.) 3 credits.

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. BASIC RURAL LIFE PROBLEMS IN EDUCATION. The aim here is to acquaint the students, (1) with the basic problems underlying the welfare of those engaged in agricultural pursuits, and (2) with our agricultural policy and its consequences to this and other nations with implications for curriculum building, procedures of teaching, and other aspects of the educative process. Some of the more specific problems for study are those pertaining to the conservation of our natural resources; the efficient production of food and fiber; land reform and its social, economic and political implications; and rural-urban differences. 3 credits either 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.

497. **Mathematics in the Secondary School.** This course is a professionalized subject-matter course in secondary-school mathematics. It re-examines high school mathematics from a professional point of view and considers both methods of teaching as well as actual subject matter.

This course provides a broad, deep background for the teacher of high school mathematics and discusses whether, when, and how various topics should be presented in the high school. 3 credits either semester.

498. **Science in the Secondary School.** This course is a professionalized subject-matter course in secondary-school science. It re-examines high school science from a professional point of view and considers both methods of teaching as well as actual subject matter.

The course provides a broad, deep background for the teacher of high school science and discusses whether, when, and how various topics should be presented in high school. 3 credits either semester.

510. **Apprenticeship in Teaching in Secondary Schools.** This course offers opportunity for observation and supervised apprenticeship in teaching in the various teaching fields on the secondary school level. Activities preparatory for and supplementary to the appren-
ticeship will include individual conferences, observation of selected classroom teachers, participation in a seminar for apprentice teachers, and the development of teaching guides. Students who enroll in the course must arrange their schedules so as to provide a minimum of three consecutive hours each day in the school to which he is assigned. One hundred twenty (120) clock hours of supervised apprenticeship in teaching are required for the completion of the course. This course is open only to students who did not complete its equivalent on the undergraduate level; consent of the instructor is also required.

561. SECONDARY CURRICULUM PLANNING AND EVALUATION. This course concerns itself with the activities involved in over-all curriculum planning in the secondary school, detailed planning in core areas and/or subject fields, and the evaluative process as a phase of curriculum planning. Lectures, discussions, demonstrations, and formulation of plans for specific school situations. 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. No credit.
On September 26, 1946, Atlanta University opened under the direction of Mr. Lorimer D. Milton, a School of Business Administration, offering work leading to the degree of Master of Business Administration. Courses are offered in the fields of Production, Marketing, Finance, Control, and Administration.

AIM

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

The school will not attempt to invade the field of secretarial studies, such as Typing, Shorthand, Business English, Bookkeeping, Filing, Office Management, etc. As desirable as the skills involved in these studies are they are not necessary to attainment of the 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 un-
limited expansion of courses in each field to meet the needs of specialization.

PROGRAM OF STUDY

The work of the Atlanta University School of Business Administration is organized to meet the needs of four distinct classes of students:

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

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

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

4. Those who prefer to enroll as special students and from whom no prequisites 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 accreditment, of which at least sixty hours shall have been completed in the following:

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

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

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One year candidates may not be required to follow this program but they must have had these courses, or their equivalent, before admission to the School of Business.

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

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<td>Business Finance</td>
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<td>Electives</td>
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Electives: Fifteen 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 work 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 prerequisites.

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 cost 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.

473-474. MARKETING I AND II. The first semester course in marketing seeks to describe the background of the marketing structure of modern business organizations including an explanation of the organization and governing principles by which our distributive system operates. Such topics as the following will be examined: the nature, scope and significance of marketing; marketing functions and institutions; the ultimate consumer, retailing and wholesaling consumers' goods, marketing industrial goods, marketing policies and practices; and governmental influences upon marketing activities. The second semester seeks to show the interrelationship between the various areas of marketing study and other business areas such as accounting and finance through the discussion of comprehensive case problems which present marketing problems as they are likely to be encountered in actual business practice.

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; 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: Business Finance.

3 credits second 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 technique of successful selling.

3 credits first semester.

477-478. BUSINESS STATISTICS. A study of statistical principles and methods utilized in the analysis of economic 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. This course is designed to develop in the student an understanding of advertising needed by management if it is to employ advertising economically and effectively. The problems of advertising are approached from the position of the advertiser rather than of the advertising agency or media. Topics discussed include appraisal of opportunities for the use of advertising, problems involved in the building of promotional programs, the development of institutional attitudes, the selection of media, accounting and statistical control of advertising, the measurement of advertising efforts, and the problems of agency relations. It is expected that through the study and discussion of complex cases that the student will develop a facility for the solution of specific
advertising problems and an understanding of the relationships between advertising and other business areas.

3 credits second semester.

493. MODERN MONETARY ANALYSES. An examination of the factors determining the supply and value of money; exchange rate equilibrium; and the role of money in the determination of the level of investment and employment. Special emphasis is given to a critical evaluation of the contributions of Keynes.

3 credits first semester.

494. MONETARY AND FISCAL POLICY. An examination of the monetary and fiscal policies which dominate the economic world within which business operates; this includes consideration of government budget policies, central bank policies, the tax structure, foreign exchange rates, and their impact upon national income and employment.

3 credits second semester.

496. RISK AND RISK BEARING. The major objectives of this course are: (a) to acquaint the student with the risks in an industrial society and the problems that arise out of their presence, (b) to show him how risks are borne, transferred, and reduced by social control, insurance, speculation, research and forecasting, and business management in our existing economic system, and (c) to indicate how the “price paid” for these services is determined.

This is an introduction to the risk field. The student may go on to do special work with an integrated point of view in such parts of the risk field as insurance, speculation in securities and in commodities, and business forecasting.

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 engagements. Problems of the internal auditor, the controller, and the business manager are also studied. A study of existing accounting systems, and methods of system building is 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. At all times the managers must survey the facts in light of the context and formulate plans to meet the situation.

3 credits second semester.

531. 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 the 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. (Not offered after 1952-53.) Three credits each semester.

537. Business Reports and Analysis. This course is designed to offer one who has mastered the fundamental areas of business administration an opportunity for application of his skills and abilities. Composite problems embracing all areas of business are given to the student for analysis. The student must isolate the pertinent problems, and present written analyses and recommendations. Particular attention is given not only to the answer but to the administrative ability reflected in the answer. Prerequisite: A mastery of work equivalent to Atlanta University's first year of business administration. 3 credits first semester.

539-540. Administrative Practices. The aim of administration, in addition to policy making, is to formulate desired action, and then to accomplish it by working through people. The basic purpose of this course is the development of the student's own capacity to work effectively with others — his superiors and equals as well as with subordinates — in getting things done. Through analysis of concrete situations in which the student is required to formulate specific plans for responsible action, it is expected that he will develop a rudimentary administrative skill. 3 credits each semester.

541-542. Principles of Management I and II. This course seeks to develop in the student an understanding and appreciation of the specialized activities of an industrial organization, their interrelationships, and the guiding principles (where applicable) used by management to coordinate and control them. It is expected that the student will develop a facility for the solution of industrial problems through the consideration of the background and operating principles pertaining to the major functions of an industrial enterprise including case problems illustrating the application of the various principles discussed. The discussion of various
production techniques having widespread application in industrial enterprises will be undertaken. Considerable time will be spent on the study of case problems and questions taken from actual practice to which the student is called upon to make specific adaptations of his acquired skills. Finally, there will be consideration of controversial issues of the present and future prospects for industrial organizations. 3 credits each semester.
DEGREES CONFERRED
June 2, 1952
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

LEROY REGINALD JOHNSON . . . . . . Political Science
Thesis: The United States’ Foreign Policy Toward Germany Since the Potsdam Conference.

THOMAS OLLIE MCJUNKINS . . . . . . Sociology

EDITH LUELLA SCRIVEN . . . . . . Sociology
A.B., Johnson C. Smith University, 1944.
Thesis: Professional Career Patterns of Public School Teachers.

MASTER OF SCIENCE

HARVEY LEE COLE . . . . . . . . . . . Biology
B.S., Alcorn Agricultural and Mechanical College, 1950.
Thesis: Inhibition by Intraperitoneal Injections of Testosterone Propionate of Regeneration in the Adrenal Cortex.

WILLIAM BISMARK LEFLORE . . . . . . . Biology
B.S., Saint Augustine’s College, 1950.

PERRY EARL WESTON* . . . . . . . . . Biology
Thesis: The Effect of Castration on the Activity of the Anterior Hypophysis of Male and Female Hamsters.

JEFFERSON CAREY NASH . . . . . . . . . Chemistry
B.S., Morehouse College, 1948.
Thesis: Studies in Conjugated Systems: Reaction of 1-Phenyl-2, 3-Dimethyl-3, 4-Dibromo Butene-1 With (1) Methyl Magnesium Bromide (2) Phenyl Lithium.

*Requirements completed January 26, 1952.
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

DOROTHY ELIZABETH ADAMS
Thesis: Mental Patients on Convalescent Leave, Part I: A Statistical Analysis of 250 Patients Given Three-Year Convalescent Leaves from the Wayne County General Hospital and Infirmary (Psychiatric Division), Eloise, Michigan, from July 1, 1946 to July 1, 1948.

VASHTI ADGER
A.B., Morris Brown College, 1945.
Thesis: The Use of Group Therapy in the Social Adjustment of Physically Disabled Children at the Detroit Orthopaedic Clinic.

EULALIA ADDISPHIRE ANDERSON
A.B., Wayne University, 1943.
Thesis: An Analysis of Staff Services Based on an Examination of Process Records of Community Council Secretaries.

REBECCA JUANITA ANTHONY

WUANETTA CHESTER BANKS
B.S., Schaufler College, 1950.

DOROTHY ELIZABETH BELL
A.B., Morris College, 1946.
ROBERT BLACKSHEAR
A.B., Morehouse College, 1950.

AMYLE JOHNSON BOYKIN
A.B., Fisk University, 1942.

CHARLIE LEE BRITTAIN
A.B., Prairie View College, 1938.

RICHARD RUDOLPH BROWN
A.B., Dillard University, 1950.
Thesis: "Ja Und Nein": A Study of the Effects of Parental Attitudes in Contributing to the Development of the Super Ego of Thirty Patients, Ages Five Through Seventeen, Diagnosed as Neurotic or Having Primary Behavior Disorders at the Children's Center of Metropolitan Detroit from May 12, 1947 to December 14, 1951.

JULIA PITTS BURGESS
B.S., Tuskegee Institute, 1936.

PALMYRA JONES CAMERON
B.S., Northwestern University, 1949.

JOHN EDWARD CARTER
B.S., Hampton Institute, 1950.
MATILDA CONNIE ANN CHAVIS  
A.B., Bennett College, 1950.  
Thesis: A Study of the Older Children's Committee of the Cuyahoga County Child Welfare Board of Cleveland, Ohio.

INOLA HOGAN CHILDRESS  
B.S., Arkansas Agricultural and Mechanical College, 1936.  
Thesis: Child Welfare Services for Negro Children in Little Rock, Pulaski County, Arkansas, from June 1, 1947 to June 1, 1951.

GWENDOLYN MABLE COMBRE  
A.B., Dillard University, 1950.  

FRANCES GENEVA COOK  
A.B., Texas College, 1945.  

JAMES LUTHER COX, JR.  
A.B., Lincoln University (Pa.), 1949.  
Thesis: An analysis of the Process of Organizing an Attack on the Narcotic Problems Among Teen-age Youth in New York City by the Welfare Council of New York City from December 5, 1950 to December 5, 1951.

MARY AMY DOWERY  
A.B., Knoxville College, 1950.  

CAROLE MAE FICKLING  
A.B., Howard University, 1949.  
Thesis: The Significance of the Reception Contact Interview to Twenty-five Tubercular Patients Known to Medical Social Service, Veterans Administration Hospital, Memphis, Tennessee, July 1951 to January 1952.
JAMES LEROY FORD
A.B., South Carolina Agricultural and Mechanical College, 1950.
Thesis: A Study of Casework Services Rendered to Twenty-four Service Connected Epileptic Veterans Applying for Training to Veterans Administration Guidance Center, Atlanta University, Atlanta, Georgia, from October, 1946 to January, 1952.

LONNIE JAMES FULLER
Thesis: A Study of Forty-six Financial Assistance Cases of Servicemen's Dependents Known to the Central District of the Home Service Department of the Chicago Chapter of the American Red Cross, July 1, 1951 to October 1, 1951.

REGINALD WILKERSON GARY
A.B., Talladega College, 1950.
Thesis: A Study of Psycho-Social Factors Contributing to the Successful Adjustment of Fifteen Patients on Trial Visit from a Veterans Administration Hospital from January 1, 1950 to December 1, 1950.

JESSIE MAE GLANTON
A.B., Clark College, 1949.
Thesis: Community Understanding of the Services of the Child Service Association, Atlanta, Georgia, 1951.

VICTORIA COURTNEY GREENE
A.B., Dillard University, 1950.
Thesis: The Relationship Between Cultural Factors and the Un-married Mother's Decision Regarding the Disposition of Her Baby.

REGINA LEON HATCHER
A.B., Virginia Union University, 1950.
HUGH RAVAUE HILL
A.B., Virginia State College, 1939.
Thesis: The Role of the Social Worker in the Veterans Administration Guidance Center, Atlanta University, Atlanta, Georgia.

DAVID SAMUEL JOHNSON, JR.
A.B., Johnson C. Smith University, 1949.
Thesis: A Study of the Need to Use Volunteers in Developing a Community Center Program in Chagrin Falls Park, Ohio, Sponsored by the Urban League of Cleveland, Ohio, 1951.

EDYTHE MCIVER KING
A.B., Paine College, 1936.

LOUISE BERYLE KING
A.B., Fisk University, 1950.

MARY LILLIAN LANE
A.B., Fisk University, 1950.
Thesis: A Study of Sixty-seven Foster Homes in Use by the Lake County Department of Public Welfare, Gary, Indiana, July 24, 1951.

ELLIS JOHN MAY, JR.
A.B., Beloit College, 1940.

ALBERT FOOTE MITCHELL
B.S., Wilberforce University, 1946.
WALTER COURTNEY PINKSTON
B.S., Tennessee Agricultural and Industrial State University, 1941.

ALBERT DAY PORTER
A.B., Talladega College, 1936.

EMMA JEAN PRATT
Thesis: A Study of Some of the Program Tools Consciously Used in the Integration of Interracial and Intercultural Groups.

MILDRED LYONS REESE
A.B., Dillard University, 1942.

CHARLES RICHARD ROBERTS
A.B., Dillard University, 1950.

DOROTHY VERMELLE SAMPSON
B.S., Hampton Institute, 1941.

FRANCIS CHILDREY SCHANCK
A.B., Virginia Union University, 1950.
Thesis: A Study of Ten Psychotic Patients Charged with Criminal Offenses and Known to a Veterans Administration Hospital Between September, 1950 and September, 1951.
Constance Yvonne Smith  
A.B., Paine College, 1950.  
Thesis: A Study of the Licensed Day Care Services Available to Negro Children in Atlanta, Georgia, 1951.

Ophelia Williams Smith  
A.B., Claflin College, 1927.  
Thesis: Group Work and Recreational Services with Fifty Older Persons at the Salvation Army Red Shield Club, Central Harlem, New York City, from September 8, 1951 to March 1, 1952.

Joseph Printer Sutton  
A.B., Knoxville College, 1943.  

Patricia Ellen Thompson  
A.B., Indiana University, 1950.  
Thesis: A Study of Runaways Known to the Cuyahoga County Child Welfare Board During the Period from January 1, 1950 to January 1, 1951.

Wilhelmina Thompson  
A.B., Howard University, 1950.  
Thesis: A Study of the Background of Twenty-five Enuretic Children in Residence at the Governor Bacon Health Center, Delaware City, Delaware.

Evelyn Tubbs  
A.B., Miles College, 1950.  
Thesis: The Role of Friends Neighborhood Guild in Helping In-Migrant Puerto Ricans Adjust in a New Community.

Reginald Stanton Tynes  
A.B., Delaware State College, 1950.  
Thesis: A Study of Fifty-five Cases of Offenders Aged Sixteen through Eighteen, Where the Taking of a Narcotic Drug Was an Associate Factor to Their Delinquent Behavior.
EDWARD CECIL WEBB
A.B., Howard University, 1938.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

HELEN MARIE COCHRAN

WILLIE MAE EDWARDS*
A.B., Livingstone College, 1948.

LOUIS EDNA GIBSON
A.B., Prairie View College, 1949.

MILDRED CECIL HANNON
Thesis: A Study of a Selected Group of High School Seniors to Determine to What Extent They Know and Make Use of Reference Tools.

EDNA CARMELITA LOCKHART*
A.B., Bennett College, 1950.
Thesis: An Analysis of Classification Patterns for Three Wars.

EDNA DELORIS MCLEMORE*
A.B., Howard University, 1945.
Thesis: An Evaluation of the Fiction Collections in the Libraries of the Atlanta University Center.

*Requirements completed January 26, 1952.
EVELYN SEACE QUIVERS  
A.B., Spelman College, 1941; B.S. in L.S., Atlanta University, 1949.  
Thesis: A Study of the School Library Experiences of a Selected Group of College Freshmen.

SCHOOL OF EDUCATION  
MASTER OF ARTS

VIRGINIA SHERARD BUSH*
A.B., Spelman College, 1941.  
Thesis: Determining the Differences Between Students Who Have Been Rated by Their Teachers as Aggressive or Withdrawing on a Number of Factors, Namely, Intelligence and Achievement.

ALFRED WAYMAN FERGUSON  
B.S., Bluefield Teachers College, 1935.  

MARVIN LAURENCE HEAD*
A.B., University of Southern California at Los Angeles, 1950.  

EVELYN MARIE HILLARD*
B.S., College of Education & Industrial Arts (Wilberforce, Ohio), 1949.  

*Requirements completed January 26, 1952.
EUGENE THEOLPHUS HOLMES*
A.B., Benedict College, 1933.
Thesis: A Study of the Relative Effectiveness of Two Methods of Teaching General Science in the 10th Grade at the Athens High and Industrial School, Athens, Georgia.

MYRON HERMAN JOHNSON
A.B., Morehouse College, 1950.
Thesis: An Analysis of the Wechsler-Bellevue Intelligence Scale Performances of Spelman and Morehouse College Sophomores.

CORINNE MANCE NEAL
A.B., Saint Augustine's College, 1937.

PAULINE LUCILLE SHIELDS*
A.B., Spelman College, 1946.

DAUGHTRY LEE THOMAS*
A.B., Clark College, 1950.
Thesis: A Study of the Measured Occupational Interests of Two High School Groups of Male Negro Seniors in Relation to Their Fathers’ Occupations.

FLORIDA MAE WOODS*
A.B., Miles College, 1941.

THELMA WILLIAMS YANCEY*
B.S., Grambling College, 1946.
Thesis: Rural-Urban Differences in Reading Achievement Manifested by a Group of Negro Elementary Pupils Attending School in Webster Parish, Louisiana.

* Requirements completed January 26, 1952.
SCHOOL OF EDUCATION
MASTER OF EDUCATION

Roline Bass**
B.S., Savannah State College, 1947.

Olivia Hampton Baldwin**
A.B., Atlanta University, 1925.

U. L. Benjamin**

Desse D. Boston**
A.B., Paine College, 1947.

Allen Leroy Coney**
B.S., Alcorn Agricultural and Mechanical College, 1940.

Nathaniel Bacon Cooke**
A.B., Morehouse College, 1929.

Elizabeth Howell Cooperwood**
A.B., Rust College, 1944.

Eva Cox**
B.S., Philander Smith College, 1937.

Melvin B. Davie**
A.B., Morehouse College, 1938.

Daniel Lee Deloatch**
A.B., South Carolina State Agricultural and Mechanical College, 1943.

Daniel Maceo Fuller**
B.S., Fort Valley State College, 1941.

Lucy Wallace Hodges**
A.B., Winston-Salem State Teachers College, 1937.

*Requirements completed August 31, 1951.*
LILLIE PERDUE HOWARD**  

RUTH ATKINSON JACKSON**  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1941.

LAURANN MEDELL JOHNSON**  
A.B., Clark College, 1928.

JAMES EUGENE KING**  
B.S., South Carolina State Agricultural and Mechanical College, 1934.

MYRA SAMUELS KING**  
B.S., Langston University, 1929.

ELVIN LAWRENCE KNOWLES**  
A.B., Spelman College, 1940.

FRANK SHERIDAN MCCLARIN**  
A.B., Morris Brown College, 1928.

EZRA PAYNE ROBERTS**  
B.S., Savannah State College, 1940.

WESLEY MARION THOMAS**  
B.S., Kentucky State College, 1933.

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

JAMES EWING WEST**  
B.S., Kentucky State College, 1935.

LEONARD EDWARD WILLIAMS**  
A.B., Lincoln University (Pa.), 1940.

**Requirements completed August 31, 1951.
THOMAS SUTTON .................................. English
A.B., Morehouse College, 1951.

EUNICE GUY WESTON .............................. English

HERMAN FRANKLIN BOSTICK ........................ French
Thesis: La Relation entre le decor et les personnages dans les romans d'Honore de Balzac.

JOHNNIE MAE DIXON .............................. French
A.B., Allen University, 1945.
Thesis: Racine et le drame religieux.

HENRY JAMES FURLOW ............................ History
A.B., Atlanta University, 1926.
Thesis: The Legal Control of the Negro in Georgia During the Civil War.

HARRIETT LOUISE MITCHELL ................ Political Science
Thesis: Israel: Mandate to Republic.

JERALYN YOUNG ROBINSON ................ Political Science

GLORIA WINNIFRED ALEXANDER ................ Sociology
A.B., Bennett College, 1951.
Thesis: Some Factors Related to Participation in Voluntary Associations in an Urban Community.
ARTHUR LEE BURNS .............................. Sociology
A.B., Bishop College, 1949.

RUBY D. HILL ............................ Sociology
B.S., Savannah State College, 1947.
Thesis: Motion Pictures and the Social Attitudes of Children.

IRENE JOHNSON ............................ Sociology
A.B., Fort Valley State College, 1951.

LOIS EUPHRASIA JOHNSON ........................ Sociology
A.B., Spelman College, 1951.

EULA MAE JONES ............................ Sociology
A.B., Clark College, 1951.
Thesis: Voluntary Associations in the Atlanta Negro Community.

DAVID LAWALDYN LEAVER II ........................ Sociology
A.B., Morehouse College, 1939.
Thesis: A Case Study of a Radio Station.

ADELLA ROSINA SHIELDS ........................ Sociology
A.B., Talladega College, 1930.

JOHN MERRILL SPENCER ........................ Sociology
A.B., Morehouse College, 1948.
Thesis: "Decatur Street": A Natural Area.

WILLIAM LINCOLN STANLEY, JR. ........................ Sociology
A.B., Clark College, 1951.
Thesis: Some Social Status Dimensions of Selected Churches in a Southern Metropolis.

LEATRICE MARIAN TRAYLOR ........................ Sociology
A.B., Spelman College, 1951.
Thesis: Leaders in Voluntary Associations.
ERNEST NNOROM UKPABY ......................... Sociology
B.S., Tuskegee Institute, 1951.

MASTER OF SCIENCE

JOEL SAMUEL BOYKIN ............................ Biology
B.S., Morehouse College, 1948.

SQUIRE BERNARD BRYANT ....................... Biology
B.S., Knoxville College, 1933.
Thesis: Regeneration of the Forelimb of Triturus Viridescens in Relation to Thyroid Feeding and Temperature.

MAURICE DELMAR EDWARDS ..................... Biology
B.S., Wilberforce University, 1948.

DANIEL ARTHUR WILLIAMS, JR. ................. Biology
B.S., Morehouse College, 1949.
Thesis: The Role of Ascorbic Acid and Cortical Hormone in Fatty Degeneration in the Liver of White Mice.

THOMAS JEFFERSON BALLENTINE ................. Chemistry
B.S., Morehouse College, 1949.
Thesis: Studies in the Cyclobutane Series Synthesis of 1, 2, 3, 4,-Tetra-methylcyclobutane-1,2-Diamine.

THEDOLA CORA HAYES ........................... Chemistry
B.S., Bethune-Cookman College, 1950.

FREDDIE KIMBLE ................................. Chemistry
B.S., Morehouse College, 1950.
Thesis: I. Additions to Conjugated Systems: 3,4-Dibromo-1-P-Nitrophenyl-4-Phenylbutene-1. II. Preparation of Pentadiene-2, 3.
CATALOGUE

Morris McDuffie, Jr. .................................. Chemistry
B.S., South Carolina State Agricultural and Mechanical College, 1933.

SCHOOL OF SOCIAL WORK

Margaret Harding Aiken
A.B., Clark College, 1944.
Thesis: A Study of the Counseling Techniques Used in Personnel Services to Students at Clark College, Atlanta, Georgia, 1946 to 1951.

J. Albert Brocco
A.B., St. Augustine's College, 1942.

John T. Collins
A.B., Johnson C. Smith University, 1938.

Adelaide L. Jenkins
B.S., West Virginia State College, 1930.

John Tony Saunders
A.B., Shaw University, 1948.

Marjorie Elizabeth Walker
A.B., Southern University, 1939.
SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

PRESTON EUGENE AMOS
A.B., Morehouse College, 1950.
Thesis: A Comparison Between the Use of Two Categories of Mass Communication Media and the Scholastic Standings of a Selected Number of Senior High School Students.

FRANCES JOSEPHINE DAVIS
B.S., Tennessee State Agricultural and Industrial University, 1943.
Thesis: A Study of the Need for Special Libraries to Serve Selected Groups of Negro Business in Atlanta, Georgia.

JASON CLIFTON GRANT III
A.B., Virginia Union University, 1948.
Thesis: A Content Analysis of Serial Publications in English Philology for a Four-Year Liberal Arts College Library.

MABEL RUTH JOLLY
A.B., Shaw University, 1941.

ELIZABETH CORA LEE

LOUISE JANE MOSES
A.B., Talladega College, 1933.
Thesis: An Evaluation of the Morris College Library, Sumter, South Carolina.

VIRGINIA DILLARD POOLE
B.S., Alabama Agricultural and Mechanical College, 1947.
MARGARET LOUISE WALKER  
A.B., Paine College, 1939.  
Thesis: Types of Juvenile Patrons of Two Branches of the Atlanta Public Library.

ELEANOR SHIRLEY WHITE  
B.S., Jackson College, 1948.  
Thesis: A Study of the Ability of Graduate Students of Atlanta University to Use the Trevor Arnett Library.

SCHOOL OF EDUCATION  
MASTER OF ARTS

IRMA FLANAGAN BALLARD  
A.B., Wiley College, 1934.  

ANNA MILLER BILLINGSLEA  
B.S., Tuskegee Institute, 1936.  
Thesis: A Comparative Study of Achievement Test Performances of Athletes and Non-Athletes in Cherokee County Training School, Canton, Georgia.

LYDIA GERMAN BROWN  
A.B., Savannah State College, 1936.  
Thesis: Sex Differences in Social Studies Achievement.

CLYDE CALVIN CARR  
A.B., Shaw University, 1949.  

JUANITA COLLIER  
A.B., Spelman College, 1951.  
Thesis: An Assessment of the Personality Organizations of Twenty Male College Sophomores.
LUCILLE HALL COOK
A.B., Savannah State College, 1946.
Thesis: A Study to Determine the Extent of Participation in Extra Curricula Activities of the Transported Pupils from the Seventh Through the Twelfth Grades as Compared with the Local Students of Baxley Training School, Appling County, Georgia.

RUTH ROSEMAN DEASE
A.B., Jackson College, 1946.

JAMES OTIS HARRIS, JR.
A.B., Lincoln University (Pa.), 1949.
Thesis: A Comparative Study of the Performance of a Group of College Sophomores on Timed and Untimed Administrations of Two Different Tests of Mental Ability.

MARGAREE ELENE HINES
B.S., Fort Valley State College, 1943.

JAMES EUGENE HUNTER
A.B., Rust College, 1932.
Thesis: A Study of Teacher Status and Student Progress in the Four-Year High Schools of Sunflower County, Mississippi.

HELEN MORRISON
B.S., Winston-Salem Teachers College, 1942.
ELLA BEEBE NAPOLEON
B.S., Paine College, 1937.
Thesis: A Comparative Study of the Physical Growth of Babies in George N. Stoney Well-Baby Clinic Whose Mothers Have Received Nutritional Instruction and the Physical Growth of Babies Whose Mothers Have Received No Nutritional Instruction.

ROBERT JACKSON ROWE
A.B., Morehouse College, 1936.
Thesis: A Study to Determine the Differences in Achievement Test Performance Between a Group of Twenty-five Athletes and a Group of Twenty-five Non-Athletes Enrolled in Washington High School, Cairo, Georgia.

ELIZABETH COOK SMITH
B.S., Savannah State College, 1934.

CORA LOUISE STOKES
A.B., Arkansas Agricultural, Mechanical, and Normal College, 1947.
Thesis: A Study to Determine the Relationship Between a Pupil's Intelligence and His Popularity with His Peers.

ESTHER M. WEST
B.S., Fort Valley State College, 1943.
Thesis: A Comparative Study of the Basic Dietary Patterns of Negro Farm Families Who Are Residents and Non-Residents of the Flint River Farm Project in Macon County, Georgia.
JOHNNIE LATIMER, JR.
A.B., Morehouse College, 1950.

BOOKER TALEFERRO MIDDLEBROOKS
A.B., Morehouse College, 1939.

SUMMARY OF DEGREES CONFERRED IN 1952

DEGREES IN COURSE

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<th>DEGREE</th>
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<td>87</td>
<td>156</td>
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</table>
REGISTER OF STUDENTS
1952-1953

SCHOOL OF ARTS AND SCIENCES

Biology

BACKUS, ELIZABETH M. ........................................ Greenwood, S. C.
B.S., South Carolina Agricultural and Mechanical College, 1946.

BALL, WESLEY JAMES ........................................ Moultrie
B.S., Morehouse College, 1952.

BALL, WILFRED RANDOLPH ................................. Athens
B.S., Morehouse College, 1952.

BENTLEY, JOHN WILLIE .................................... Bessemer, Ala.
B.S., Benedict College, 1952.

CARTER, CHARLIE WARNER .............................. Fordyce, Ark.
B.S., Philander Smith College, 1950.

CHATMON, THOMAS .......................................... Atlanta
B.S., Morehouse College, 1952.

CONYERS, EMMETT ........................................ Sumter, S. C.
B.S., Morehouse College, 1950.

GEIGER, GUSTAVEOUS LAWRENCE ............... Savannah
B.S., Morehouse College, 1950.

HUNTER, ROY JR. ........................................ Birmingham, Ala.
B.S., Morehouse College, 1950.

LAWS, EDDIE MURRAY ...................................... Atlanta
B.S., Tuskegee Institute, 1939.

1 First Semester only.
McGhee, Nelson ........................................ Columbus
A.B., Talladega College, 1951.

Merritt, Gordon Alfonso1 ................................ Alamonte Springs, Fla.
B.S., Morehouse College, 1952.

Pullin, William Edward .................................. Atlanta
B.S., Morehouse College, 1938.

Pyatt, Moses Philip ....................................... Ladson, S. C.
B.S., Claflin College, 1946.

Smith, Charles Wesley .................................... Hattiesburg, Miss.
A.B., Tougaloo College, 1951.

Thomas, James Sylvester 1 .................................. Atlanta
A.B., University of Minnesota, 1948.

Williams, Herbert Lee2 .................................... Prichard, Ala.
A.B., Talladega College, 1952.

Williams, James Allen ...................................... Columbus
A.B., Talladega College, 1952.

Woods, Ollie Bernice2 ...................................... Atlanta

Chemistry

Barnes, Richard Alexander1 ................................ Rome
B.S., Morehouse College, 1950.

Carten, John Wesley ........................................ Rome
B.S., Morehouse College, 1951.

A.B., Morehouse College, 1952.

1 First Semester only.
2 Second Semester only.
CATALOGUE

EATON, DAVID\(^2\) ........................................... Bessemer, Ala.
A.B., Miles College, 1950.

GROVES, PAUL THOMAS ........................................... Atlanta
B.S., Morehouse College, 1952.

HAYS, MATTHEW WOODFORD ..................................... San Antonio, Tex.
B.S., Tuskegee Institute, 1951.

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

HURT, GEORGE WASHINGTON\(^1\) ................................ Memphis, Tenn.
B.S., LeMoyne College, 1952.

JONES, RATIO CHENA ............................................. Hattiesburg, Miss.
B.S., Morehouse College, 1941.

MARTIN, LEON J. ................................................. Atlanta
B.S., Morehouse College, 1946.

WINKFIELD, CHARLES MONROE .................................... Athens
B.S., Fort Valley State College, 1951.

ENGLISH

COLEMAN, DORIS HOLLEN\(^1\) ..................................... Atlanta
A.B., Spelman College, 1951.

EASTON, WARREN BERNARD ...................................... Waynesville
A.B., Morehouse College, 1952.

FRANKLIN, ETHEL VIOLA\(^2\) ..................................... Rome
A.B., Spelman College, 1951.

HARRISON, DOLLIE MAE .......................................... Tallulah, La.
A.B., Southern University, 1951.

\(^1\) First Semester only.
\(^2\) Second Semester only.
HENDERSON, DAISY JUANITA\(^1\) ........................................ Atlanta
A.B., Shaw University, 1946.

HICKLEN, LOUISE ROPER\(^1\) ........................................ Cedartown
A.B., Spelman College, 1943.

JOHNSON, EVELYN LOUISE ........................................ Montgomery, Ala.
B.S., Alabama State College, 1950.

MILEY, GWENDOLYN H. ................................................ Atlanta
B.S., Albany State College, 1946.

PETERSON, BERNARD LEE\(^1\) ........................................ Richmond, Va.
A.B., Virginia Union University, 1951.

POWELL, LONZY .................................................. Columbus
B.S., Savannah State College, 1949.

SCOTT, HAZELYN DOLORES ................................ Comer

WASHINGTON, BESSIE MAE ................................ Anniston, Ala.

FRENCH

GATES, JAMES SAMUEL ........................................... Atlanta
A.B., Morehouse College, 1951.

JACKSON, IRENE DOBBS\(^2\) ...................................... Atlanta
A.B., Spelman College, 1929; Dilpome, L'University de Toulouse, France, 1933.

HISTORY

AGUILAR, AMANDA .................................................. Jacksonville, Fla.
A.B., Paine College, 1951.

\(^1\) First Semester only.
\(^2\) Second Semester only.
CATALOGUE

BARFIELD, ISAAC REUBEN\(^2\) ................................................. Dothan, Ala.
A.B., Talladega College, 1950.

BURNETT, MIRIAM CUNNINGHAM\(^2\) .............................................. Atlanta
A.B., Mt. Holyoke College, 1932.

WALKER, ERNESTINE ................................................. Jonesboro

MATHEMATICS

FUSSELL, JOHN LEE\(^1\) .................................................. Blackshear
B.S., Morehouse College, 1951.

HARRIS, JAMES ALBERT\(^1\) .............................................. Swainsboro
B.S., Morehouse College, 1952.

HAYWOOD, ARTHUR LOYD\(^2\) ........................................... Baxley
B.S., Savannah State College, 1948.

JACKSON, CALVIN W.\(^1\) .................................................. Brookhaven
B.S., Morehouse College, 1952.

KELLY, WILLARD ......................................................... Winnabow, N. C.
A.B., Fisk University, 1950.

POLITICAL SCIENCE

BEAVERS, MARCUS JEFFERSON .............................................. Atlanta
A.B., Morehouse College, 1928; A.M., New York University,
1934.

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

ROBINSON, ANNA WHITE .................................................. Atlanta
A.B., Clark College, 1923.

WADE, JESSE FRED DOUGLAS .............................................. Dania, Fla.
A.B., Morehouse College, 1950.

\(^1\) First Semester only.
\(^2\) Second Semester only.
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<th>Name, Title</th>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
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<tr>
<td>Young, James Nabrit</td>
<td>Atlanta</td>
<td>A.B., Morehouse College</td>
<td>1952</td>
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<tr>
<td>Addison, Donald Pendleton</td>
<td>Somerville, Mass</td>
<td>B.S., North Carolina College at Durham</td>
<td>1952</td>
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<td>Burress, Averett Andrew</td>
<td>Cincinnati, Ohio</td>
<td>A.B., Clark College</td>
<td>1952</td>
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<td>Daniel, James Madison</td>
<td>Atlanta</td>
<td>A.B., Clark College</td>
<td>1952</td>
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<td>Grigsby, J. Howard</td>
<td>Atlanta</td>
<td>A.B., Fisk University</td>
<td>1937</td>
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<td>Harvey, Ethel Harris</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1949</td>
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<td>Johnson, Minnie Lee</td>
<td>New York, N.Y.</td>
<td>A.B., Bennett College</td>
<td>1946</td>
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<td>Middleton, Merlissie Ross</td>
<td>Atlanta</td>
<td>B.S., Schaufler College</td>
<td>1941</td>
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<td>Roberts, Cleo</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1953</td>
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<td>Salisbury, Samuel Benjamin</td>
<td>Brooklyn, N.Y.</td>
<td>A.B., Shaw University</td>
<td>1952</td>
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<td>Sheffall, Willis Braswell</td>
<td>Macon</td>
<td>A.B., Lincoln University (Pa.)</td>
<td>1931</td>
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</table>

1 First Semester only.
2 Second Semester only.
SHOPSHIRE, JAMES NATHANIEL\(^1\)............................... Grantville
A.B., Clark College, 1944.

SMITH, MARCELLUS\(^2\)...................................... Edwards, Miss.
B.S., Grambling College, 1950.

STONOM, LEE ROY........................................ Red Bay, Fla.
A.B., Florida Agricultural and Mechanical College, 1948.

YORKER, JAMES D........................................ Wrightsville
A.B., Morris Brown College, 1952.

SOCIAL SCIENCE

WILLIAMS, ISAIAH\(^1\).................................... Pineville, S. C.
A.B., Benedict College, 1952.

SCHOOL OF SOCIAL WORK

ALBURY, CLEOPATRA PRESCOLYN.......................... Atlanta
A.B., St. Augustine's College, 1951.

ALLEN, ARTHUR DEQUEST................................ Norfolk, Va.
A.B., Virginia State College, 1951.

ALLEN, ELIZABETH RUCKER............................... Chattanooga, Tenn.
B.S., Tennessee Agricultural and Industrial State Univer-
sity, 1952.

ARCHIE, PEGGY JULIA.................................... Tampa, Fla.
A.B., Fisk University, 1951.

BELL, ARNITA Y.\(^2\)...................................... Chicago, Ill.
B.S., Kentucky State College, 1943.

BLYE, JOHNNIE MAE....................................... Birmingham, Ala.
B.S., Tuskegee Institute, 1949.

\(^1\) First Semester only.
\(^2\) Second Semester only.
BRONSON, LOUIS HENRY ....................................... Macon
A.B., Morehouse College, 1951.

BRUNSON, CONSTANCE CAROL .......................... St. Petersburg, Fla.
A.B., South Carolina Agricultural and Mechanical College,
1950.

BRITTEN, NELLIE RUTH ................................. Atlanta
A.B., Spelman College, 1947; M.S., New York University,
1948.

BRYANT, ALMA ........................................... Philadelphia, Pa.
A.B., Clark College, 1951.

BUCHANAN, RUTH ELEANOR ............................... Pittsburgh, Pa.
A.B., University of Pittsburgh, 1939.

BURKS, WALTER LOUIS ...................................... Little Rock, Ark.
A.B., Philander Smith College, 1949.

BUSH, WILLIAM EDWARD ............................... Atlanta

CATCHINGS, HENRY LEE ................................... Georgetown
B.S., Tuskegee Institute, 1952.

CHILES, ETHEL MAE ...................................... Topeka, Kansas
A.B., Washburn University, 1952.

CLARK, ANNA LEE ........................................... Memphis, Tenn.
A.B., LeMoyne College, 1951.

CLAIR, JOHN ASBURY ...................................... Syracuse, N. Y.

COLEMAN, MARGARET ANN .................................. Detroit, Mich.
B.S., Detroit Institute of Technology, 1947.

1 First Semester only.
2 Second Semester only.
CATALOGUE

COX, FANNIE LOUISA .................................. Chattanooga, Tenn.  
A.B., Kentucky State College, 1950.

COX, JOHN WESLEY* .................................. College Park  
A.B., Morehouse College, 1952.

CUMMINGS, NELLIE MARIETTA .......................... Augusta  
A.B., Fisk University, 1951.

CUMMINS, EILEEN BEULAH .............................. Brooklyn, N. Y.  
A.B., Fordham University, 1951.

DAVIS, LEON PATRICK .................................. Memphis, Tenn.  
A.B., LeMoyne College, 1952.

DAVIS, RUBY TAYLOR .................................. Memphis, Tenn.  
A.B., LeMoyne College, 1952.

DRAPER, EMMA JANE* .................................. Baltimore, Md.  
A.B., Iowa University, 1945.

DUVALL, DORIS NELL .................................. Port Allen, La.  
A.B., Southern University, 1951.

FREEMAN, JOHN CARVER* .................................. Cleveland, Ohio  
A.B., Kent State College, 1949.

GALLMAN, DOROTHY HAYNES .............................. Chattanooga, Tenn.  
B.S., Tennessee Agricultural and Industrial State University, 1932.

GASKIN, BERNICE CORNELIA .............................. Camden, S. C.  
A.B., North Carolina College at Durham, 1952.

GAY, MARY ALSTON .................................. Atlanta  
B.S., Spelman College, 1943.

GIBSON, JESSE ALFRED* .................................. Atlanta  
A.B., Clark College, 1950.

---

* First Semester only.  
* Second Semester only.
GRAY, MABLE HEADEN ........................................ Castle Hayne, N. C.
A.B., North Carolina College at Durham, 1952.

HARRIS, JOSEPH WALTER ..................................... Atlanta
A.B., Morehouse College, 1952.

HAYES, ARTIS SYLVESTER 1 .................................. Chattanooga, Tenn.
A.B., Morehouse College, 1950.

HEADLEY, DOROTHY CAROLINE 2 ......................... New York, N. Y.
B.S., New York University, 1946

HENNESSEE, MARY MARGARET ............... Midway Park, N. C.
A.B., North Carolina College at Durham, 1952.

HOPKINS, MERCEDES JOSEPHINE 1 .................... Atlanta
A.B., Virginia Union University, 1928.

JEFFERSON, HUERLYNE 1 .................................. Minneapolis, Minn.
A.B., Lincoln University (Mo.), 1943.

A.B., Talladega College, 1948.

JENKINS, GEORGE BELTON ............................. Sacramento, Cal.
A.B., University of California, 1952.

JOHNSON, EUGENIA ETHEL LEE ..................... New Orleans, La.
A.B., Tennessee Agricultural and Industrial State Univer-
sity, 1952.

JONES, CHESTER H. F. .................................... Atlanta
A.B., Johnson C. Smith University, 1949.

JONES, LAURENE JEANETTE ................................. Des Moines, Iowa
A.B., University of Iowa, 1945.

LEE, DENNIS PENDLETON ................................. Alexandria, La.

1 First Semester only.
2 Second Semester only.
LEVI, WALTER CARTER .................................................. Washington, D. C.
A.B., Lincoln University (Pa.), 1951.

MAYBERRY, MILDRED EILENE ........................................... Tulsa, Okla.
A.B., Lincoln University (Mo.), 1943.

MAYES, JOAN DEE .................................................... Washington, D. C.
A.B., Central State College, 1952.

MILLER, WILLA JANE .................................................. Welch, W. Va.
A.B., Fisk University, 1951.

OLDHAM, LOIS MARIE .................................................. Lexington, Ky.
A.B., Fisk University, 1952.

OLIVER, GRACE FERGUSON* ............................................. Chicago, Ill.
A.B., West Virginia State College, 1938.

OWENS, ARTHUR ROGER ................................................. Stuart, Fla.
A.B., Morehouse College, 1948.

PEAL, NANCY REDD .................................................... Atlanta

POLLARD, ANDERSON WARBERTON ..................................... New Bedford, Mass.
A.B., Lincoln University (Pa.), 1950.

REID, MARTHA LUCRETIA ................................................ Portsmouth, Va.
A.B., Bennett College, 1952.

RICHARDSON, LYLAH HENDERSON* ..................................... Atlanta
A.B., Morris Brown College, 1933.

ROBERTS, HOWARD DELLON ............................................. Jacksonville, Fla.
A.B., Morris Brown College, 1951.

ROBERTS, JAMES SUMNER .............................................. Gettysburg, Pa.
A.B., Morehouse College, 1951.

*First Semester only.
ROBINSON, MADELINE E. .............................. Hampton, Va.

SAUNDERS, BARBARA JEAN .......................... Falls Church, Va.
A.B., North Carolina College at Durham, 1951.

SHEPHERSON, WILLIAM HENRY ....................... Roanoke, Va.
A.B., Johnson C. Smith University, 1951.

SLAUGHTER, GLADIOUS MARIE ....................... Jasper, Tenn.
A.B., Knoxville College, 1951.

SMART, ROSE ELIZABETH ............................ Birmingham, Ala.
A.B., Spelman College, 1951.

SMITH, GLORIA HEDRICK ............................ Chicago, Ill.
B.S., Wilberforce University, 1946.

SUTTON, MARIAN JEAN .............................. Jacksonville, Fla.
A.B., Fisk University, 1948.

SWEATT, HEMAN MARION ............................. Houston, Tex.
A.B., Wiley College, 1934.

TAYLOR, WILLIE JESSIE ..................... Lynchburg, Va.
A.B., Bennett College, 1952.

THOMAS, ALONZO LESTER ............................ Atlanta
A.B., Morehouse College, 1932.

THOMAS, WANDA GOODWIN \(^1\) ..................... Lexington, Ky.
A.B., Kentucky State College, 1951.

THOMPSON, LILLIE MAE .............................. New Orleans, La.
A.B., Southern University, 1948.

WALLACE, SAMUEL ABRAM ........................... Atlanta
A.B., Clark College, 1949.

\(^1\) First Semester only.
CATALOGUE

WHITE, ANN VIRGINIA ........................... Philadelphia, Pa.

WILLIAMS, BETTYE JEAN ........................... Marshall, Tex.
   A.B., Wiley College, 1951.

WILLIAMS, CAROLYN ELIZABETH .................... Montclair, N. J.
   A.B., Howard University, 1951.

WILLIAMS, JUNE AUDREY ........................... Minneapolis, Minn.
   A.B., University of Minnesota, 1952.

WISEMAN, GLORIA CECILIA ............................ Chicago, Ill.
   A.B., University of Illinois, 1950.

YOUNG, RICHARD ARNOLD ............................ Detroit, Mich.
   A.B., Virginia Union University, 1951.

SCHOOL OF LIBRARY SERVICE

ABEL, YVONNE LUCILE ............................. Bradenton, Fla.
   A.B., Clark College, 1952.

ALLEN, WILLIE MEANS\(^1\) ........................ Atlanta
   B.S., Tuskegee Institute, 1947.

BALDRIDGE, ALICE MARY\(^1\) ........................ LaMarque, Tex.
   A.B., Wiley College, 1952.

BULLOCK, RUTH MARIE ............................. Atlanta

CHURCHWELL, CHARLES DARRETT .................... Dunnellon, Fla.
   A.B., Morehouse College, 1952.

CRAIG, H. EUGENE ................................. Atlanta
   A.B., Clark College, 1942.

\(^1\) First Semester only.
Cureton, Louise Yvonne\(^2\) ........................................ Atlanta
A.B., Morris Brown College, 1933.

Curry, John Lee ................................................. Miami, Fla.
A.B., Dillard University, 1952.

Daughtrey, Joyce Alethia ............................... New York, N. Y.
A.B., North Carolina College at Durham, 1952.

Day, Marie Dansby ............................................ Atlanta
B.S., Savannah State College, 1952.

Dhye, Ruby Flanagan\(^1\) ........................................ Atlanta
A.B., Spelman College, 1937.

Dixson, Henrietta Louise ............................... Chicago, Ill.
A.B., Howard University, 1951.

Drewry, Bessie Boyd ........................................ Selma, Ala.
A.B., Talladega College, 1939; B.S. in L.S., Atlanta Univer-
   sity, 1946.

Ellison, Mary Reese\(^1\) ........................................ Atlanta
A.B., Clark College, 1948.

Emory, Barbara Jean\(^1\) .................................... Marshall, Tex.
A.B., Bishop College, 1952.

Everett, Marvalina Bell\(^1\) .................................. Atlanta
A.B., Clark College, 1951.

Gatloff, Jane Wanda ........................................ Columbus, Ohio
B.S., Wilberforce University, 1939.

Gray, Louise Green .......................................... Tallahassee, Fla.
B.S., North Carolina College at Durham, 1951.

Hight, Elizabeth Elvina ................................. Gary, W. Va.
A.B., Bennett College, 1952.

\(^{1}\) First Semester only.
\(^{2}\) Second Semester only.
JOHNSON, GWENDOLYN GERTRUDE\textsuperscript{1} .................. Elizabeth City, N. C.
B.S., State Teachers College (Elizabeth City), 1952.

LOWE, VELMA SINGLETON ...................................... Nashville, Tenn.
A.B., Fisk University, 1942.

McALLISTER, MAUDE AUGUSTA\textsuperscript{1} ....................... Selma, Ala.
B.S., Alabama State College, 1950.

McIVER, ANNIE M. RAINLEY\textsuperscript{1} ...................... Atlanta
B.S., South Carolina Agricultural and Mechanical College,
1939; A.M., Atlanta University, 1949.

MALVAL, FRITZ JOSEPH ........................................... Port-au-Prince, Haiti
A.B., Petit Seminaire College, St. Martial (Port-au-Prince,
Haiti), 1949.

OWENS, HAZEL WHITE\textsuperscript{2} ................................ Atlanta
A.B., Clark College, 1936.

PARKER, LUCRETIA JEANETTE .................................. Wilberforce, Ohio
B.S., Wilberforce University, 1939.

PEGRAM, DORIS .................................................. Baltimore, Md.
B.S., Morgan State College, 1947.

PEOPLES, JACQUELINE JOYE ..................................... Camden, Ala.
A.B., Fisk University, 1952.

PERCHES, JOSEPH ALPHONSO .................................. Jacksonville, Fla.
A.B., Morehouse College, 1952.

RAYMOND, ADDIE LOUISE ...................................... Meridian, Miss.
A.B., Morris Brown College, 1944.

REGULUS, HOMIE .................................................. Atlanta
A.B., Clark College, 1937.

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\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
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Richey, James I.............................................. Atlanta
A.B., Morehouse College, 1952.

Southall, Mary Bridges 2.................................. Atlanta
A.B., Clark College, 1939; M.Ed., Atlanta University, 1947.

Staten, Constance Marlene................................. Gallatin, Tenn.
A.B., Fisk University, 1952.

Thomas, Edythe W. 2........................................ Atlanta
A.B., Atlanta University, 1926; B.S. in L.S., 1942.

Thompson, Leroy.............................................. Marion, S. C.
A.B., Morehouse College, 1952.

Washington, Katie McAllister............................. Vicksburg, Miss.
A.B., Talladega College, 1952.

Watson, Hattie Rutherford................................ Pine Bluff, Ark.
A.B., Spelman College, 1907.

Witcher, Carolyn Jeanne................................... Institute, W. Va.
A.B., West Virginia State College, 1951.

Wright, Dorothy Louise 2................................... Atlanta
A.B., Clark College, 1951.

SPECIAL STUDENTS

Butler, Mamie Gordon........................................ Liberia, W. Africa

David, Gaveston S.......................................... St. Thomas, Virgin Islands

SCHOOL OF EDUCATION

Adams, Robert Lee.......................................... Bremen
B.S., Alabama Agricultural and Mechanical College, 1947.

2 Second Semester only.
AIKEN, MARGARET HARDING ................................ Atlanta
A.B., Clark College, 1944; M.S.W., Atlanta University, 1952.

ALBERT, MARJORIE WOLFE2 ................................ Atlanta
A.B., Clark College, 1948.

ALFORD, MABEL ROBINSON2 ................................ Savannah
B.S., Savannah State College, 1949.

ALMON, ROZIE L.2 ........................................ Atlanta
B.S., Fort Valley State College, 1946.

ANDREWS, BLANCHE M.1 .................................... Atlanta

ASHE, LILLA BELLE .................................... Greensboro
B.S., Savannah State College, 1948.

AUSTIN, ANNIE MAE1 ...................................... Macon
B.S., Fort Valley State College, 1948.

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

BALDRIDGE, Verna James1 ................................ Atlanta
A.B., Clark College, 1939.

BANKS, ERNESTINE BROOKS1 ................................ Atlanta
B.S., Spelman College, 1945.

BANKS, MARY ERNESTINE .................................. Atlanta

BANKS, WILLIAM SPURGEON ................................ Atlanta
A.B., Morehouse College, 1938.

BARNETT, VENETIA NICHOLS1 ............................. Atlanta

1 First Semester only.
2 Second Semester only.
BASS, ROLINE ........................................... Madison
B.S., Savannah State College, 1947; M.Ed., Atlanta University, 1952.

BEARD, ALTHEA L.2 ...................................... Montrose
B.S., Fort Valley State College, 1947.

BEAVERS, LAVERNE BROWN2 .................................. College Park
A.B., Virginia Union University, 1937.

BEAVERS, VIVIAN REID1 ..................................... Atlanta
A.B., Fisk University, 1923.

BELL, BARBARA STOVALL ................................ Buford
A.B., Clark College, 1946.

BELL, HILDA DAVIE1 ........................................ Atlanta
A.B., Clark College, 1951.

BELL, WILLIAM D.1 .......................................... Atlanta
A.B., Morehouse College, 1949; A.M., Atlanta University, 1950.

BENTON, EUNICE FREEMAN2 ................................ Atlanta
A.B., Spelman College, 1939.

BERRYHILL, ARCHIE THOMAS2 ................................ Social Circle
A.B., Clark College, 1936.

BINFORD, RANDOLPH PERCY1 ............................. Metter
B.S., Savannah State College, 1947.

BLACKMON, SARA THURMAN1 ................................ Atlanta
A.B., Morris Brown College, 1939.

BLAKE, MARIE FRANCES2 .................................... Atlanta
A.B., Clark College, 1949.

1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>University</th>
<th>Degree</th>
<th>Year</th>
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<tr>
<td>Bolton, Edna Couch²</td>
<td>Atlanta</td>
<td>A.B., Paine College, 1946; M.S.W., Atlanta University, 1949.</td>
<td></td>
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<tr>
<td>Bonds, Alleen Booker¹</td>
<td>Chatsworth</td>
<td>B.S., Fort Valley State College, 1949.</td>
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<tr>
<td>Boone, Essie¹</td>
<td>White Plains</td>
<td>B.S., Savannah State College, 1946.</td>
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<td>Bradley, Mattie²</td>
<td>Savannah</td>
<td>B.S., Savannah State College, 1950.</td>
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<td>Branch, Mattie Harden²</td>
<td>Savannah</td>
<td>B.S., Savannah State College, 1943.</td>
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<td>Brantley, Addie Starks</td>
<td>Athens</td>
<td>B.S., Savannah State College, 1951.</td>
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<td>Bridges, Jeanette¹</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1940.</td>
<td></td>
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<td>Briscoe, Mattie Harper¹</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1935.</td>
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<td>Brooks, Carrie Belle²</td>
<td>Savannah</td>
<td>A.B., Langston University, 1952.</td>
<td></td>
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</tbody>
</table>

¹ First Semester only.
² Second Semester only.
ATLANTA UNIVERSITY

Brown, Clarence Thomas 2 .................................................. Atlanta
B.S., Alabama State College, 1944.

Brown, Eunice Jones 2 .................................................. Savannah
B.S., Savannah State College, 1945.

Brown, James Lewis 1 .................................................. Vidalia
A.B., Paine College, 1941.

Brown, Julia Evangeline 2 .................................................. Atlanta

Brown, Katheryn Middleton .................................................. Atlanta
B.S., Allen University, 1943.

Brown, Rudolph Edwin 2 .................................................. Reynolds
B.S., Fort Valley State College, 1949.

Brown, Ruth Haynes .................................................. Atlanta
A.B., Morris Brown College, 1951.

Bryan, Rosetta Davis 2 .................................................. Savannah
B.S., Fort Valley State College, 1946.

Bussey, Florine Louise 1 .................................................. Atlanta
A.B., Clark College, 1938.

Butler, Minnie Hughes 1 .................................................. Macon
B.S., Fort Valley State College, 1947.

Bynes, Clara Mae 1 .................................................. Macon
A.B., Fort Valley State College, 1945.

Cade, Agatha Curley 2 .................................................. Savannah
B.S., Savannah State College, 1951.

Cain, Elise Jeannine 1 .................................................. Atlanta

1 First Semester only.
2 Second Semester only.
CATALOGUE

CATALFY, WILSIE MEYER 2 .................................................. Savannah
B.S., Savannah State College, 1943.

CAMPBELL, ROBERT HUNTER 2 ............................................ Edison
A.B., Tougaloo College, 1946.

CANNON, PATRICIA MAE 1 .............................................. Atlanta
A.B., Fisk University, 1948.

CARTER, DORIS PERRY 1 .................................................. Atlanta

CARTLEDGE, SADIE LEWIS 2 .............................................. Savannah
A.B., Savannah State College, 1941.

CASTLEBERRY, NAOMI STITH 1 ....................................... Atlanta
A.B., Spelman College, 1941.

CAUTION, MARGARET GADSDEN 2 ..................................... Savannah
A.B., Savannah State College, 1948.

CHEEVES, JOHN WASHINGTON 1 ...................................... Macon
B.S., Fort Valley State College, 1943.

CLAY, EUNICE MAE 2 ...................................................... Savannah
B.S., Savannah State College, 1941; A.M., Columbia University, 1951.

CLAYTON, MAYE LANDERS 1 ............................................. Atlanta
A.B., Clark College, 1941.

CLEMENTS, ROBERT LEWIS 1 .......................................... Covington
B.S., Morehouse College, 1945.

CLEETT, CAMILLA MAE 1 ................................................ Macon
A.B., Morris Brown College, 1945.

CLIFFORD, ELIZABETH STERRS ................................. Atlanta
A.B., Clark College, 1937; M.Ed., Atlanta University, 1948.

1 First Semester only.
2 Second Semester only.
COFFEE, GEORGE BARThEL .................................. Atlanta
A.B., Morehouse College, 1951.

COLES, LOUISE DOLLIE ..................................... Atlanta
A.B., Atlanta University, 1932.

COLLINS, JULIA ELIZABETH ................................ Savannah
B.S., Fort Valley State College, 1945.

COMBS, JOHN HENRIE ........................................ McDonough
B.S., Fort Valley State College, 1950.

CONN, LEWIS SAMUEL ...................................... Thomaston
B.S., Fort Valley State College, 1947.

COOPER, EVANS BENJAMIN ................................ Riceboro
B.S., Savannah State College, 1938.

COPELAND, CHARLES ......................................... Cairo
B.S., Fort Valley State College, 1946.

COPENNY, EDWARD LAMAR .................................. Dublin
B.S., Savannah State College, 1947.

CORBETT, SEATON OWENS .................................. Georgetown
B.S., Fort Valley State College, 1949.

COUNCIL, MARY BATTLE .................................... Savannah
A.B., Savannah State College, 1944.

CRAWL, WILLIAM FLOYD .................................... Atlanta
A.B., Morehouse College, 1926; A.M., Atlanta University,
1936.

CROOM, CLYDE A. M. ........................................ Cordele
A.B., Howard University, 1922.

CROWDER, MARY LOUISE .................................... Atlanta
A.B., Spelman College, 1944.

1 First Semester only.
2 Second Semester only.
CULPEPPER, GAINES WARREN\(^1\). ........................................ Atlanta
A.B., Morris Brown College, 1945.

CURETON, ROBERT ELLIOTT\(^1\). ........................................ Atlanta
A.B., Clark College, 1925; A.M., Atlanta University, 1937.

DARGIN, CONSTANCE LOUISE\(^1\). ...................................... Atlanta
A.B., Clark College, 1944.

DAVENPORT, ROBERT E. .................................................. Locust Grove

DAVIE, ODESSA PARKS. .................................................... Atlanta
A.B., Clark College, 1947.

DAVIS, EDITH MALLETT\(^2\). ............................................. Atlanta
A.B., Allen University, 1942.

DAVIS, ERNESTINE ALETHA\(^1\). ....................................... Rome
B.S., Clark College, 1948.

DAVIS, MILDRED LAVENIA. ................................................ Rome
B.S., Savannah State College, 1948.

DAVIS, ROBBIE TOSHITHA\(^1\). ......................................... Rome
A.B., Clark College, 1948.

DAVIS, VIVIAN FRANCIS\(^2\). .......................................... Carrollton
B.S., Savannah State College, 1949.

DAVIS, WILLIE COWEN\(^2\). .............................................. Atlanta
A.B., Talladega College, 1927.

DELAWARE, REATHA GIBBS\(^2\). ....................................... Savannah
A.B., Savannah State College, 1936.

DENNIS, BENJAMIN JOHN\(^1\). .......................................... Rockmart
A.B., Clark College, 1933.

\(^1\) First Semester only.
\(^2\) Second Semester only.
DICKERSON, WAXIE CLOTEE 2 .................................... Atlanta
A.B., Clark College, 1953.

DINWIDDIE, DORIS 2 ........................................ Atlanta
B.S., Tuskegee Institute, 1943.

DIX, LILLIE BROWN 1 ........................................ Sandersville
A.B., Spelman College, 1928.

DIXON, ANNIE BOOTH ........................................ Forsyth
B.S., Fort Valley State College, 1946.

DUNSON, CHARLES KENNETH 2 ................................ Lexington, Ky.
B.S., Morehouse College, 1950.

DYER, MARGARET RIDLEY 1 .................................... Macon
B.S., Wayne University, 1948.

EALEY, JAMES RINEHARDT 1 .................................. Atlanta
A.B., Morris Brown College, 1933.

EAVES, FLOYD EDWARD ...................................... Carrollton
A.B., Morehouse College, 1951.

EDWARDS, CECIL LONG 1 ........................................ Atlanta
A.B., Spelman College, 1933; A.M., Atlanta University, 1949.

EGGLESTON, AURELIA LOIS 2 ................................ Richmond, Va.

ELLERBE, CHRYSTABELLE BROWN 2 ................................... Savannah
B.S., Shaw University, 1936.

EVANS, DIOLA MOSELEY 2 ...................................... Atlanta
A.B., Morris Brown College, 1942.

EVANS, VIOLA HARRIS 2 ........................................ Augusta
A.B., Talladega College, 1934.

1 First Semester only.
2 Second Semester only.
FEW, MOSES CLINTON ..................................... Atlanta
A.B., Morehouse College, 1948.

FLOYD, VIRGINIA CARY ................................. Savannah
B.S., Savannah State College, 1944.

FORD, JOHN HENRY ...................................... Zebulon
B.S., Fort Valley State College, 1949.

FORREST, WILLIAM PHILLIP ............................... Cairo
B.S., Savannah State College, 1949.

FREEMAN, ROBERT LEE ................................... Americus
A.B., Morehouse College, 1940.

FRYE, JACQULYN WARREN .................................. Atlanta
A.B., Spelman College, 1946.

FULLER, DOROTHY MAE ................................. Savannah
A.B., Savannah State College, 1937.

FURLOW, FLORINE DYER .................................. Atlanta
A.B., Morris Brown College, 1937.

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

FUTCH, SYLVESTER ....................................... Vidalia
B.S., Savannah State College, 1950.

GARRICK, MARGARET ..................................... Gadsden, S. C.
B.S., Claflin College, 1951.

GIBBS, ARTHUR LEE ................................... McDonough
A.B., Shaw University, 1949.

GIBBS, JESSIE MOODY ................................. Savannah
B.S., Savannah State College, 1941.

1 First Semester only.
2 Second Semester only.
Gibson, Clinton Myron
A.B., Atlanta University, 1928.

Gibson, John Thomas
A.B., Clark College, 1944.

Gideons, Charles Lewis
A.B., Clark College, 1921; M.Ed., Atlanta University, 1946.

Gill, Samuel Arthur
B.S., Savannah State College, 1950.

Godfrey, Valeria E.
A.B., Clark College, 1941.

Gore, Josephine Beatrice

Goss, Vazelle Hudson
A.B., Clark College, 1940.

Grant, Miriam Frances
B.S., Savannah State College, 1941; A.M., Columbia University, 1950.

Gray, Katherine Waters
A.B., Morris Brown College, 1937.

Greene, Mable Mitchell
B.S., Morris Brown College, 1949.

Green, Nancy Ross
A.B., Clark College, 1948.

Greene, Eldora Stevens
A.B., St. Augustine's College, 1943.

Greenwood, Mattie Blackshear
A.B., Kentucky State College, 1938.

1 First Semester only.
2 Second Semester only.
GREGG, MARTHA EVANS\(^1\) .................................. Newnan
B.S., Fort Valley State College, 1949.

GRIGGS, MARY WILLIAMS ............................... Atlanta
B.S., Spelman College, 1935.

HAGINS, PAULINE EDWINA\(^2\) .......................... Savannah
B.S., Savannah State College, 1943.

HAMBRICK, LUCILE COLVIN ............................ Atlanta
B.S., Fort Valley State College, 1951.

HAMILTON, CHARLOTTE PRESCOTT\(^1\) ............. Guyton
B.S., Savannah State College, 1946.

HAMILTON, ELEANOR TOWNS\(^2\) ........................ Atlanta

HAMILTON, MARIE HUMPHREY ........................... Atlanta
A.B., Johnson C. Smith University, 1941.

HAMM, LOUISE\(^1\) ...................................... Atlanta
A.B., Clark College, 1948.

HAMMONDS, ALBERTA VICTORIA\(^2\) .................. Atlanta
A.B., Clark College, 1948.

HANNAH, BESSIE SIMMONS\(^2\) .......................... Atlanta
B.S., Savannah State College, 1941.

HARRIS, JOHN RUFUS\(^1\) ................................ Hilton
B.S., Albany State College, 1949.

HART, EDNA BARKER ................................. Atlanta

HART, HAZEL MARIE\(^1\) ................................ Atlanta
A.B., Morris Brown College, 1944.

\(^1\) First Semester only.
\(^2\) Second Semester only.
HART, ODessa Hollis\(^1\) ..................................... Atlanta
A.B., Morris Brown College, 1935.

HARVEy, EssIE Finney\(^2\) .................................. Macon
B.S., Fort Valley State College, 1946.

HATCHER, ANnIE BeLL .................................. Atlanta
A.B., Clark College, 1930; A.M., Atlanta University, 1936.

HAWES, HoRACE LEE\(^1\) .................................. Macon
B.S., Fort Valley State College, 1946.

HAYES, JAnETTE BRANHAM\(^2\) .............................. Savannah
B.S., Savannah State College, 1940.

HENDRICKS, THoMAS J.................................. Atlanta
A.B., Morehouse College, 1948.

HESTER, BESSIE INDIANA\(^1\) .............................. Atlanta
A.B., Paine College, 1946.

HILL, ETHEL BROWN\(^1\) .................................. Atlanta
A.B., Morris Brown College, 1946.

HINES, BERNICE ........................................ Atlanta
A.B., St. Augustine's College, 1950.

HOLBROOKS, VIOLA COLLINS\(^2\) .......................... Savannah
B.S., Savannah State College, 1939; A.M., Atlanta University, 1946.

HOOKS, ELISE GREENE\(^2\) ................................ Savannah
B.S., Savannah State College, 1938.

HORNE, ALICE PRITCHARD\(^1\) ............................ Atlanta
A.B., Clark College, 1947.

Hornsby, Dorothy Elizabeth ................................ Atlanta
A.B., Spelman College, 1933.

---
\(^1\) First Semester only.
\(^2\) Second Semester only.
CATALOGUE

HORNE, JONATHAN WILBERT\(^2\) ..................................................... Covington
B.S., Savannah State College, 1936.

HOUSEWORTH, EARL H. .......................................................... Macon
A.B., Morris Brown College, 1936.

HOWELL, ANNIE RUTH ............................................................. Raleigh, N. C.
A.B., Shaw University, 1948.

HUBBARD, CARL CORNELIUS\(^1\) ................................................... Atlanta
A.B., Morris Brown College, 1939.

HUBERT, CHARLES EDMOND ...................................................... Atlanta
B.S., Savannah State College, 1941; M.S., Atlanta University, 1948.

HUBERT, GERTRUDE BUTTS\(^1\) .................................................... Atlanta
A.B., Morris Brown College, 1936.

HUDSON, WARNER\(^1\) ................................................................. Atlanta
B.S., Clark College, 1952.

HULL, ZELMA MAURICE\(^2\) .......................................................... Savannah
B.S., Savannah State College, 1950.

HUMPHREY, ADDYE MAE\(^1\) ......................................................... Atlanta
A.B., Morris Brown College, 1942.

HUNTER, ELDREDGE MILTON\(^1\) .................................................... Atlanta
B.S., Morris Brown College, 1931.

IRVING, LEROY\(^2\) ................................................................. Valdosta
B.S., Savannah State College, 1950.

IVORY, DOROTHY\(^2\) ................................................................. Atlanta
B.S., Morris Brown College, 1952.

JACKSON, ANNA EDWARDS\(^2\) .................................................... Atlanta
A.B., Clark College, 1943.

\(^1\) First Semester only.
\(^2\) Second Semester only.
JACKSON, ANNIE LOUISE
A.B., Morris Brown College, 1938.

JACKSON, AUDREY BERNECE
B.S., Howard University, 1948.

JACKSON, CURTIS JEFFERSON

JACKSON, ELLA MAE
A.B., Clark College, 1943.

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

JACKSON, MERVIN PETER
B.S., Savannah State College, 1949.

JESSIE, ALFONSO LEONARD
B.S., Morris Brown College, 1949.

JEWELL, GEORGIE GIBBS
B.S., Clark College, 1951.

JOHNSON, HARRISON THOMPSON

JOHNSON, MARYEE RICHARDSON

JOHNSON, MILDRED HAZEL
A.B., Savannah State College, 1939.

JOHNSON, MYRON HERMAN

JOHNSTON, NETTIE TURNER
B.S., Albany State College, 1948.

1 First Semester only.
2 Second Semester only.
JONES, DOROTHY ELLA\(^1\) ................................... Elberton
B.S., Fort Valley State College, 1951.

JONES, EULA MAE\(^2\) ................................... Chattanooga, Tenn.
A.B., Clark College, 1951; A.M., Atlanta University, 1952.

JONES, ROY LEE, JR.\(^1\) ..................................... Atlanta
A.B., Morehouse College, 1950.

JONES, RUENTHA JOHNNIE\(^2\) ................................ Atlanta
A.B., Morris Brown College, 1952.

JONES, THELMA JACKSON\(^2\) ................................ Atlanta
B.S., Morris Brown College, 1947.

JONES, WILLIAM PINCKNEY\(^1\) ................................ Atlanta
A.B., Clark College, 1947.

JONES, WINFRED JOHNSON ...................................... Atlanta
A.B., Clark College, 1936.

JORDAN, ABBIE HESTER\(^1\) ................................... Abbeville
B.S., Albany State College, 1949.

JORDAN, MARY LENORA ....................................... Madison
B.S., Savannah State College, 1947.

JORDAN, JOHN WESLEY\(^1\) ...................................... Abbeville
B.S., Albany State College, 1947.

JOYNER, WILLIAM VERNON\(^1\) ................................... Washington
A.B., Lincoln University (Pa.), 1926.

KAIGLER, LOIS FREEMAN .......................................... Atlanta
A.B., Morris Brown College, 1942.

KEMP, IZZIEBETH DANIELS\(^1\) ................................... Macon
A.B., Fort Valley State College, 1950.

\(^1\) First Semester only.
\(^2\) Second Semester only.
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<tr>
<th>Name</th>
<th>College, Degree</th>
<th>Institution</th>
<th>Year</th>
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<tbody>
<tr>
<td>Kinder, Grace Elberta</td>
<td></td>
<td>Colquitt B.S., Albany State College, 1952.</td>
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<td>King, Josie Barnes</td>
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<td>Dublin B.S., Fort Valley State College, 1948.</td>
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<td>Kirkland, Willie Drake</td>
<td></td>
<td>Atlanta A.B., Morris Brown College, 1941.</td>
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<td>Kirkpatrick, Sadie Louise</td>
<td></td>
<td>Griffin A.B., Spelman College, 1926.</td>
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<td>Lanier, Roberta Young</td>
<td></td>
<td>Atlanta A.B., Bishop College, 1943.</td>
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<td>Lavender, Mazie Wilson</td>
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<td>Savannah B.S., Savannah State College, 1945.</td>
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<td>Lee, Ruth Adele</td>
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<td>Lester, Jewell</td>
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<td>Lester, Nina Beatrice</td>
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<td>Atlanta A.B., Clark College, 1948.</td>
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<td>Lewis, Melissa Joanna</td>
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<td>Savannah B.S., Savannah State College, 1951.</td>
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<td>Lindsey, Emma Dowse</td>
<td></td>
<td>Savannah A.B., Savannah State College, 1947.</td>
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<td>Logan, Carl</td>
<td></td>
<td>Savannah B.S., Savannah State College, 1950.</td>
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1 First Semester only.
2 Second Semester only.
CATALOGUE

LONG, MARY ............................................. Atlanta
A.B., Clark College, 1950.

LOVELACE, THELMA GWENDOLYN1 ................................ Atlanta
A.B., Clark College, 1941.

LOVETT, AYLER MAE2 ....................................... Savannah
B.S., Savannah State College, 1947; A.M., Columbia University,
1951.

LUNDY, HEWITT1 ........................................ Bartow
B.S., Savannah State College, 1949.

LUTEN, JAMES EDWARD2 ................................... Savannah
B.S., Savannah State College, 1939.

McALLISTER, M. ARLEE .................................. Atlanta
A.B., Morris Brown College, 1939.

McCAULEY, MATTYE L.1 .................................. Tallapoosa
A.B., Fort Valley State College, 1949.

McCLARIN, MILDRED LUCILE1 ......................... Atlanta

McDANIEL, MARY DAVIDSON1 .......................... Atlanta
A.B., Morris Brown College, 1936.

McDOUGALD, ROBERT LEE1 .......................... Butler
B.S., Fort Valley State College, 1945.

McINTOSH, JOSEPHINE DEBORAH ......................... Okolona, Miss.
B.S., Jackson College, 1950.

McNEAL, THOMAS EDGAR2 ................................ Atlanta
B.S., Florida Agricultural and Mechanical College, 1942.

McWHORTER, AMANDA ELIZABETH ...................... Rome
B.S., Fort Valley State Valley, 1947.

1 First Semester only.
2 Second Semester only.
McWHORTER, JESSIE HAMPTON ............................. Athens
B.S., Paine College, 1927.

MADISON, JULIA AMANDA .............................. Atlanta
A.B., Fisk University, 1933; A.M., Atlanta University, 1947.

MAPP, VIVIAN LORRAINE .............................. Atlanta
A.B., Spelman College, 1935.

MARCHMAN, KATHERINE RAGLAND ........................ Atlanta
A.B., Morehouse College, 1936; A.M., Atlanta University, 1940.

MARSHALL, CONSTANCE MORELAND ........................ Atlanta
A.B., Clark College, 1949.

MARSHALL, JULIA JUANITA ............................. Atlanta
A.B., Clark College, 1952.

MARTIN, DORIS .............................. Atlanta
B.S., Morris Brown College, 1949.

MARTIN, EVA SAMUEL ............................... Rome
A.B., Clark College, 1951.

MARTIN, JAMIE GAITHER .............................. Atlanta

MATHIS, CATHERINE GOLDEN .......................... Savannah
B.S., Savannah State College, 1947.

MAXWELL, SADIE SULLIVAN ............................. Atlanta
A.B., Morris Brown College, 1936.

MILLER, MAE BELLE .............................. Atlanta
A.B., Spelman College, 1946.

MILLER, MARILYN ELIZABETH .......................... Atlanta
A.B., Clark College, 1948.

1 First Semester only.
2 Second Semester only.
MILLER, MELISSA LEWIS\textsuperscript{2} ................................ Savannah B.S., Savannah State College, 1942.

MILTON, LOUISE VIRGINIA\textsuperscript{2} ................................ Savannah B.S., Savannah State College, 1951.

MITCHELL, EMELLEN AQUILLA ................................ Atlanta A.B., Morris Brown College, 1941; A.M., Atlanta University, 1950.

MITCHELL, MARIAN ALLEN\textsuperscript{2} ................................ Atlanta A.B., Morehouse College, 1932; A.M., Atlanta University, 1936.

MOON, INA BELL\textsuperscript{1} ................................ Comer B.S., Albany State College, 1948.

MOORE, DORIS MARTIN ................................ East Point B.S., Morris Brown College, 1949.

MOORE, ESTHER JACKSON\textsuperscript{1} ................................ Atlanta A.B., Morris Brown College, 1940.

MORELAND, VIRGINIA CAROL\textsuperscript{2} ...................... Springfield, Ohio A.B., Spelman College, 1950.

MORGAN, JAMES STANLEY ................................ Cartersville B.S., Tuskegee Institute, 1948.

MORGAN, LAVERTA CANTY ................................ Cartersville A.B., Morris Brown College, 1944.

MORGAN, MORRIS H.\textsuperscript{1} ................................ Cedartown A.B., Morris Brown College, 1949.

MORRELL, WILLIAM WILBORN\textsuperscript{1} ...................... Atlanta A.B., Clark College, 1950.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
MOSES, LENA MAE
A.B., Morris Brown College, 1946.

MOTHERSHEED, SPAESIO WILLARD

MULLINS, JUANITA CAROLE
B.S., Fort Valley State College, 1945.

NEAL, DOROTHY EBERHARDT
A.B., Spelman College, 1940; A.M., Atlanta University, 1942.

NOBLES, LILLIAN VERNETTA
B.S., Wilberforce University, 1930.

OLIVER, BEULAH RUCKER
B.S., Savannah State College, 1944.

O'NEAL, JOHN THOMAS
B.S., Savannah State College, 1938.

O'NEAL, VIONA
B.S., Savannah State College, 1952.

PACE, WALTER THOMAS
B.S., Savannah State College, 1940.

PARKER, JANE JONES
Mus.B., Talladega College, 1942; Mus.M., University of Michigan, 1951.

PARKER, LILLA M.
B.S., Fort Valley State College, 1947.

PARMS, THERMA CROWDEN
B.S., Clark College, 1945.

PARSONS, ADOLPH
A.B., Morehouse College, 1940.

1 First Semester only.
2 Second Semester only.
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<tr>
<th>Name</th>
<th>College, Degree</th>
<th>Institution</th>
<th>Year</th>
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<tbody>
<tr>
<td>Pearson, Eunice C.</td>
<td></td>
<td>Sandersville, B.S.</td>
<td>1945.</td>
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<tr>
<td>Penn, Emma Thelma</td>
<td></td>
<td>Atlanta, A.B.</td>
<td>1943.</td>
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<td>Pettie, Augusta Lucile</td>
<td></td>
<td>Savannah, B.S.</td>
<td>1937.</td>
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<td>Pinson, Minnie Spear</td>
<td></td>
<td>Atlanta, A.B.</td>
<td>1936.</td>
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<td>Pitts, Beulah Fitch</td>
<td></td>
<td>Atlanta, B.S.</td>
<td>1932.</td>
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<td>Pleasant, Mamie Antoinette</td>
<td></td>
<td>Savannah, B.S.</td>
<td>1949.</td>
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<td>Poole, William Dickson</td>
<td></td>
<td>Newnan, A.B.</td>
<td>1952.</td>
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<td>Pope, Betty Sealy</td>
<td></td>
<td>Savannah, B.S.</td>
<td>1949.</td>
</tr>
<tr>
<td>Pope, George Edward</td>
<td></td>
<td>Columbus, B.S.</td>
<td>1939.</td>
</tr>
<tr>
<td>Pounds, Hattie Bazelle</td>
<td></td>
<td>Athens, A.B.</td>
<td>1942.</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
PRICE, ARIZONA BROWN\textsuperscript{1} .................................. Atlanta
B.S., Spelman College, 1945.

PRIDE, SAMUEL BERRY\textsuperscript{2} ..................................... Millen
A.B., Johnson C. Smith University, 1916.

PROFITT, MAE BAILEY ..................................... Newnan
B.S., Fort Valley State College, 1947.

PUGH, MARY CARTER ...................................... Atlanta
B.S., Savannah State College, 1950.

PUGH, VANESTA\textsuperscript{2} ..................................... Atlanta

QUARTERMAN, CATHERINE MIRIAM .......................... Atlanta

QUARTERMAN, MILDRED WILSON\textsuperscript{1} ...................... Atlanta
A.B., Clark College, 1944.

RAY, CORRIE LEE\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1936.

REID, ELVONIA WEST\textsuperscript{1} .......................... Atlanta
B.S., Fort Valley State College, 1946.

REID, PEARL LAZENBY\textsuperscript{2} ..................................... Atlanta

REMBERT, JENNIE VIRGINIA\textsuperscript{1} ...................... Atlanta
A.B., Morehouse College, 1933.

RHAHEY, MARGARET HART\textsuperscript{2} ...................... Savannah
A.B., Savannah State College, 1932.

RICHARDS, JOHNNY\textsuperscript{1} ..................................... Atlanta
A.B., Clark College, 1950.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
Richards, Willie Mae 1 ..................................... Atlanta
A.B., Morris Brown College, 1942.

Richardson, Sarah Washington ............................. Atlanta

Ricks, Lillian Jones ......................................... Macon
B.S., Fort Valley State College, 1948.

Roberts, Louise Bing 2 ...................................... Savannah
B.S., Savannah State College, 1945.

Roberts, Richard Milton 2 ................................... Sparta
B.S., Savannah State College, 1950.

Robinson, John Edward ........................................ Hogansville
B.S., Savannah State College, 1946; M.Ed., Atlanta University, 1950.

Robinson, Lucius Alexander 1 ................................ Atlanta
A.B., Morris Brown College, 1940.

Rowden, Iris Camilla 2 ...................................... Good Hope

Rucker, Dorothy Oliver 1 ..................................... Gainesville
B.S., Savannah State College, 1944.

Rowe, Ruby Arnold 1 ......................................... Atlanta
A.B., Morris Brown College, 1945.

Scott, Ruth Grace 2 .......................................... Savannah
A.B., Wiley College, 1925.

Scruggs, Willis H. 1 .......................................... Atlanta
A.B., Clark College, 1939.

Seay, Tiny Maudelle .......................................... Americus
B.S., Savannah State College, 1942.

1 First Semester only.
2 Second Semester only.
SHERARD, ROSCOE V.  
B.S., Morris Brown College, 1951.

SHORrS, HELEN CLIFT.  
A.B., LeMoyne College, 1935.

SIDNEY, HELEN FANNIE.  
B.S., Fort Valley State College, 1950.

SIMMONS, ETHEL DELORES.  
B.S., Albany State College, 1950.

SIMMS, RETHA MAE.  
B.S., Fort Valley State College, 1947.

SINGLETON, MARTHA HELENA.  

SINGLETON, VIOLET ALLEN.  
A.B., Talladega College, 1938.

SLACK, JAMES.  
A.B., Morehouse College, 1950.

SLOAN, ADDIE CANNON.  

SMITH, BETTIE MAE.  
B.S., Tennessee Agricultural and Industrial State University, 1948; A.M., New York University, 1951.

SMITH, LILLIE-BUDD LEAKE.  
B.S., Savannah State College, 1945.

SMITH, NETTIE GRIER.  
A.B., Morris Brown College, 1952.

SMITH, SAMUEL LEE.  
B.S., Savannah State College, 1948.

1 First Semester only.
2 Second Semester only.
CATALOGUE

SOLOMON, MILLER LEONARD. Montezuma
A.B., Morris Brown College, 1932.

SPELLMAN, JEAN ARLENE. Savannah
A.B., Clark College, 1951.

STAMPER, JESSIE DEMERY. Atlanta
A.B., Clark College, 1940.

STEWART, MARGARET HOUSTON. Savannah
B.S., Savannah State College, 1951.

STRANGE, FOLIA FAYE. Savannah
B.S., Savannah State College, 1952.

SUTTON, ROWENA ANN. Atlanta
A.B., West Virginia State College, 1951.

TARVER, BERTHA ARLEEN. Atlanta
A.B., Clark College, 1948.

TAYLOR, BARBARA ANN. East Point
A.B., Clark College, 1951.

TAYLOR, GERONE HENDALE. Atlanta
A.B., Morehouse College, 1940.

TAYLOR, VIRGINIA RICHMOND. Atlanta
A.B., Morris Brown College, 1931.

THOMAS, EVA LOUISE. College Park
A.B., Morris Brown College, 1935; A.M., Atlanta University, 1945.

THOMPSON, BERNICE FARLEY. Atlanta
B.S., Morris Brown College, 1952.

THOMPSON, CHARLYE MAE. Atlanta

1 First Semester only.
2 Second Semester only.
THOMPSON, ELOISE C.....................................Newnan
B.S., Fort Valley State College, 1948.

THOMPSON, FRANCES BEASLEY²......................Savannah
B.S., Savannah State College, 1946.

THOMPSON, RUTH JONES¹..................................Atlanta
A.B., Clark College, 1940.

THOMPSON, SARAH FRANCES¹..............................Covington
A.B., Clark College, 1939.

THORNTON, AMELIA HALL¹....................................Atlanta
A.B., Morris Brown College, 1926.

THORPE, DANIEL STANFORD¹.........................Atlanta
B.S., Delaware State College, 1934; M.S., Atlanta University, 1937.

THWEATT, ALBERT PATTERSON²..............................Savannah
A.B., Atlanta University, 1926.

TILLER, LOEOIR MARION¹....................................Comer
B.S., Savannah State College, 1946.

TURNER, ANDREW D......................................Atlanta
A.B., Morris Brown College, 1952.

TURNER, ELEANOR SYLVIA²..............................Atlanta
A.B., Clark College, 1952.

TYLER, JOHN HENRY........................................Denmark, S. C.
A.B., Morehouse College, 1952.

UNDERWOOD, MABLE LEON¹..............................Yatesville
B.S., Fort Valley State College, 1949.

UNDERWOOD, MARION¹.....................................Yatesville
B.S., Fort Valley State College, 1949.

¹ First Semester only.
² Second Semester only.
1 First Semester only.
2 Second Semester only.
WEBB, MAXINE THORNTON ............................................. Atlanta
B.S., Clark College, 1945.

WEEMS, CAMILLA 2 .............................................. Savannah
A.B., Spelman College, 1912.

WEEMS, NAOMI WHATLEY ........................................... Atlanta
A.B., Morris Brown College, 1940.

WESTON, BESSIE 2 ................................................ Cairo
B.S., Savannah State College, 1948.

WHATLEY, LULA PEARL 2 ........................................... Atlanta
B.S., Spelman College, 1944.

WHATLEY, VIRGINIA TILLMAN 2 ................................... Atlanta
A.B., Spelman College, 1944.

WHELCHEL, BRONEL RICHARD ....................................... Atlanta
A.B., Morehouse College, 1950.

WHITAKER, VIVIAN ELIZABETH 1 .................................. Rockmart
B.S., Shaw University, 1948.

WHITE, OTIS JR. 2 ................................................ Atlanta
B.S., Morehouse College, 1944; M.S., Atlanta University, 1946.

WHITE, ROSCOE JACKSON ............................................. Atlanta
A.B., Morehouse College, 1942.

WHITEHEAD, MARCELLUS 2 ........................................... Indian Springs
A.B., Howard University, 1951.

WIGGINS, CLIFTON ALLEN 1 ........................................ Savannah
B.S., Savannah State College, 1947.

WILLIAMS, CATHERINE WALKER 2 .................................. Savannah
A.B., Spelman College, 1936.

1 First Semester only.
2 Second Semester only.
WILLIAMS, CORETHA\textsuperscript{1} ............................... Donalsonville
B.S., Savannah State College, 1948.

WILLIAMS, ELEANOR GOLAR\textsuperscript{2} ............................... Atlanta
B.S., Howard University, 1946.

WILLIAMS, ERMA ROBERTS\textsuperscript{2} ............................... Savannah
B.S., Savannah State College, 1942.

WILLIAMS, GERTRUDE BLOSSOM\textsuperscript{1} ............................... Atlanta
B.S., Tuskegee Institute, 1943.

WILLIAMS, NAPOLEON ............................... Vienna
B.S., Fort Valley State College, 1949.

WILLIAMS, ROBERT JENKINS ............................... Macon
A.B., Morehouse College, 1948.

WILLIAMS, WILLIAM MARCUS\textsuperscript{1} ............................... Bainbridge
A.B., Morehouse College, 1952.

WILLINGHAM, DORIS DALTON\textsuperscript{2} ............................... Atlanta
A.B., Clark College, 1940.

WILLIS, DELPHINE STONEY\textsuperscript{2} ............................... Savannah
B.S., Savannah State College, 1949.

WILSON, RUFUS\textsuperscript{1} ............................... Atlanta
B.S., Clark College, 1952.

WOODS, MARION JEROME ............................... Marietta
A.B., Savannah State College, 1928.

WOODS, WILLIE BLANCHE\textsuperscript{2} ............................... Atlanta
B.S., Morris Brown College, 1950.

WOOLCOCK, OZEIL FRYER\textsuperscript{1} ............................... Atlanta
A.B., Clark College, 1932.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
WRIGHT, LILLIAN BEATRICE ............................................. Atlanta

WYATT, CLARENCE MARIJETTA1 ....................................... Atlanta

WYMBS, CORDELIA MAYE .............................................. Athens
   B.S., Savannah State College, 1945; M.Ed., Atlanta University, 1950.

YANCEY, MYRNA LOUDELL ............................................. Atlanta
   A.B., Morris Brown College, 1943.

YANCEY, OMOGENE WILLIAMS1 ....................................... Atlanta
   A.B., Clark College, 1945; A.M., Atlanta University, 1946.

YOUNG, GARNIE LOLA ................................................. Atlanta
   A.B., Spelman College, 1932.

SPECIAL STUDENTS

BERTRAM, GERTRUDE MARGARITTE .................................. Atlanta

CHILDERS, RUBY PORCH2 ............................................. Calhoun

DOMINIS, BEATRICE LOLA1 ......................................... Griffin

GLENN, EULA MAE1 ................................................... Atlanta

KING, ALVA LOUISE ................................................. Cartersville

MCCARTER, SARAH LAURA1 ........................................... Atlanta

MAXWELL, HARVEY WELBORNE ......................................... Cartersville

NOLAND, WILLA ROBINSON2 .......................................... Atlanta

PRATHER, IDA ALLEN2 ................................................ Atlanta

RAY, LILLIE BARNETTE1 .............................................. Athens

SHY, CALLIE LEE1 ..................................................... Atlanta

WASHINGTON, ALICE LEE ............................................ Atlanta

1 First Semester only.
2 Second Semester only.
SCHOOL OF BUSINESS ADMINISTRATION

ALEXANDER, GABRIEL SAMUEL ........................................ Atlanta
A.B., Morehouse College, 1939.

ALLEN, JOE FLOYD .................................................... Macon

BAILEY, JULIUS BROWN .............................................. Atlanta
A.B., Morehouse College, 1951.

BLAYTON, DORIS ADA ............................................. Atlanta
A.B., Spelman College, 1943.

COOMBS, FLETCHER .................................................. Atlanta
A.B., Morehouse College, 1950.

DALTON, EDITH MAY ............................................... Atlanta
A.B., Clark College, 1947.

HARRIS, SAMUEL LAWRENCE ...................................... Waco, Tex.
A.B., Morehouse College, 1950.

JACKSON, OTHNIEL THOMAS ........................................ College Park

JONES, ROBERT FULTON ............................................ Birmingham, Ala.
A.B., Miles College, 1949.

JUNIOR, ESTER JAMES .............................................. Waycross
A.B., Morehouse College, 1952.

RHODES, KEITH HICKS ............................................... Cincinnati, Ohio
A.B., Morehouse College, 1952.

THOMPSON, ROBERT ALBERT ......................................... Atlanta
A.B., Morgan State College, 1932; A.M., Atlanta University, 1937.

MOSS, EVERETT ...................................................... Atlanta
A.B., Morris Brown College, 1952.

1 First Semester only.
2 Second Semester only.
### GRADUATE AND PROFESSIONAL SCHOOLS

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<thead>
<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>55</td>
<td>19</td>
<td>74</td>
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<tr>
<td>School of Social Work</td>
<td>25</td>
<td>51</td>
<td>76</td>
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<tr>
<td>School of Library Service</td>
<td>7</td>
<td>32</td>
<td>39</td>
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<tr>
<td>School of Education</td>
<td>103</td>
<td>281</td>
<td>384</td>
</tr>
<tr>
<td>School of Business Administration</td>
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<td>Special</td>
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<td><strong>Total</strong></td>
<td>203</td>
<td>396</td>
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### LABORATORY SCHOOL

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary School</td>
<td>87</td>
<td>117</td>
<td>204</td>
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<tr>
<td>Kindergarten-Nursery (Spelman College)</td>
<td>31</td>
<td>32</td>
<td>63</td>
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<tr>
<td><strong>Total</strong></td>
<td>118</td>
<td>149</td>
<td>267</td>
</tr>
<tr>
<td><strong>Total (Excluding Kindergarten-Nursery School)</strong></td>
<td>204</td>
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### SUMMER SCHOOL (1952)

<table>
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<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Graduate (all schools)</td>
<td>419</td>
<td>806</td>
<td>1225</td>
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<tr>
<td>Undergraduate</td>
<td>183</td>
<td>242</td>
<td>425</td>
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<td><strong>Total</strong></td>
<td>602</td>
<td>1048</td>
<td>1650</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>Demonstration School</td>
<td>38</td>
<td>46</td>
<td>84</td>
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<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td><strong>GRAND TOTAL (June 1, 1952-June 1, 1953)</strong></td>
<td>1734</td>
<td></td>
<td>2537</td>
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# GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

## 1952-1953

Arts and Sciences, Social Work, Library Service, Education, Business

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<th>State</th>
<th>Total</th>
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<td>2. Arkansas</td>
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<td>3. California</td>
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<td>4. Florida</td>
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<td>6. Illinois</td>
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<td>7. Iowa</td>
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<td>8. Kansas</td>
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<tr>
<td>9. Kentucky</td>
<td>3</td>
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<tr>
<td>10. Louisiana</td>
<td>4</td>
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<td>11. Maryland</td>
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<td>12. Massachusetts</td>
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<td>13. Michigan</td>
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<td>14. Minnesota</td>
<td>2</td>
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<tr>
<td>15. Mississippi</td>
<td>6</td>
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<td>17. New York</td>
<td>7</td>
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<tr>
<td>18. North Carolina</td>
<td>5</td>
</tr>
<tr>
<td>19. Ohio</td>
<td>6</td>
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<td>20. Oklahoma</td>
<td>1</td>
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<tr>
<td>21. Pennsylvania</td>
<td>7</td>
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<tr>
<td>22. South Carolina</td>
<td>8</td>
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<td>23. Tennessee</td>
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<td>24. Texas</td>
<td>8</td>
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<tr>
<td>25. Virginia</td>
<td>10</td>
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<tr>
<td>26. West Virginia</td>
<td>2</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>2</td>
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<tr>
<td>Haiti</td>
<td>1</td>
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<tr>
<td>Virgin Islands</td>
<td>1</td>
</tr>
<tr>
<td>West Africa</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
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